

East Lyme Public Schools

Safe School Climate Plan

Board of Education Approved

May 15, 2012

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>Professional Development informs staff about bullying definitions and reporting requirements.</p>	<p>September Annually</p>
<p>Master teaching artist works with Flanders students on issues related to bullying.</p>	<p>Teacher feedback Student work samples</p>	<p>Annually</p>
<p>High School Big Brothers/Big Sisters students support healthy relationships by mentoring Flanders students. Through modeling they provide positive ways to manage conflict and stress.</p>	<p>Teacher feedback survey.</p>	<p>Ongoing</p>
<p>Activities Supporting a Safe School Climate</p>	<p>Progress and Measurement</p>	<p>Timeline</p>

<p>East Lyme Educates students explicitly teach skills that promote positive School Climate.(S3)</p> <ul style="list-style-type: none"> • Flanders’ Morning News Program periodically addresses Health and Balanced Living Curriculum on a school wide basis. • Health and Balanced Living Guide supports teachers in implementing a K12 system which supports students to healthy habits, learn about the negative influences on healthy development and the barriers to a healthy environment. (S3, S4) 	<p>School Climate Committee will review and update topics periodically.</p> <p>Curriculum implementation is monitored regularly.</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>A School Climate plan is developed consistent with Policy and State and Federal Legislation.</p>	<p>School Climate Committee reviews legislative changes in August of each year to assess changes needed.</p>	<p>Annually</p>
<p>Professional Development is provided to staff and students annually regarding the definition of bullying and what it looks like.</p>	<p>September staff meetings will include updated information on the different forms of bullying such as cyber bullying, misuse of electronic communication, and harassment.</p>	<p>Annually</p>
<p>Teachers help students identify and resolve behavioral issues through the use of reading resources</p>	<p>Lessons are shared and reviewed with grade level teachers.</p>	<p>Ongoing</p>

<p>Responsive Classroom strategies are taught throughout the school.</p> <p>RC promotes:</p> <p>Common language for expectations,</p> <p>Community within the classroom,</p> <p>Social skills development</p>	<p>School Climate Committee reviews Responsive Classroom implementation and data collection.</p>	<p>Annually</p>
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<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>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>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>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>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>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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<u>Niantic Center School</u>	<u>Safe School Climate Plan</u>	
<u>Activities Supporting a Safe School Climate</u>	<u>Progress and Measurement</u>	<u>Timeline</u>
Share recent updates including current legislation with staff.	Keep current with new laws and legislation regarding bullying	Ongoing
Responsive Classroom Model implemented in all classrooms	Program implementation is reviewed and discussed regularly.	Ongoing
Teachers implement character education lessons in their classrooms throughout the year.	Lessons are reviewed and shared among staff members.	Ongoing
Health and Balanced Living Guide is implemented in grades K-4.	Curriculum is monitored by administration to ensure consistent implementation.	Ongoing
Secure the services of outside presenters to present assemblies regarding character education.	Feedback from staff, students and parents as to the effectiveness of presentation.	Several times throughout the school year.
Teachers model and reinforce sharing, empathy and being a friend.	Measured by reduction in incidents being reported	Ongoing
Children are taught to advocate for themselves when someone is being inappropriate/mean to them.	Students use their words and attempt to advocate for themselves or tell an adult	Ongoing
Consequences for inappropriate choices are relevant, meant to be positive and to provide improvement.	Reduction in repeat offenses	Ongoing
Books are used on a regular basis to help students identify and resolve behavior issues and understand how to appreciate one another.	Lessons are reviewed and shared by staff members and administration	Ongoing

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<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>The middle school developed a 3 year professional development plan, school goals, administrator goals, and teacher growth plans that reflect the district's long-range plan. Timelines were established for data collection and reports will be generated at years' end.</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 and cyber-bullying definitions and reporting requirements, which are, by policy, developed and distributed annually.</p> <p>Faculty meetings at the middle school inform teachers and staff of the policy changes. Building procedures put into place.</p>	<p>September Annually</p>

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<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>At the middle school PBIS and PBIS Tier II school-wide teams were trained by Dr. Sugai and meet weekly to assess and revise systems in place. The middle school is in Year 4 of Tier I implementation and Year 1 of Tier II and III. SWIS is used to monitor data on student behavior and the data is reviewed by PBIS teams, administrators, counselors, and academic teams.</p> <p>Student Life Team consisting of administrators, counselors, psychologists, and a district social worker meet two times per month to discuss student support services and individual student cases.</p> <p>Teams meet weekly with counselors, administrators, and parents when necessary to discuss individual student progress and needs.</p>	<p>Ongoing</p>

Activities Supporting a Safe School Climate	Progress and Measurement	Timeline
<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>A school-wide middle school advisory team developed lessons that address monthly themes about fostering community and relationships. Each advisory group consists of 10-12 students and one faculty member. The groups meet two times per month to participate in lessons developed by the advisory committee. One faculty meeting per month provides professional development designed to coordinate the implementation of these lessons for building wide consistency. All families were contacted by their students' advisor.</p>	<p>Ongoing</p>

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The Superintendent of Schools appoints District School Climate Coordinator and School Climate Specialists for each School per district policy.	A school climate specialist will be identified. The District School Climate Coordinator and Specialist will meet regularly to review data.	Quarterly

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Component	Activities Supporting A Safe School Climate	Person(s) Responsible	Timeline
<p>Reporting Procedures</p> <p>Staff</p> <p>Students</p> <p>Parents/Guardians</p>	<p>Orally notify the Safe School Climate Specialist or building Administrator after witnessing acts of bullying or receiving reports of bullying.</p> <p>File a written report with the Safe School Climate Specialist after witnessing acts of bullying or receiving reports of bullying.</p> <p>Any student who believes he/she has been the victim of bullying of any type may report the matter to any school employee, either in writing or anonymously.</p> <p>Parent(s)/Guardian(s) may file written reports of suspected bullying of any type.</p>	<p>All School employees</p> <p>All School employees</p> <p>All students</p>	<p>Within ONE SCHOOL DAY after witnessing or receiving report of bullying act.</p> <p>Within TWO SCHOOL DAYS of oral notification</p> <p>On-Going</p>

Component	Activities Supporting A Safe School Climate	Person(s) Responsible	Timeline
<p>Investigation</p>	<p>Investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports.</p> <p>Determine whether the alleged conduct occurred and whether such conduct constitutes bullying as defined in the district policy.</p> <p>Review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.</p>	<p>Safe School Climate Specialist</p> <p>Safe School Climate Specialist/ Safe School Climate Coordinator</p> <p>Safe School Climate Specialist</p>	<p>Upon receipt of report</p> <p>Upon completion of investigation</p> <p>Promptly</p>

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<p>Response to Verified Acts of Bullying</p>	<p>Take prompt corrective action in accordance with discipline policy and procedures to stop and prevent any recurrence of such behavior.</p> <p>Notify the parent(s)/guardian(s) of students who commit any verified acts of bullying and the parent(s)/guardian(s) of students against whom such acts were directed. This notification shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.</p> <p>Invite the parent(s)/guardian(s) of students who engage in any verified acts of bullying to a meeting at which the following will be shared:</p>	<p>Administration</p> <p>Administration/Safe School Climate Specialist</p> <p>Administration/Safe School Climate Specialist</p>	<p>Upon completion of investigation that determines that a bullying act(s) has occurred</p> <p>Not later than 48 hours after the completion of the investigation</p> <p>Upon determining that an act(s) of bullying has occurred</p>

