



Ellington High 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.

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

Role / Function	EHS
Building Admin	Brandon HuBrins
Building Admin	Marc Richard
Building Admin/Lead Teacher	Kirsten LaBranche
Local Police Officer	Brian Santa
Emergency Responder	Walter Lee
Teacher	Patrick Gosselin
Mental Health Professional/School Psychologist	Christina Marcotte
Parent	Shelly Chapman
Parent	Christopher Gilnack
Faculty/Staff	Valerie Watt
Faculty/Staff	Jessica Marshall
Faculty/Staff	Lynn Ouellet
Faculty/Staff	Andrea Howarth
Faculty/Staff	Michelle Landry (Security)

Safe School Climate Committee - Scheduled Meeting Times: **Meetings will be held once a quarter.**

Ellington High School Safe School Climate Plan

Year: 2022-2023

District: Ellington

School: Ellington High 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>Standard 1: The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.</p>	<p>Staff will participate in professional development for emotional intelligence and facilitation of storytelling throughout the year.</p>	<p>Students indicate a need for a more inclusive and safe school when dealing with diversity and race. Staff indicated a desire to have targeted training to teach skills for engaging in difficult conversations.</p>	<p>Both the heritage and SEL committee's will collaborate to align work to support students and staff monthly.</p> <p>One Advisory class a month will be dedicated to teachers building rapport and trust with the students as well as the students building rapport with one another.</p>	<p>Student and teacher surveys and Jamboard feedback sessions.</p> <p>Discipline referral data.</p>	<p>Annually</p>
<p>Standard 2: The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and</p>	<p>Guidance counselors and school psychologist meet with each grade to discuss the warning signs of at risk youth for suicide and assess any students who</p>	<p>A better understanding of how to integrate our current data collection strategies into Infinite Campus will help streamline our process.</p>	<p>Development of a systematic process to track discipline referrals.</p> <p>Continue community home visits (where feasible) to foster a team approach to supporting families needing a "wrap around" approach.</p>	<p>Reduction in chronic absenteeism rate</p> <p>Reduction in student complaints regarding culture and</p>	<p>Annually</p>

<p>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>are in need of safety planning and or social and emotional support.</p> <p>Students who show signs of disengagement through behavior, academics, or attendance are referred to the action team, 504, PPT or credit appeals processes. In these meetings a team of school staff, family and community supports, and the student meet to explore concerns and plan interventions</p>	<p>An updated strategy to monitor and support students with excessive tardies will be reviewed.</p> <p>Continued staff exposure to diverse student experiences outside of school to increase empathy and understanding.</p>	<p>Continued annual readings of text that speak to the experiences of our students in different communities and from different walks of life.</p> <p>Updates to our handbook to better support discipline within the school.</p>	<p>climate</p>	
<p>Standard 3: The school community's practices are identified, prioritized and supported to (a) promote the learning and</p>	<p>EHS has the following practices in place to promote a positive learning environment:</p> <ul style="list-style-type: none"> - Adherence to the Vision of the Graduate 	<p>Student, teacher and parent feedback last year indicated that priority areas were:</p> <ul style="list-style-type: none"> - Better use of study halls / student time management 	<p>Create more opportunities for both one on one and small group facilitated discussion on:</p> <ul style="list-style-type: none"> - listening to learn about others - Difficult conversations - Race and culture 	<p>Surveys</p>	<p>Annually</p>

<p>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 an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.</p>	<ul style="list-style-type: none"> - Adherence to the Seeds of Civility - Security Officer, SRO, and student relationship building to provide preventative interventions with support of administration - Link crew freshman orientation and student support 	<ul style="list-style-type: none"> - Self care strategies - Understanding perspectives of those you disagree with 			
<p>Standard 4: The school community creates an environment where all members are welcomed, supported, and feel safe in school;</p>	<p>Parents and staff members are surveyed each year regarding their perceptions about our school climate</p>	<p>Student, teacher and parent feedback last year indicated that priority areas were:</p> <ul style="list-style-type: none"> - Better use of study halls / student time 	<p>The school will implement the following to continue to ensure the school is a safe learning environment:</p> <p>Hold regular Safe School Climate and Safety committee meetings.</p>	<p>Surveys</p>	<p>Annually</p>

<p>socially, emotionally, intellectually and physically.</p>		<p>management</p> <ul style="list-style-type: none"> - Self care strategies - Understanding perspectives of those you disagree with 	<p>Identifying meaningful professional development opportunities for staff.</p>		
<p>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.</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>Students are required to earn community service hours towards graduation</p> <p>Student council regularly promotes and supports student activities and advocates for the student body with the support of administration.</p>	<p>Hands on, relevant social justice opportunities for students.</p> <p>The promotion of afterschool clubs, sports and transportation for these activities in order to foster a greater sense of community and support.</p>	<p>The creation of the Culture and Climate hub called the Action Alliance. This entity will offer strategic planning and opportunity for student led groups to create presentations for staff and students regarding the work of each after school club which includes:</p> <ul style="list-style-type: none"> - Racial Unity - Uknighated Leadership - Gay straght Alliance - Peer Advocacy - Peer Mediation - Women's Leadership Coalition 	<p>Evidence of student leadership</p>	<p>Annually</p>

