

Windermere School Safe School Climate Plan 2022-2023

District: Ellington Public Schools

Safe Climate Coordinator: Dr. Kristy LaPorte

Building Principal: Jennifer Hill

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.

	Center	CL	Wind	EMS	EHS
Building Admin	Michael Verderame		Jennifer Hill	Michele Murray	John Guidry
Building Admin			Jennifer James	Michael Nash	Brandon Hubrins
Building Admin/Lead Teacher			Melissa Brandt		
Local Police Officer	Brian Santa/SRO	Brian Santa/SRO	Brian Santa/SRO	SRO	Brian Santa/SRO
Emergency Responder	Walter Lee	Walter Lee	Walter Lee	Walter Lee	Walter Lee
Teacher	Sumitra Ratneshwar	Chris Marshall	David Pechie	Jeffrey Sparano	Tina Klopfer
Mental Health	Valerie Baigert	Carin Faraci	Megan Glunt and Kate Preuss	Scott Raiola and Beth Shaw	Christina Marcotte
Parent	Gil Gamboa	Lori Purcaro	Jennifer Hill	Cindy Jones	Martha Allegue
Faculty/Staff	Deb Hillemeir	Laura Santos	Tonya Magnuson	Eric Senger	Catherine Lebron
Faculty/Staff	Sandy Scully	Krissy O'Donnell	Dale Wilson	Katie Rafael	Suzanne Markowski
Faculty/Staff	Becky Wentworth	Lynn Seypura	Current School Nurse: Linda Tripp		Lynn Ouellet
Faculty/Staff	Jeanne Davis				
Faculty/Staff	Lisa Schumacher				

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	Time Line for Reaching Improvement Goals
<p>Standard 1: Shared Mission The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate.</p>	<p>RULER implementation, PBIS, school climate surveys, school handbook, anti-bullying laws and procedures, making good decision cards, Kindness cards and holistic school theme</p>	<p>Improved social skills and behavior across all settings</p>	<p>RULER Second Step Program Tier II and Tier III intervention for behavior implemented with fidelity</p>	<p>Behavior data Climate Survey PBIS Survey PBIS Tiered Fidelity Audit</p>	<p>Ongoing</p>
<p>Standard 1: Shared Mission Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p>A clear statement of mission and vision exists in the Ellington Public Schools Staff participate in PD related to RULER and behavioral strategies to promote a positive school climate</p>	<p>Students, staff, and stakeholders are aware of the mission and its implications at Windermere School. All of the above must promote and add to a positive and safe school climate.</p>	<p>Participate in Vision, Mission, and Core Values PD/Collaboration Leaders model behaviors RULER PD Implement RULER core tools in classrooms Post Mission throughout the building</p>	<p>Climate survey of staff, students, and families 2x/yr PBIS Tiered Fidelity Audit Observations</p>	<p>Ongoing</p>

			PBIS Lessons and Universal Language		
Standard 1: Shared Values What are the shared values?	At Windermere, we share the same values of taking responsibility for our learning while demonstrating respect for ourselves, students, staff, and the environment	Students are able to carryover the behavioral expectations in all settings to influence positive behavior	Teaching RULER tools Modeling RULER tools Involving family with shared language and expectations Teaching and Reteaching of PBIS Lessons Universal Language Second Step Observations	Climate survey of staff, students, and families 2x/yr PBIS Tiered Fidelity Audit Observations	Ongoing
Standard 1: Shared Goals What are the shared priorities?	Updated Safe School Climate Plan Collaborated SIP Developing shared capacity and language across all school settings of staff and students	Plans will be shared with staff, parents, and students	Plans will be shared with staff, parents, and students	Survey Results	Ongoing
Standard 2: Shared School Policies Are there policies that promote the	Windermere School follows the policies that are put in place	Consistency of training for all building level staff	RULER SEL professional development for all staff	PD evaluations Staff Surveys	Ongoing

development of skills, knowledge and engagement?	by the Ellington Board of Education		<p>PBIS Professional Development for all staff</p> <p>Sharing of information at Staff Meetings</p>	<p>Observations</p> <p>SEL consult request forms and documentation</p>	
<p>Standard 2: Shared School Policies</p> <p>Are there policies in place to address barriers to learning?</p>	<p>K-6 SRBI process, BIT, Intervention block, ELL services, special education services, 504 accommodations, Talented and Gifted, STEM enrichment</p>	<p>K-6 Alignment for SBRI</p> <p>Continue implementation of Tier II and III Positive Behavioral Interventions and Support and determine effectiveness of behavioral interventions.</p>	<p>K-6 Alignment of Specialists</p> <p>Creation of SRBI criteria used with fidelity</p> <p>Implementation of data tracking systems for SRBI within Infinite Campus</p> <p>Frequent TIM's across grade levels to address student needs</p> <p>Alignment of BIT to revised SRBI process</p>	<p>Coaching within Tier 1</p> <p>Lists of identified students and achievement targets</p> <p>Peer Observations</p> <p>Site Visits/Instructional rounds</p> <p>Shared examples of effective small group instructional strategies and approaches with colleagues and teachers.</p> <p>Small group instruction attendance sheets for students who are</p>	<p>Ongoing</p>

				below grade level expectations. Documentation of student progress toward achievement targets	
<p>Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws? (This is generally the component of the plan provided to the district by the Law Firm advising the district.)</p>	<p>Windermere School follows the CT policy P.A. 11-232. This policy is posted on our school and district website. The bullying policy was reviewed with staff.</p>	<p>Ensure all staff is aware and informed of the policy</p> <p>Ensure follow up services for all students involved in a bullying incident.</p>	<p>Review policy with all staff annually</p> <p>Support staff and administration to provide follow-up services for students identified as a bully or victim.</p> <p>Restorative Practices-Restorative Justice conferences with school psychologists and SEL team</p> <p>Second Step Program implementation</p> <p>RULER implementation with students 22-23</p>	<p>Bullying documentation when applicable/available</p>	<p>Ongoing</p>
<p>Standard 3: School Practices</p>	<p>RULER- Mood Meter, Charter</p>	<p>Continue to identify ways to showcase and develop positive</p>	<p>SEL specialist partners with students for lunch bunches and</p>	<p>SEL consult request forms and documentation</p>	<p>Ongoing</p>

Are there practices in place to promote positive youth development?	R.I.S.E. to the TOP (PBIS) Pledge Young Inventors, Community programs, food drives, Mentoring Program, Kindness programs, Whale Done Rewards, Whale Wonder Rewards, Buddy Classes	youth development and leadership amongst our student population	various student centered activities Year 2 implementation of RULER Clubs/groups through Support staff Collaboration and partnerships with community agencies	Behavior Data Student Survey Observation Data	
Standard 3: School Practices Are there practices in place that enhance teaching and learning?	Talented and Gifted Teacher, STEM Teacher, Technology Specialist, Library Media Specialist, Chromebooks,	Examine and implement practices to create empowering and engaging learning experiences for students, including learning experiences enhanced through the infusion of technology.	Shared examples of effective strategies and approaches with colleagues and teachers	Documentation and information gleaned from school technology specialist, library media specialist, classroom teachers, data	Ongoing
Standard 3: School Practices Are there practices in place to address barriers to learning?	100% of Windermere School teachers will plan and deliver targeted, small group instruction for students who are below grade level expectation by establishing SMART	Evaluate effectiveness of small group instruction by tracking student growth toward achievement targets and make modifications as	Implement research-based instructional strategies Implement coaching cycles in literacy	Shared examples of effective strategies and approaches with colleagues and teachers during staff meetings and district PD opportunities	Ongoing

	goals at each SRBI Meeting and/or Common Planning Meeting as evidenced by completed Progress Monitoring Data Collection	needed to maximize benefit to students.		Documentation of student progress toward achievement targets	
Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?	Monitor use of collaborative time for the development of common student learning outcomes, common assessments, analysis of student data, and <i>development of effective instructional strategies</i> and provide guidance/support to address areas of concern	Collaboration and PD opportunities for staff to building capacity within the building	Collaboration and PD opportunities for staff to building capacity within the building RULER Student Respect Focus in Classrooms Increase in programs to promote healthy ways for students to manage stress	Behavior data (ODRs) reviewed monthly Surveys after PD with staff Observations TEVAL	Ongoing
Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy, and welcoming environment?	PBIS posters, student photos, student work, Whale Wonders, Ticket winner photos, parent events – Donuts for Dads, School Messengers	Continue to find ways to increase parent involvement, information to parents, and maintain a welcoming environment for all visitors	Update our school’s website to ensure it is up to date and a good resource to parents Second Step Program All Hazards Safety Plan	Surveys Website	Ongoing
Standard 5: Social Justice	“The Power of We”	Collaboration with Ellington Youth	Implementation of RULER, Gifts of	Evaluation of programs	Ongoing

<p>Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?</p>	<p>“Emotions Matter Mindset” Second Step Program</p> <p>Restorative Practices</p> <p>“Be a Champion-Be the One”</p> <p>“Decide to Be Kind” Join the Movement”</p> <p><i>Look for the Good</i> Project</p> <p>Kindness campaign</p>	<p>Services to align with community needs</p>	<p>Literature that promote diversity and inclusion, and “Decide to Be Kind” Join the Movement”</p>	<p>implemented and carryover throughout the building</p>	
<p>Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p>A PBIS system has been in place for over ten years. This system embraces structures which address and assist with whole child and adult safety and well-being.</p> <p>RULER will be added into classrooms in the 22-23 yr</p> <p>Fire drills, lockdown/lock-in drills, evacuation drills</p>	<p>The current evacuation plan is competent but exhibits some safety concerns which are difficult to remedy due to the building location;</p> <p>Although a current, viable safety plan has been drafted and proofed, it is still a work in progress.</p>	<p>Comprehensive meetings with community specialists are ongoing;</p>	<p>Compilation of agendas and minutes from meetings;</p> <p>Visible changes in current written safety documents;</p> <p>Practicing the structures employed in the safety plans with an assessment tool.</p>	<p>Ongoing</p>

<p>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p>District and School website, Twitter account, Infinite Campus Messages to Community, "Coaches Corner" in <i>Windermere Whaler</i>, Principal's Column in <i>Windermere Whaler</i> (School Newsletter), Presentations to PTO, Curriculum Night, Academic Fair, and Parent Communication Nights, School-wide Color Run, Gobble Gobble Bingo, Book Fair, Virtual and in person assemblies</p>	<p>Increase parent's attendance and participation at school based events</p>	<p>Develop and implement an annual plan for stakeholder feedback (Keep/Stop/Change process revisited)</p> <p>Continue all current initiatives and events that are in place</p>	<p>Parent Survey</p> <p>Parent attendance at events</p>	<p>Ongoing</p>
<p>Impact on Results: Is progress monitoring inherent in the school climate improvement process?</p>	<p>Student, parent, and staff surveys, Keep/Stop/ Change process, frequent small group and whole staff check-ins from administration</p>	<p>Goal: Continue to strengthen our positive connections with our Windermere community through continual communications to parents, especially curricular highlights and data exposure.</p>	<p>Data is assessed</p> <p>Parent Feedback Goal through the Teacher's evaluation</p>	<p>Survey results</p> <p>Data Analysis</p>	<p>Ongoing</p>

