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*Bungay Elementary School*

*Safe School Climate Plan*

**2021-2022**

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*The Bungay Elementary School  
C.A.R.I.N.G. Kids' Pledge*



**We**, the students, agree to help make  
Bungay Elementary School  
a place where everyone is kind and **C.A.R.I.N.G.**

We believe that all children should enjoy  
our school equally, and feel safe, secure, and loved,  
regardless of how we look, the color of our skin,  
our religion or how popular we are.

By signing this pledge, we agree to:

- Value our differences and treat each other with respect.
- Show acts of kindness and caring every day.
- Be a good role model for younger students.
- Live by the Golden Rule. "Treat others the way you want to be treated."

## **BUNGAY ELEMENTARY SCHOOL**

### **SAFE SCHOOL CLIMATE PLAN**

Safe School District Coordinator: Vonda Tencza, Associate Superintendent

Safe School Climate Specialists: Mary Sue Feige, Principal; Lauren Reid, Assistant Principal

#### **Bungay School Safe School Climate Committee**

Bungay Elementary School – Mary Sue Feige, Lauren Reid, Katie Furino, Amy Lebetkin, Alyssa Generali, Katelyn Greene, Nicole Hiscock, Jen Karpovich, Gina Kindt, Angel McAuliffe, Leslie Olson,  
Parent Representative(s): Bernadette Paternostro

#### **School Climate Standard #1**

**The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive climate.**

##### **Positive Intervention Process**

- The Responsive Classroom Approach is utilized.
- New 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.
- Classroom Teachers are piloting the Caring School Community Program

#### **School Climate Standard #2**

**The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic, and intellectual skills, knowledge and dispositions and (b) a comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged.**

##### **School 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.
- 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](#).

### School Climate Standard #3

The school community's practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning and school-wide activities; (c) address barriers to learning and teaching and re-engage those who have become disengaged; and (d) develop and sustain appropriate operational infrastructure and capacity building mechanisms for meeting this standard.

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

- Build and reinforce connections between and among students and staff.
  - Daily Morning Announcements
  - Monthly Town Meetings
  - Staff Connection Posters
  - Cross-Age Buddies / Classrooms
  - Getting to Know You - Staff Posters
  - Spirit Days
  - One School One Read
  - Student Council Leadership
  - New Student Initiatives
  - Fifth grade transitional groups and lessons by school counselor and SMS staff
- 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 (K-2 and 3-5) in the beginning of 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 that includes a Project Wisdom message 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](http://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
- Variety of K-5 friendship groups are used to reinforce social skills

#### 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.

**Responsive Classroom** - The Responsive Classroom approach to teaching is an research-based education approach associated with greater teacher effectiveness, higher student achievement, and improved school climate bringing together social and academic learning by creating a safe, joyful, and engaging

classroom and school community in a learning environment that is developmentally responsive to each child's strengths and needs in four interrelated domains:

- ❖ **engaging academics**- *excited about what they're learning*
- ❖ **positive community**-*safe, belonging, social interactions*
- ❖ **effective management**-*how to ask questions; academic choice with limits*
- ❖ **developmentally responsive teaching** -*know students developmentally to meet their needs*

### Responsive Classroom Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

### Responsive Classroom Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach: Teaching social and emotional skills is as important as teaching academic content. (The social and emotional curriculum is as important as the academic curriculum.) How we teach is as important as what we teach and *how children learn is as important as what they learn.*

### Responsive Classroom Shared Practices and Strategies

*Responsive Classroom* is an approach to teaching based on the belief that integrating academic and social-emotional skills creating an environment where students can do their best learning. The *Responsive Classroom* approach consists of a set of practices and strategies that build academic and social-emotional competencies.

These core classroom practices are the heart of the *Responsive Classroom* approach:

**Arrival Time**

**Interactive Modeling**

**Morning Meeting**

**Guided Discovery**

**Academic Choice**

**Classroom Organization**

**Classroom Management and Teacher Language**

**Working Together with Families**

Great cognitive growth occurs through social interaction. (*Teaching is interactive/active with a balance between teacher and student interactions-talking, agreeing, disagreeing, defending, lots of talking.*)

To be successful academically and socially, we need to learn a set of social and emotional skills including: cooperation, assertiveness, responsibility, empathy and self-control.

What we know and believe about our students—individually, culturally, developmentally, style of learning, interests—informs our expectations, reactions, and attitudes about those students and is as important as the content we teach.

### Caring School Community Program K-5

*Caring School Community* is a comprehensive, research-based social and emotional learning (SEL) program that builds school-wide community, develops students' social skills and SEL competencies, and enables a transformative stance on discipline by promoting positive behavior through direct teaching of responsibility, empathy, and cooperation, creating settings where students feel heard, known, and cared for. Students become intrinsically motivated to contribute productively to a community they feel invested in, and where they know they matter.

### School Climate Standard #4

**The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually, and physically.**

**Parent Involvement** – Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

How we, the adults at school, work together is as important as our individual competence. Lasting change begins with the adult. Model behavior we want to see!

How are parents included in promoting a safe school climate?

- Plan communicated to parents
- 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
- Ongoing parent communication
  - Individual phone calls/check-ins
  - Newsletters
  - Friday Flash
  - Caring School Community Home Connection Letters
  - Remind Messages
  - Emails

### School Climate Standard #5

**The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.**

Bungay Elementary School welcomes parents as guest readers in their children's classrooms. Volunteers are also welcome to assist in the media center. On Veterans Day military veterans are welcomed into the school to share their experiences as well.

A fifth grade Bungay Student Ambassador Team comprised of our Student Council is responsible for welcoming new students to our school community including, but not limited to, a school tour, friendship

Through both Developmental Guidance and social studies lessons our staff promotes the celebration of understanding and appreciating those with different backgrounds and beliefs of one another.

Upper grade classrooms are partnered with lower grade classrooms for Book Buddies. These partnerships provide worthwhile relationships that strengthen our school community.

Grade 5 students assist students who need extra assistance with their letter and sight word recognition, as well as with their math facts.

The Bungay CARING Pledge is taught and revisited by all students every morning.

The preferred methods for addressing disciplinary infractions are the three parts of restorative discipline – logical consequences, "You break it, you fix it," and loss of privileges.