

## Center School Safe Climate Plan

Year: 2019 - 2020

District: Ellington

School: Center Elementary School

Principal: Michael P. Verderame

### **Safe Climate Committee 2019-20**

All Hazards Plan: Each school within the Ellington Public Schools district has a School Security and Safety Committee and a **Safe School Climate Committee**, which will be listed in the individual school annexes. The School Security and Safety Committee may be combined with the Safe School Climate Committee. If these committees are not combined, then both committees' members need to be listed in the individual school annexes.

The Safe ***School*** Climate Committee is responsible for the duties outlined in Conn. Gen. Stat. Section 10-222k, including implementing the provisions of this Plan regarding the collection, evaluation, and reporting of information related to instances of disturbing or threatening behavior that may not meet the definition of bullying.

. Under Public Act No. 13-3, Section 87, the School Security and Safety Committee must include the following members at a minimum:

- 1) Local police officer;
- 2) Local first responder (fire /emergency medical services);
- 3) Teacher at school;
- 4) Administrator at school;
- 5) Mental health professional;
- 6) Parent or guardian;
- 7) Any other person the board of education deems necessary.

b. As the School Security and Safety Committee, this team is responsible for assisting in the development of this Plan, and for administering the Plan.

### Staff Team Chart

	<b>Center</b>	<b>CL</b>	<b>Wind</b>	<b>EMS</b>	<b>EHS</b>
Building Admin	Michael Verderame	Sue Nash-Ditzel	Jennifer Hill	Michele Murray	Rebecca Aldred
Building Admin			Jen Kinne	Michael Nash	
Building Admin/Lead Teacher	Taylor Parker		Susan Horvath		
Local Police Officer	Brian Santa	Brian Santa	Brian Santa	SRO	Brian Santa
Emergency Responder	Joe Palombizio	Joe Palombizio	Joe Pambizio	Joe Palombizio	Joe Palombizio
Teacher	Sumitra Ratneshwar	Chris Marshall	Loretta Donovan	Jeffrey Sparano	Susan Chandler
Mental Health	Valerie Baigert	Carin Faraci	Megan Glunt and Kate Preuss	Scott Raiola and Beth Shaw	Christina Saccoccio
Parent	Gil Gamboa	Lori Purcaro	Sara Varga	Cindy Jones	Martha Allegue
Faculty/Staff	Deb Hillemeir	Laura Santos	David Pechie	Eric Senger	Catherine Lebron
Faculty/Staff	Sandy Scully	Krissy O'Donnell	Dale Wilson	Katie Rafael	Suzanne Markowski
Faculty/Staff	Becky Wentworth	Lynn Seypura	Kelly Hany		Lynn Ouellet
Faculty/Staff	Jeanne Davis				

Faculty/Staff	Lisa Schumacher				
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### Safe Climate Plan

National School Climate Standard	Current School Status (Informed by Data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p><b>Standard 1:</b> The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.</p>	<p>Center School is in its eighth year of implementation of the Positive Behavior Intervention System (PBIS). Center School was recognized in 2014-2015 as a PBIS Banner School.</p> <p>PBIS is a research-based approach that has been proven to improve school climate.</p> <p>The Center School Climate Committee is made up of teachers, student support specialists, school nurse, and parent representative which</p>	<p>Including all staff in the training of PBIS, including part time non-certified staff, custodial and secretarial members.</p>	<p>The PBIS Team provides training for all new certified and non-certified staff each year.</p> <p>All certified staff have a copy of Stan Davis's <u>Schools Where Everyone Belongs</u>, and many have participated in book study around the importance of staff-student relationships as the core of prevention.</p> <p>All certified staff have a copy of Kristi Mraz's book, <u>Kids First from Day One</u>, focused on creating student-centered schedules and classroom environments.</p>	<p>The PBIS Team updates its Action Plan yearly to monitor the success of each strategy to improve school climate.</p>	<p>Annually</p>

	<p>meets throughout the school year.</p> <p>Center School collects data on office discipline referrals through School-Wide Information System (SWIS), attendance, Scientifically Research Based Interventions (SRBI) plans, and academic achievement in order to monitor the multitude of factors that impact school climate. SWIS Data is shared with the school staff.</p> <p>As part of the PBIS, school wide expectations of Safety, Respect and Responsibility are explicitly taught to students and acknowledged when evidenced.</p> <p>Students are recognized for making</p>		<p>All Center School staff have been trained, or are in the process of being trained, in the core components of the PBIS approach.</p> <p>All staff completed video trainings on Mandated Reporting, Restraint and Seclusion, Title IX and Bullying Laws.</p> <p>All certified staff have viewed Ross Greene's video "Kids Do Well if They Can" and read from his texts.</p> <p>The certified staff will participate in training on Trauma Based Behaviors.</p> <p>Some staff are attending mindfulness conferences and trainings; classrooms are instituting safe spaces for calming and self-regulation such as a "Zen Zone."</p>		
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	<p>PAWSitive Choices throughout the school.</p> <p>Classroom and School wide celebrations honor students for making positive choices in their behavior.</p> <p>Each year, Center School surveys parents and staff regarding their perceptions of the school climate. Results of these surveys are shared with the School Climate Committee and inform teacher goal setting and school improvement efforts.</p> <p>Information on PBIS is shared with parents through school wide communications.</p>				
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<p><b>Standard 2:</b> 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</p>	<p>The Core of Center School's language arts curriculum is delivered using the Teachers College Reading and Writing Project Units of Study for Reading and Writing. These materials include units on Social Issues.</p> <p>Center School includes Second Step (Committee for Children), a violence prevention curriculum in all grades K-6 as the foundation of our Tier I Behavioral instruction.</p> <p>Center School has a comprehensive Scientifically Research Based Intervention System (SRBI) to address barriers to learning as</p>	<p>The PBIS Team uses monthly SWIS behavioral data to determine areas needing improvement. This process can be streamlined and be more efficiently implemented.</p> <p>A need for wider staff participation and representation on school committees: Crisis Intervention, PBIS, Safe School Climate, Safety and Security Committee.</p> <p>A need for additional training in Trauma Based interventions for students.</p>	<p>An SRBI Team has been established to monitor students specifically needing Tier III support for their behavior.</p> <p>A Check In Check Out (CICO) program has been established as Tier II support for students.</p> <p>Leadership opportunities are being offered to students in grades five and six.</p> <p>The staff will continue to participate in training on Trauma Based Behaviors. Some staff will participate in a Book Study of Barbara Sorrell's <u>Reaching and Teaching Children Exposed to Trauma</u>.</p> <p>A significant number of teachers and paraprofessionals are</p>		<p>Annually</p>

<p>system to address barriers to learning and teaching and re-engage students who have become disengaged.</p>	<p>well as a continuum of Special Education supports available to qualifying students. Center school has an established PAL program (alternative learning program) to proactively support students individualized learning.</p> <p>As part of the school's yearly Instructional Plan, the school sets goals to reduce the number of behavior infractions, and to increase the number of positive recognitions.</p>		<p>trained in PMT response to de-escalate students in crisis.</p> <p>Media Center offers explicit instruction in creating a digital footprint and cyberbullying to fourth and fifth graders.</p>		
<p><b>Standard 3:</b> The school community's practices are identified, prioritized and supported to</p>	<p>Center School created a matrix for expected behaviors in all areas of the school, including the bus. These are posted in all areas on child-friendly PAWS for safety, respect and responsibility.</p>	<p>Parent survey results indicate concerns about the safe and respectful ride for their child to and from school.</p> <p>Student survey results indicate a need to focus more attention on ways to improve student-student</p>	<p>Primary teachers were trained in Purposeful Play and implement choice play time during the school day.</p> <p>Based on information from <u>Kids First from Day One</u>, teachers have created daily schedules incorporating movement and choice.</p>		<p>Annually</p>

<p>(a) promote 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</p>	<p>The PBIS Team created lesson plans for all classrooms to specifically teach the school-wide expectations.</p> <p>Violations of these expectations are divided into Minor and Major infractions.</p> <p>Tier I Second Step lessons are designed to enhance engagement of every student.</p> <p>Our celebrations of behavior milestones are based on research based designs intended to meet human beings' needs for a sense of belonging, significance and fun.</p> <p>Flexible seating options are offered in classrooms, such as standing desks,</p>	<p>interaction.</p> <p>Staff survey results indicate a need for more explicit behavior expectations and restorative practices.</p>			
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<p>(d) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.</p>	<p>wobble or bean bag seats, and yoga mats.</p> <p>Classrooms provide opportunity for student voice and choice in projects, assignments, and/or groupings.</p>				
<p><b>Standard 4:</b> The school community creates an environment where all members are welcomed, supported, and feel safe in school; socially,</p>	<p>Center School continues to promote the PBIS approach to elementary teaching to support a welcoming, supportive and safe environment, and works in relation to CREC staff for ongoing training and support.</p> <p>Staff has received sensitivity training on gender identification.</p>		<p>Emphasize the use of the Buddy Bench at recess for students seeking a playmate</p>		<p>Annually</p>

<p>emotionally, intellectually and physically.</p>	<p>Center School parents and staff members are surveyed each year regarding their perceptions about our school climate and are asked to indicate what the school should do to further a welcoming, supportive and safe environment.</p> <p>Center School has a vibrant PTO and parent volunteer system that welcome families into the school environment.</p>				
<p><b>Standard 5:</b> The school community develops meaningful and engaging practices, activities and norms that</p>	<p>Center School emphasizes strong connections among students and staff using the Silent Mentoring, One-Sentence Intervention, and Love and Logic's Turning Your Words into Gold to support all students in the school community.</p>		<p>Center School will explore concepts of Restorative practices for student problem solving.</p>		<p>Annually</p>

<p>promote social and civic responsibilities and a commitment to social justice.</p>	<p>Center School staff report Major Behavior Incidents as they occur according to the Flow Chart for Behavior Interventions.</p> <p>Center School holds PBIS recognitions yearly. These recognitions are school wide celebrations of demonstration of positive behavior throughout the school.</p>				
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