

Introduction

East Lyme Public School Supports a Safe School Climate through Proactive Strategies and data based decision making. The Safe School Climate Plan reflects the standards of the National School Climate Standards. The standards are listed below.

- 1. The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.*
- 2. The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.*
- 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 reengage those who have become disengaged; and (d) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.*
- 4. The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.*
- 5. The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.*

Activities Supporting a Safe School Climate	Progress and Measurement	Timeline
<p>The Board of Education established a long range plan with the theme of “Educating the whole Child”.(S1,S2, S4)</p> <p>**The Long Range Plan was developed by a series of forums inclusive of staff, parents, community members and students over a two year period.** (S5)</p>	<p>Progress on plan is reviewed regularly by administration.</p>	<p>Ongoing</p>
<p>The Board of Education updates Bullying policies as legislation changes.</p>	<p>Recently revised “Bullying” policy is in the review process.</p>	<p>1/2012</p>
	<p>Professional Development plans to inform staff about bullying definitions and reporting requirements are by policy developed and distributed annually.</p>	<p>September Annually</p>
<p>Shared visions have been developed regarding school Climate with the implementation of Responsive Classroom, Positive Behavioral Supports, Advisory programs and Student Support Teams.</p>	<p>Data collection systems are in place for PBIS and are monitored by school based teams.</p> <p>Starting after July 2012, district will administer CT SDE School Climate Survey.</p>	<p>Ongoing</p>
<p>Middle School and High School Advisory programs support students to have at least one connection to at least one adult in the school community.</p>	<p>Programs are reviewed and updated regularly.</p>	<p>Ongoing</p>

Activities Supporting a Safe School Climate	Progress and Measurement	Timeline
<p>East Lyme Educates students explicitly regarding skills that promote positive School Climate.(S3)</p> <p>Health and Balanced Living Guide supports teachers to implement a K12 system to support students to develop healthy habits, learn about the negative influences on healthy development and the barriers to a healthy environment. (S3, S4)</p>	<p>PBIS and Responsive Classroom activities support teaching students to learn appropriate social skills.</p>	<p>Ongoing</p>
<p>The Superintendent of Schools appoints District School Climate Coordinator and School Climate Specialists for each School per district policy.</p>	<p>District School Climate Coordinator and Specialist meet regularly to review data.</p>	<p>Quarterly</p>
<p>Individual Schools will develop School Climate plans consistent with Policy and State and Federal Legislation.</p>	<p>School Climate Specialist and coordinator review legislative changes in August of each year to assess changes needed.</p>	<p>Annually</p>
<p><i>Positive Behavior Intervention Supports (PBIS) Program</i> - Team of staff (teachers, paraprofessionals, custodian, secretary, parents, and principal) representing all levels (PreK-4) trained to plan, design , implement, and assess the all components of a positive, safe, school climate.</p> <p>The development of classroom expectations and the provision of lessons during the first week of school which support kind, respectful, and responsible student behavior throughout the school, playground, and buses.</p>	<p>Although we are in the final year (Year 3) of PBIS Training, LBH has been invited by the RESC Trainers to serve as a “Model PBIS School” for other schools to visit.</p> <p>PBIS teams review student behavioral data for the school.</p> <p>Annual survey is completed to assess the success of the program.</p> <p>Data collected and analyzed regarding both positive</p>	<p>Ongoing</p>

<p>Daily celebration of positive student behavior, using data to track specific student behaviors and program effectiveness, incorporating <i>Tiers of Intervention</i> to provide additional support to students</p> <p>High expectations for behavior are communicated to students during periodic 'Town Meetings' including reinforcing the school motto: We teach, we model; kindness, respect, and responsibility."</p> <p>Annual "Anti-Bullying Program" implemented via a Town Meeting and grade level workshops for students.</p> <p>Student Leadership Training for Selected Grade 4 Students who work with a Master Teacher and Facilitator to plan and implement activities which foster leadership qualities and positive behaviors in all students.</p>	<p>and negative student behavior.</p> <p>Training, updates, and data sharing by PBIS Team with entire staff monthly.</p>	
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