

School Climate Improvement Plan Template (School Year 2025 – 2026)

District: Regional School District 13

School: Frank Ward Strong Middle School

School Climate Specialist: David Kimball

School Climate Coordinator: Sydney Leggett

Minimum Plan Requirement (CGS Sec. 10-222hh)	Action Steps for Implementation & Fidelity	Responsible Party	Measurement/Evidence of Success
I. Complaint & Investigation Procedures			
Consistent Notification and Reporting Forms	A. Digital Reporting System: Implementation of a single, accessible online form (via district website) for reporting challenging behavior/bullying. B. Digital Reporting System: Implementation of Say Something Sandy Hook Promise App as an anonymous reporting system.	School Climate Coordinator/IT	100% of the Strong School Community use the same digital reporting forms for disciplinary referrals and challenging behavior available on websites. 100% of Strong School Staff and Students have been trained on the app.

Transparent Timelines for Communications and Investigations	C. Communication Standard: Create a protocol mandating that reporters receive an acknowledgment email within 3 school days and a response process notification form (maintaining confidentiality) no later than 3 school days after the completion of the investigation. See Challenging Behavior form protocols.	School Climate Coordinator/or designation contact	Audit of investigation logs showing 95% compliance with the timeline.
Process for assessing facts, severity, and intentionality of reported incidents	D. Tiered Triage Protocol (see Addendum A): Train administrators and the School Climate Specialist on a tiered assessment tool that explicitly differentiates severity based on harm to the relationship/community (restorative approach) vs. physical harm/legal severity (compliance approach).	District Climate Specialist Consultants	Completion of annual training/calibration for all administrators.
II. Restorative Practices & Behavior Supports			

Integrate restorative practices holding students accountable and involving them in repairing relationships	A. Restorative Prioritization: Mandate that all staff utilize Affective Statements and Impromptu Conferences as the Tier 1 response to low-level challenging behavior. Restorative Circles as the default follow-up for non-violent conflicts.	Building Principal/ Teachers/ Staff	Base-line data to be collected during 25-26 SY from LinkIt and/or survey. Google Form
Describe preventive strategies, identification mechanisms, and response protocols for challenging behaviors	B. Universal Social-Emotional Learning (SEL): Implementation of a weekly group and community meeting for proactive community-building circles and explicit instruction in conflict resolution skills.	School Counselors, Teachers	Lesson plans documenting weekly topics during advisory or SEL block. Ripple Effects (6-8) Second Step (5)
The designated location that students may be sent when removed from class	C. Reflection Area: Continued use of the Main Office or Guidance as a safe space for utilizing strategies and/or asking for help.	Building Principal/ School Counselors	Written protocol/strategy reminders detailing available supports (e.g., quiet zone, breathing exercises, counselor check-ins) for all students.

Protocols and supports	D. Re-entry Protocol: For any student removed for more than one class or work period a counselor/administrator check-in and a restorative conference/ agreement (for restorative purpose) will be established before returning to the classroom/site. They will also be provided with academic work and support as needed.	School Counselor/Climate Specialist	Documentation of 100% of students receiving a check-in before returning from a removal
Safeguards to ensure that supports are in compliance with the special education laws (IDEA, Section 504, IEP)	E. Compliance Trigger: Any disciplinary action resulting in more than a two-day removal for a student with an IEP/504 must trigger an automatic email notification to the School Climate Specialist AND the Special Education Case Manager for immediate review of FAPE compliance.	Building Administration and Case Manager	Audit showing 100% of disciplinary removals for SPED students reviewed for IEP consistency within 48 hours.
III. Data Collection & Monitoring			

Districts must maintain data on disciplinary actions, climate survey results, attendance, and types of bullying/challenging behavior	A. Data Dashboards: Input Data into LinkIt and PowerSchool for the School Climate Committee, showing disaggregated data by grade/subgroup for: Chronic Absenteeism, Out-of-School Suspension (OSS), and Student Survey Perception of Safety/Support.	School Climate Coordinator	Biennially School Climate Committee meeting minutes reflecting data review and recommendations.
The Superintendent submit, at least annually, a report to the local or regional board of education concerning the number of tiered response incidents	B. Incident Reporting Template: Develop a standardized annual report template that complies with FERPA/CSDE data suppression guidelines. (number of incidents; grade level; supports/services/interventions)	Superintendent	Annual report submitted to the Board of Education

The School Climate Coordinator must collect and maintain data and meet, at least twice per year, with each school's climate specialist	C. Structured Data Meeting: Mandate a structured, data-driven agenda for the twice-annual coordinator/specialist meeting focused on setting SMART goals based on the climate survey and other and relevant data identifying the top two strategies to be revised or implemented.	School Climate Coordinator and School Climate Specialist	Calendar invitations and meeting agendas/minutes documenting two meetings per school per year.
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