

**Ellington Middle School**  
**Safe School Climate Committee**

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.

- Please identify your SCC team in this chart
- Please copy and paste your Safe Climate Plan in this document
- Please identify the dates your SCC meet throughout the year

	<b>EMS</b>
Building Admin	<b>Michele Murray</b>
Building Admin	<b>Michael Nash</b>
Building Admin/Lead Teacher	
Local Police Officer	<b>Brian Santa Officer Keeney Officer Bart</b>
Emergency Responder	<b>Joe Palombizio</b>
Teacher	<b>Edie Vibert-Johnson</b>
Mental Health Professional/School Psychologist	<b>Beth Shaw</b>
Parent	<b>Colleen Spurling</b>
Faculty/Staff	
Faculty/Staff	<b>Cindy Jones</b>
Faculty/Staff	
Faculty/Staff	
Faculty/Staff	

Safe School Climate Committee - Scheduled Meeting Times:

**Ellington Middle School Safe School Climate Plan**

Year: 2021-22

District: Ellington

School: Ellington Middle School

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>EMS has conducted surveys of students, including student panels to discuss concerns around belonging. The school is focused on building positive respectful peer relationships and promoting acceptance for diversity.</p>	<p>Student, teacher and parent survey data indicates a need to improve the following: students treat each other with respect, establishment of clear expectations, and teaching students how to manage stress.</p>	<p>The school has developed and began using a Code of Conduct for student behavioral expectations (Summer/Fall 2019). The goal for the school is for all students to feel valued, excited to learn and be safe. The Code addresses respect for others, respect for the learning environment, and respect for safety. (See EMS Student Handbook)</p> <p>EMS has focused goals and strategies around social and emotional learning, mindfulness and social/emotional needs of EMS students.</p> <p>Guidance and health lessons and advisory programs focused on respect, SEL, relationships, microaggressions.</p>	<p>Student, teacher and parent surveys and feedback sessions.</p> <p>Discipline referral data.</p>	<p>Annually</p>
<p><b>Standard 2:</b> The school community sets policies specifically promoting (a) the development</p>	<p>EMS students are divided among teams with a core group of teachers who meet regularly with</p>	<p>A clearer system for tracking discipline referrals needs to be developed.</p>	<p>Development of a systematic process to track discipline referrals.</p> <p>Development of process to streamline and respond to chronic</p>	<p>Reduction in chronic absenteeism rate</p>	<p>Annually</p>

<p>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>counselors, support staff and administration to identify students in need of support. Through the Hands-Up process students are regularly discussed at team and their individual academic and social/emotional needs are discussed. This process supports the SRBI process.</p>	<p>A more systematic approach to addressing students who are chronically absent needs to be developed.</p>	<p>absenteeism Professional development for all staff in RULER (planned for '21-22)</p>		
<p><b>Standard 3:</b> 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</p>	<p>EMS has the following practices in place which promote a positive learning environment:</p> <ul style="list-style-type: none"> <li>- Mastery-based grading</li> <li>- Growth mindset in learning</li> <li>- Student goal setting and reflection</li> <li>- Student led conferencing</li> <li>- Flexible learning environments</li> <li>- Opportunities for personalized and choice in learning</li> </ul>	<p>Student, teacher and parent feedback last year indicated that priority areas were:</p> <ul style="list-style-type: none"> <li>- respect</li> <li>- Management of stress</li> </ul>	<p>Advisory programs will focus on the theme of respect and will include a lesson on microaggressions</p> <p>The school has developed a counseling curriculum to target specific 7th and 8th grade needs</p> <p>The school has provided professional development in mindfulness strategies to support middle school students.</p>	<p>Surveys</p>	<p>Annually</p>

<p>who have become disengaged; and (d) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.</p>	<p>tasks, projects, and assignments</p> <p>The Hands-Up process is the system that the school uses to monitor student academic and social/emotional needs.</p>				
<p><b>Standard 4:</b> The school community creates an environment where all members are welcomed, supported, and feel safe in school; socially, emotionally, intellectually and physically.</p>	<p>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>Student survey results indicates that the majority of students feel safe in a variety of school settings (91-94%). Parent surveys indicate that 97% of parents feel welcome.</p>	<p>Student, teacher and parent feedback last year indicated that priority areas were:</p> <ul style="list-style-type: none"> <li>- respect</li> <li>- Management of stress</li> </ul>	<p>The school will implement the following to continue to ensure the school is a safe learning environment:</p> <ul style="list-style-type: none"> <li>- Code of Conduct</li> <li>- Advisory lessons focused on respect</li> <li>- Counseling curriculum</li> <li>- Train students in Run-Hide-Fight and practice safety drills</li> </ul> <p>Hold regular Safe School Climate and Safety committee meetings.</p> <p>Administration/staff will participate in professional development on implicit bias.</p> <p>School has a diversity committee (DECC), a GSA and a social justice club</p>	<p>Surveys</p>	<p>Annually</p>

<p><b>Standard 5:</b> The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.</p>	<p>The district has developed a vision of the graduate that supports students being “courageous, reflective, and contributing citizens of the world.”</p> <p>Social Studies curriculum supports learning about civics and other cultures, and encourages students to be “involved citizens.”</p> <p>Student council regularly promotes and supports fundraising for a variety of charities.</p>	<p>Hands on, relevant social justice opportunities for students.</p>	<p>Investigate systems that increase student leadership opportunities, especially in areas to serve the community.</p> <p>Wingman student/peer leaders</p>	<p>Evidence of student leadership</p>	<p>Annually</p>
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