

District Safe School Climate Plan

District: Ellington Public Schools

Safe Climate Coordinator: Dr. Kristy LaPorte

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	Dario Soto	Jennifer Hill	EMS	Brandon HuBrins
Building Admin			Danielle Vliet	Michele Murray	n/a
Building Admin/Lead Teacher	Michelle Bashaw		Missy Wills	Michael Nash	Kirsten LaBranche
Local Police Officer	Brian Santa/SRO	Brian Santa/SROs	Brian Santa/SROs	Brian Santa/SROs	Brian Santa Michelle Landry (SRO)
Emergency Responder	Joe Palombizio	Joe Palombizio	Joe Pambizio	Joe Pambizio	Joe Palombizio
Teacher	Sumitra Ratneshwar	Chris Marshall	Loretta Donovan	Joe Palombizio	Patrick Gosselin
Mental Health	Diana Richards	Carin Faraci	Megan Glunt and Kate Preuss	Edie Vibert-Johnson	Christina Marcotte
Parent	Melissa Haberern	Lori Purcaro	Jennifer Hill	Beth Shaw	Martha Allegue
Faculty/Staff	Alicia White	Laura Santos	David Pechie	Colleen Spurling	Catherine Lebron
Faculty/Staff	Jeanne Davis		Dale Wilson		Suzanne Markowski
Faculty/Staff	Katie Herrity	Lynn Seyapura	Stephanie Sprague	Cindy Jones	Lynn Ouellet
Faculty/Staff		Chris King	Tonya Magnuson		Andrea Howarth
Faculty/Staff					n/a

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>PBIS, Introduction into RULER, Responsible Classroom, school climate surveys, school handbook, anti-bullying laws and procedures</p>	<p>Improved social skills and supports across the district</p> <p>Understanding each other's differences and accepting those differences</p>	<p>RULER Community Engagement</p> <p>Tier II and Tier III intervention for behavior implemented with fidelity</p> <p>United Week</p>	<p>SWIS data</p> <p>Climate Survey</p> <p>PBIS Survey</p> <p>PBIS Tiered Fidelity Audit</p> <p>RULER</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</p>	<p>Students, staff, and stakeholders are aware of the District mission</p>	<p>Post Mission throughout the District</p> <p>RULER will be implemented across all five buildings and Universal Language</p>	<p>PBIS Survey</p> <p>Climate surveys</p> <p>PBIS Tiered Fidelity Audit</p> <p>Observations</p> <p>School Visits</p>	<p>Ongoing</p>
<p>Standard 1: Shared Values What are the shared values?</p>	<p>All schools share the same values of taking responsibility for our learning while</p>	<p>Students are able to carryover the behavioral expectations in all</p>	<p>Teaching and Reteaching of PBIS Lessons and Responsive classroom</p>	<p>PBIS Survey</p> <p>SWIS Data</p>	<p>Ongoing</p>

	demonstrating respect for ourselves, students, staff, and the environment	settings to influence positive behavior	along with implementation of RULER Universal Language Observations	PBIS Tiered Fidelity Audit School Surveys	
Standard 1: Shared Goals What are the shared priorities?	Updated Safe School Climate Plan and SIP	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 development of skills, knowledge and engagement?	All Schools follow the policies that are put in place by the Ellington Board of Education	Consistency of training for all building level staff and District staff	Professional Development for all staff Sharing of information at Faculty Meetings and PD days across the district	PD evaluations Staff Surveys	Ongoing
Standard 2: Shared School Policies Are there policies in place to address barriers to learning?	K-6 SRBI process, BIT, Intervention block, ELL services, special education services, 504 accommodations, enrichment	K-6 Alignment for SBRI Continue implementation of Tier II and III Positive Behavioral Interventions and Support and determine effectiveness of behavioral interventions.	K-6 Alignment by Literacy and Math Team Alignment of BIT to revised SRBI process in all five schools	Lists of identified students and achievement targets Shared examples of effective small group instructional strategies and approaches with colleagues and teachers. Small group instruction	Ongoing

				attendance sheets for students who are below grade level expectations. Documentation of student progress toward achievement targets SWIS Data	
<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>All Schools follow 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 including training each year</p> <p>Ensure investigations and follow up services for all students involved in a bullying incident.</p>	<p>Review policy with all staff</p> <p>Support staff and administration to provide follow-up services for students identified as a bully or victim.</p> <p>Second Step Program implementation Unkighted Week</p> <p>RULER</p>	<p>Bullying documentation when applicable/available</p> <p>Safety Plans</p> <p>Consequences</p> <p>Proactive supports</p>	<p>Ongoing</p>
<p>Standard 3: School Practices Are there practices in place to promote positive youth development?</p>	<p>RULER, Young Inventors, Community programs, food drives, Mentoring Program, Kindness programs</p>	<p>Continue to identify ways to showcase and develop positive youth development and leadership amongst our student population</p>	<p>Clubs/groups through Support staff</p> <p>Collaboration and partnerships with community agencies</p>	<p>SWIS Data</p> <p>Student Survey</p> <p>Observation Data</p>	<p>Ongoing</p>

<p>Standard 3: School Practices Are there practices in place that enhance teaching and learning?</p>	<p>Technology Specialist, Library Media Specialist, Chromebooks, enrichment</p> <p>PBIS, RULER, Responsive Classroom</p>	<p>Examine and implement practices to create empowering and engaging learning experiences for students, including learning experiences enhanced through the infusion of technology.</p>	<p>Shared examples of effective strategies and approaches with colleagues and teachers</p>	<p>Documentation and information gleaned from school technology specialist, library media specialist, classroom teachers, data</p>	<p>Ongoing</p>
<p>Standard 3: School Practices Are there practices in place to address barriers to learning?</p>	<p>School teachers will plan and deliver targeted, small group instruction for students who are below grade level expectation by establishing SMART goals at each SRBI Meeting and/or Common Planning Meeting as evidenced by completed Progress Monitoring Data Collection</p>	<p>Evaluate effectiveness of small group instruction by tracking student growth toward achievement targets and make modifications as needed to maximize benefit to students.</p>	<p>Implement research-based instructional strategies, especially those gleaned from numerous TC opportunities to meet the individual needs of all learners with an emphasis on reading, writing, and math</p> <p>Coaching</p> <p>Media and Library Media specialists</p>	<p>Shared examples of effective strategies and approaches with colleagues and teachers during staff meetings and district PD opportunities</p> <p>Documentation of student progress toward achievement targets</p>	<p>Ongoing</p>
<p>Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?</p>	<p>Monitor use of collaborative time for the development of common student learning outcomes, common assessments, analysis of student data, and</p>	<p>Collaboration and PD opportunities for staff to building capacity within the building</p>	<p>Collaboration and PD opportunities for staff to building capacity within the building</p>	<p>Evaluation of implementation with recommendation</p>	<p>Ongoing</p>

	<i>development of effective instructional strategies and provide guidance/support to address areas of concern</i>				
Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy, and welcoming environment?	Each school implements a variety of programming including RULER training this year.	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 Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?	Second Step Program Restorative Practices Kindness campaign RULER Unknighted Week	Collaboration with Ellington Youth Services to align with community needs	Implementation of RULER and other individual school activities	Evaluation of programs implemented and carryover throughout the building	Ongoing
Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic	Various programming and structures which address and assist with whole child and adult safety and well-being.	The current evacuation plan is competent but exhibits some safety concerns which are difficult to remedy	Comprehensive meetings with community specialists are ongoing; The current all-school safety plan needs to	Compilation of agendas and minutes from meetings; Visible changes in current written safety documents;	Ongoing

process integral to wider school improvement?	Fire drills, lockdown/lock-in drills, evacuation drills	due to the building location; Although a current, viable safety plan has been drafted and proofed, it is still a work in progress.	be modified and revised to reflect changes.	Practicing the structures employed in the safety plans with an assessment tool.	
Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	District and School website, Twitter account, School Messenger, School Newsletter, sPresentations to PTO,	Increase parent's attendance and participation at school based events	Develop and implement an annual plan for stakeholder feedback Continue all current initiatives and events that are in place	Parent Survey Parent attendance at events	Ongoing
Impact on Results: Is progress monitoring inherent in the school climate improvement process?	Student, parent, and staff surveys	Increase opportunities for all families during Covid	Data is assessed Parent Feedback Goal through the Teacher's evaluation	Survey results Data Analysis	Ongoing