



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	n/a
Building Admin/Lead Teacher	Kirsten LaBranche
Local Police Officer	Brian Santa Michelle Landry (SRO)
Emergency Responder	Joe Palombizio
Teacher	Patrick Gosselin
Mental Health Professional/School Psychologist	Christina Marcotte
Parent	Martha Allegue
Faculty/Staff	Catherine Lebron
Faculty/Staff	Suzanne Markowski
Faculty/Staff	Lynn Ouellet
Faculty/Staff	Andrea Howarth
Faculty/Staff	n/a

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

Quarter 1	Friday, September 3rd, 2021
Quarter 2	Friday, December 17th, 2021
Quarter 3	Friday, February 11th, 2022
Quarter 4	Friday, May 6th, 2022

Ellington High School Safe School Climate Plan

Year: 2021-2022

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
Standard 1: The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.	Last year, EHS began Social Emotional Professional Development for all staff. A focus was placed on staff being trained on dealing with difficult	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	EHS has established a school-based social and emotional learning strike force that will run monthly professional developments for staff.	Student and teacher surveys and Jamboard feedback sessions. Discipline referral data.	Annually

	conversations and managing emotions.	engaging in difficult conversations.	<p>Morning Mindfulness videos are created and played for students and staff to actively engaged in self care</p> <p>One Advisory class a month will be dedicated to teachers building rapport with students and focusing on a SEL topic to explore.</p>		
<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>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 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</p>	<p>A better understanding of how to integrate our current data collection strategies into Infinite Campus will help streamline our process.</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>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>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>Reduction in chronic absenteeism rate</p> <p>Reduction in student complaints regarding culture and climate</p>	Annually

	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>Standard 3: 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>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 - Adherence to the Seeds of Civility - Security Officer, SRO, and student relationship building to provide preventative interventions with support of administration 	<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 - Self care strategies - Understanding perspectives of those you disagree with 	<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 	Surveys	Annually

<p>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"> - Link crew freshman orientation and student support 				
<p>Standard 4: 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</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 management - Self care strategies - Understanding perspectives of those you disagree with 	<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>Identifying meaningful professional development opportunities for staff.</p>	<p>Surveys</p>	<p>Annually</p>
<p>Standard 5: The school community develops meaningful and engaging practices, activities and norms</p>	<p>The district has developed a Vision of the Graduate that supports students being “courageous, reflective, and</p>	<p>Hands on, relevant social justice opportunities for students.</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</p>	<p>Evidence of student leadership</p>	<p>Annually</p>

<p>that promote social and civic responsibilities and a commitment to social justice.</p>	<p>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>for staff and students regarding the work of each after school club which includes:</p> <ul style="list-style-type: none"> - Racial Unity - Uknighted Leadership - Gay straght Alliance - Peer Advocacy - Women's Leadership Coalition 		
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