
Bungay Elementary School

Safe School Climate Plan

2024-2025

Courteous
Achieving
Responsible
Interested
Neighborly
Growing

*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

Mary Sue Feige	Director of Curriculum (District Coordinator)
Edward Henry	Director of Security
Ron Barnard	School Security Officer

Bungay School Safe School Climate Committee

Lauren Reid	Principal (Climate Specialist)
Rebecca Bennett	Seymour School District Head Nurse
Kim Barton	SRBI Mathematics Teacher
Eleanor Brasche	Reading and Language Arts Consultant
Chloe Germain	School Psychologist
Dana Mitchell	School Counselor
Alex Giannelli	Special Education Teacher
Hannah Rozum	Special Education Teacher
Jennifer Karpovich	Speech and Language Pathologist
Jessica Butcaris	Parent Representative
Gina Kindt	Kindergarten
Michelle Strumello	First Grade Teacher
Katie Furino	Second Grade Teacher
Angel McAuliffe	Second Grade Teacher
Katelyn Tyer	Second Grade Teacher
Cindy Botti	Fourth Grade Teacher
Christopher Cummings	Fourth Grade Teacher
Haleigh Perugini	Unified Arts
Student School Improvement Team	Student Representatives (3rd-5th Grade)

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
- Staff are provided with Responsive Classroom materials/resources/DVD's.
- Nine staff members have had additional training in Responsive Classroom.
- Classroom Teachers use the Caring School Community Program
- School Counselor provides classroom lessons.
- School Climate Team consisting of staff, parents, and students.
- Bungay is CARING certificates
- Seymour School District C.H.A.M.P.I.O.N.S.

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, staff, and the community:

- As part of our Caring School Community Program ongoing social emotional lessons are taught by the classroom teacher throughout the school year. To enhance the learning, we have Cross-age

buddies, pairing whole classes of older and younger students for academic and recreational activities that build caring relationships and create a schoolwide climate of trust.

- o 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.
- o At every grade level our students participate in bi-monthly counseling lessons with the school counselor. These lessons are focused in three areas of student development: academic, social-emotional, and career. These developmental classroom lessons are planned to be engaging, fun, and meaningful that resonate with students, giving them skills and strategies to apply to their everyday lives.
- o Constructive teacher-student relationships have a large and positive impact on students’ academic success. Through our social-emotional learning goal, we are working to create a culture of kindness and respect, a safe and supportive learning environment, develop students’ social awareness and build positive relationships within the school and at home.
- o Teachers review school and classroom rules on the first day of school and throughout the school year. School assembly (K-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)*
- o Restorative practices are an essential part of our school's commitment to creating a positive, safe, and inclusive environment for all students. These practices focus on building high-quality, constructive relationships, fostering accountability, and ensuring that harm caused within the school community is addressed and repaired.
- o School-wide behavior expectations and initiatives have been developed by our Climate Team with input from the entire school community. This includes a school-wide behavior matrix, with the expectations for each area of the school clearly outlined for all students. Students know and show expected behaviors in order to create a school climate where students are available for learning and to reach their goals.
- o Around our building you will find ways we connect students and staff. We have staff connection posters and “Getting to Know You” Bulletin Boards as a way for students to get to know and connect with our staff. Our PTA has a bulletin board where students and parents can provide kind and caring messages to staff.
- o Bungay’s School Climate Team builds leaders within our building by providing administrators, teachers and our data/climate team with a pulse of what is going on, strategies to improve the climate and culture, and ways to improve student learning.
- o Our Student Council Leadership team plans school-wide spirit days, canned food drives, holiday collections for families, Veterans Day flags, and so much more. Our Student Ambassadors are paired with a classroom and serve as a liaison for the classroom. They provide tours, meet with

new students, and promote school-side events, collections, and provide news and updates to individual classrooms. The School Climate team along with our ambassadors plan activities for our new students.

- o We have several opportunities for students to support students. These programs include: Bus-Buddies, 5th Grade Tutors, and 5th Grade Lunch Helpers.
- o We have several opportunities for the community to be involved in our school such as: Senior Mentors, High School Mentoring, KinderCats - Kindergarten and High School working groups, transitioning to Seymour Middle School led by the school counselor and SMS staff, Junior Achievement, Career Day, and a Multi-Cultural Fair
- o Throughout the year, activities are planned to bring the school-wide community together such as: multi-cultural fair, career day, field day, and PTA events.(e.g. BINGO, Book Fairs, Ice Cream Social, Field Day...).
- o A 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. Students who demonstrate the C.A.R.I.N.G. pillars are nominated by staff members each month to be recognized at our Town Meetings. Two students a month are also recognized on the district level for being a Seymour C.H.A.M.P.I.O.N.
- o Using the Student Connection survey data, we identify students who had limited connections within our school. Our school based team created an action plan to intervene for each student to create positive connections and relationships. These students are being included in special connection activities, lunch groups, and check-ins with our school counselor and school psychologist. We have also shared this information with our classroom teachers, unified arts team and support staff to encourage positive connections with each individual child.
- o We have continued to build our Kindness Rock Garden outside our building. In addition to spreading the message of kindness, this project is also important because it builds school and community unity. Our School Climate team wants to ensure that all new Bungay students have the opportunity to participate in the project.
- o Our monthly One School, One Read's goal is to create a reading community within the school and also allow teachers and students to have conversations about what they are reading. These books are specifically themed around diversity in order to enhance our students' understanding and empathy towards others.

Individual Interventions

- o Each behavior is examined thoroughly
- o If patterns occur, a behavior support plan may be developed
- o Communication with parents is required and documented
- o Check-ins with teacher/support staff/student may occur
- o Variety of K-5 friendship groups are used to reinforce social skills

- o Classroom teachers use “think sheets” to discuss the classroom rule that has been broken and to make a plan for better choices
- o Opportunities for students to “take a break” as needed

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

- o 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 a 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?

- o Celebrations occur throughout the school year where parents are invited to school to celebrate with their child. We have Mystery Readers, Reading and Writing Celebrations, Science Fairs, Poetry Celebrations, Battle of the Books, reading picnics, Author's Celebration, Parent Workshops, and so many other special events and projects.
- o Plan communicated to parents
- o Plan being posted on the school's website
- o Plan being shared at Meet the Teacher's Night
- o Parents being encouraged to bring forth concerns for administration and the committee to address
- o Parents being surveyed on the school's climate
- o Ongoing parent communication

- Individual phone calls/check-ins
- Newsletters
- Bungay Buzz
- Caring School Community Home Connection Letters
- PowerSchool
- Remind Messages (includes preferred language translation)
- Emails
- Academic topics and introduction letters
- Conferences
- Parent workshops

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.

“One School-One Read”-Our monthly One School, One Read's goal is to create a reading community within the school and also allow teachers and students to have conversations about what they are reading. These books are specifically themed around diversity in order to enhance our students’ understanding and empathy toward others. Each month, each grade level will receive one book to share among the teachers in that grade level to read aloud and discuss with their classes. Each grade level will be reading the same book every month.

