



BUNGAY ELEMENTARY SCHOOL

SAFE SCHOOL CLIMATE PLAN (Revised September, 2019)

Safe School Climate Specialist: Mary Sue Feige, Principal and/or Lauren Reid, Assistant Principal

Safe School District Coordinator: Vonda Tencza, Associate Superintendent

Safe School Climate Committee

Bungay Elementary School – Mary Sue Feige, Lauren Reid, Cynthia Botti, Chloe Germain, Jen Karpovich, Gina Kindt, Angel McAuliffe, Leslie Olson, Olethea Ouellette, Carrie Stepeck

Parent Representative(s): Kim Farmer

Bungay School Student Council (Nicole Hiscock, Staff Representative)

Bungay School Essential Practices

At Bungay School, we promote decision-making that is collaborative, democratic, and actively involves all stakeholders (e.g. school personnel, students, families, community members with varied and meaningful roles and perspectives where all voices are heard.

- School, family, community, and students work on responsive classroom and academic strategies to be implemented for ongoing school climate improvement
- Policies and practices are regularly assessed to ensure a safe and productive learning community
- School, family, and students collaboratively model codes of conduct that support a positive and sustained school climate

At Bungay School, we use quantitative (surveys) and qualitative (interviews, focus groups) data to drive action planning, preventive/intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process

- Data is used to establish instructional and/or school--wide practices and procedures related to social norms, school connectedness, sense of safety, discipline, learning/teaching, leadership, absence rates and student's mobility.

At Bungay School, we tailor improvement goals to the unique needs of the students and the broader school community. These goals are integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time.

- School improvement goals and strategies are aligned to the school improvement plan.
- School climate reports are provided that communicate effectively with all school community members and families about goals, benchmarks, and progress.

At Bungay School, we foster adult learning in teams and/or professional learning communities to build capacity among school personnel and develop common staff skills to educate the whole child.

- Continuous monitoring of standards for social, emotional, ethical and civic learning are fully integrated into the classroom in ways that align with 21st century learning and with students' cultures, circumstances and languages.

At Bungay School, we base curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning.

- Instruction and assessment processes and standards are personalized in ways that model and promote mutual respect, caring and a sense of community. (i.e Charlotte Danielson, responsive classroom strategies, differentiated learning, workshop model, etc.)

Bungay School Positive Sustained School Climate Plan

Our Bungay School's School Climate Plan is the foundation for learning and positive student development that includes:

1. Norms, values, and expectations that support people feeling socially, emotionally, intellectually and physically safe are seen throughout the school.
2. People in our school treat one another with dignity and are engaged and respected.
3. We have a school community that works collaboratively together to develop, live and contribute to a shared school vision
4. Adults in our building model and nurture attitudes that emphasize the benefits and satisfaction gained from learning
5. We have a school community that contributes to the operations of the school and the care of the physical environment

Safety

- Rules and Norms - At Bungay School, rules and norms are clearly communicated about physical violence, verbal abuse, harassment and teasing, clear and consistent norms are enforced for adult intervention.
- Physical Security - At Bungay School, students and adults feel safe from physical harm in our school.
- Social-Emotional Security - At Bungay School, students feel safe from verbal abuse, teasing and exclusion.

Teaching and Learning

- Support for Learning - At Bungay School, the use of supportive teaching practices, such as: encouragement and constructive feedback, varied opportunities to demonstrate knowledge and skills, support for risk-taking and independent thinking, and an atmosphere conducive to dialogue and question, academic challenge, and individual attention.
- Social and Civic Learning - At Bungay School, we practice the development of social and civic knowledge, skills and dispositions including: effective listening, conflict resolution, self-reflection, emotional regulation empathy, personal responsibility, and ethical decision making.

Interpersonal Relationships

- Respect for Diversity - At Bungay School, there is mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school - student-student, adult-student, adult-adult and overall norms for tolerance.

- Social Support - Adults - At Bungay School, we create a supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and a personal concern for students' problems.
- Social Support - Students - At Bungay School, we build supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students.

Environment

- School Connectedness-Engagement - At Bungay School, there is positive in school life for students, staff and families
- Physical Cleanliness - At Bungay School, all stakeholders share in the cleanliness, order, appeal of the school
- Resources and Materials- At Bungay School, school related materials and resources are provided for students and adults.

Social Media

- Social Media - At Bungay School, students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or electronic devices (i.e. Facebook, Twitter, other social media platforms, by an email text messaging, posting photo/video, etc.)

Staff

- Leadership - At Bungay School, administration creates and communicates a clear vision and is accessible and supportive of school staff development.
- Professional Responsibilities - At Bungay School, positive attitudes and relationships among school staff that support effectively working and learning together are part of our day to day practice.

- Positive Intervention Process
 - . The Responsive Classroom Approach is utilized.
 - All teachers are provided with Responsive Classroom materials/resources.
 - Responsive Classroom DVD's are available for all staff.
 - Nine staff members have had additional training in Responsive Classroom

School rules to address. Identify where the rules are located and how students/parents are informed of the rules

- School rules are located in the student handbook. Parents and students are informed of the rules at the beginning of each school year. Parents and students need to return a signed sheet from the handbook indicating that they have reviewed the school rules.
- School rules are posted in the classrooms and throughout the building.
- Board of Education policies related to school rules are posted on the school/district website. Included in these policies, but not limited to, bullying prevention and intervention policy [#5131.911](#).

Education of students – In what manner are students educated each year?

- Students are educated about Safe School Climate through lessons taught by the school guidance counselor in grades K-5.
- Teachers review school and classroom rules on the first day of school
- School assembly is held in the beginning of the school year and reinforced throughout the school year to discuss expectations and rules in the cafeteria, hallways, playground/indoor recess, bathroom, assembly, bus and classroom expectations are planned with an emphasis on: Bungay is *C.A.R.I.N.G.*

Courteous Achievement Responsibility Achievement Neighborly Giving

- Daily Message: Morning Announcement includes a Project Wisdom message and/or a quote of the day, and the Bungay Elementary School Pledge “Bungay is C.A.R.I.N.G.” is read by the entire school.

- Bungay is C.A.R.I.N.G. assembly coordinated by the School Climate Committee is held monthly to promote a place where our students value differences, show acts of kindness, are good role models, and live by the Golden Rule. www.bucketfillers101.com

Individual Interventions

- Each behavior is examined thoroughly
- If patterns occur, a behavior support plan may be developed
- Communication with parents is required and documented
- Check-ins with teacher/support staff/student may occur

School-Wide Training of Staff Related to Safe School Climate Plan.

- All school employees will receive training for a safe school climate plan at a faculty meeting during the first month of school.

Parent Involvement – How are parents included in promoting safe school climate?

- Parents are included in promoting a safe school climate
- Plan being communicated at the first PTA meeting of the year
- Plan being posted on the school's website
- Plan being shared at Meet the Teacher's Night
- Parents being encouraged to bring forth concerns for administration and the committee to address
- Parents being surveyed on the school's climate

C.A.R.I.N.G. TRAITS

Courteous

Being polite or showing good manners.

A courteous person says "please" and "thank you."

Being agreeable, generous and gracious

Achieving

To be successfully or accomplish your goals

She achieved everything she wanted to as class president.

To always do your best and try you're hardest

He/she achieved a good grade on his/her math test.

Responsible

Expected to take care of particular duties and jobs

He is responsible for keeping track of our money.

Able to make the right decisions

He/she is very responsible and can be trusted.

Interested

Having or showing curiosity or concern.

He/she is interested in helping to make the world a better place.

Neighborly

Friendly, helpful, generous, tolerant, warm-hearted nature

It was neighborly of him to water my plants while I was away.

Growing

Improving by learning about yourself and others

Becoming mature and confident

Showing sympathy or understanding

Adequate supervision for unstructured areas.

- School paraprofessionals are assigned to specific areas during recess.
- Students are not permitted to work independently or in groups in the hallways
- A staff member is present in classrooms during indoor recess
- AM Arrival and PM Dismissal – Hallways, Foyers, Bus Rooms are supervised by staff.