

Safe Climate Committee 2021-22

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.

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Building Admin	Dario Soto
Building Admin	
Building Admin/Lead Teacher	
Local Police Officer	Brian Santa
Emergency Responder	Joe Palombizio
Teacher	Chris Marshall
Mental Health Professional/School Psychologist	Carin Faraci
Parent	Lori Purcaro
Faculty/Staff	Laura Santos
Faculty/Staff	
Faculty/Staff	Lynn Seyapura
Faculty/Staff	Chris King
Faculty/Staff	

CLS Safe Climate Plan

Year: 2021-2022

District: Ellington

School: Crystal Lake

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>Standard 1: The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.</p>	<p>CLS is a Responsive Classroom school- which we still maintain however, we have moved this year to the Seeds of Civility to guide our work both academically and socially/emotionally.</p> <p>Our goal this year was to have 10 or less office referrals each month. We</p>	<p>This year our school community is delving into the Seeds of Civility and learning about the 7 tenets that support civility in our community</p>	<p>All staff completed PowerPoint trainings on Mandated Reporting, Restraint and Seclusion, Title IX and Bullying Laws.</p> <p>Mindful moments each morning during announcements</p> <p>Focus on ways to manage stress</p> <p>Focused work on the Seeds of Civility</p>	<p>We chart our office referrals- time, place, grade and motivation. This year we had less than 10 office referrals.</p>	<p>Annually</p>

	have achieved this goal.				
<p>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.</p>	<p>The Core of CLS' 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>CLS includes Second Step curriculum in all grades K-6 as the foundation of our Tier I Behavioral instruction.</p>	<p>This year we picked parts of the second step program that spoke to student stress management as this was an area that was low on the climate survey.</p> <p>A need for training in Trauma Based interventions for students.</p> <p>Provide Psychological First Aid for staff - and if applicable, students</p>	<p>Allowing time for faculty to sift through 2nd Step lessons during one of our faculty meetings forced on student stress management.</p> <p>An SRBI Team has been established to monitor students specifically needing Tier III supports for behavior. The district-wide BCBA and SEL specialists have joined the team.</p> <p>A significant number of teachers and paraprofessionals and administrators are trained in PMT</p>	<p>We successfully exited 50% of our students from the SRBI behavior process.</p>	<p>Annually</p>

	<p>CLS has a comprehensive Scientifically Research-Based Intervention System (SRBI) to address barriers to learning as well as a continuum of Special Education supports available to qualifying students.</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>response to deescalate students in crisis.</p>		
<p>Standard 3: The school community's practices are identified, prioritized and supported to (a) promote the learning and positive social,</p>	<p>This year each teacher adopted the following SLO: Students will use the tenets of the Seeds of Civility to become more balanced,</p>	<p>This year the survey revealed an area we need to work on managing stress.</p>	<p>Each morning we targeted a stress management technique during the morning announcements. Teachers worked</p>	<p>Surveys. The most recent survey data indicated that 88% of students feel they are taught ways to manage their stress. This is over 10 percent higher than in December.</p>	<p>Annually</p>

<p>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 an appropriate operational infrastructure and capacity-building mechanisms for meeting this standard.</p>	<p>more engaged and kinder human beings. Each week, academic lessons will target or “call out” a S of C idea. There will be an intentional discussion of what this idea is and how it might help us navigate the lesson more effectively.</p> <p>Additionally, we focused the latter part of the year on stress management.</p> <p>Classrooms provide opportunities for student voice and choice in projects, assignments, and/or groupings.</p>	<p>While a survey has not been taken this year to identify areas of need-based on the unique challenges of this school year-health and wellness should be first and foremost. Students are not able to mix with peers as readily as in the past. Thus finding healthy and socially distanced activities that can bring the community together will be paramount</p>	<p>stress management into morning meeting times</p> <p>We asked our BCBA and District SEL specialist to speak to the faculty about trauma-informed practices as well as student stress management.</p>	<p>We compared November and June student survey results about their knowledge of the Seeds. 80 % of students felt they knew the seeds well or very well at this time of the year as opposed to 67% in November.</p>	
<p>Standard 4: The school community creates an environment where all members are</p>	<p>CLS works in relation to CREC staff for ongoing training and support.</p>	<p>This year we must have supports in place for when silver students</p>	<p>Staff used faculty meeting time to brainstorm ways to connect as a whole</p>	<p>91% of students responded that they felt connected to their school in the June Climate survey.</p>	<p>Annually</p>

<p>welcomed, supported, and feel safe in school; socially, emotionally, intellectually and physically.</p>	<p>All certified staff has received implicit bias training.</p> <p>CLS 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>return back to classrooms. These students will walk into an environment where we have many new procedures. This would be a great opportunity for students to take on a leadership role by showing returning peers the safety procedures.</p> <p>Additionally, we are brainstorming ways that we can involve silver students who remain DL in CLS school-based activities. I</p>	<p>school community even in a cohort environment. Silver learners were always welcomed back with open arms.</p> <p>Staff was also given PD time for self-care- yoga, take a walk, craft activity.</p>		
<p>Standard 5: The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a</p>	<p>All teachers will use positive teacher language (Responsive Classroom)to reinforce, redirect, and remind students as necessary.</p>	<p>Use the Seeds of Civility as a foundation for all academic and SEL work.</p>	<p>Time during PD days was provided for teachers to understand the Seeds and work them into their practice.</p>	<p>98% of students answered that they feel safe in their school</p>	<p>Annually</p>

<p>commitment to social justice.</p>	<p>o Reinforcing</p> <ul style="list-style-type: none">• Names concrete, specific behaviors• Applies to all students• Emphasizes description over personal approval• Reflects important goals and values• Examples: <i>I noticed people walking to the rug quietly. I noticed many people are remembering our meeting circle rules.</i>				
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