

School Climate Improvement Plan (School Year 2025 – 2026)

District: Regional School District 13

School: Middlesex Transition Academy

School Climate Specialist: Samantha Winkler

School Climate Coordinator: Sydney Leggett

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.	School Climate Coordinator/IT	100% of schools use the same digital reporting form.
Transparent Timelines for Communications and Investigations	B. Communication Standard: Create a protocol mandating that reporters receive an acknowledgment email within 3 school days and an Response Process Notification form maintaining confidentiality no later	Building Principal/Designated Contact	Audit of investigation logs showing 95% compliance with the timeline

	than 3 school days after the completion of the investigation See Challenging Behavior form protocols.		
Process for assessing facts, severity, and intentionality of reported incidents	C. Tiered Triage Protocol: 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). *See addendum a	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	D. 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 Consultants	20% reduction in classroom/work site removals for minor offenses over the school year.
Describe preventive strategies, identification mechanisms, and response protocols for challenging behaviors	E. 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 Counselor/ Speech Pathologist	Lesson plans documenting weekly topics
The designated location that students may be sent when removed from class	F. Reflection Area: Continued use of the conference room as a safe space for utilizing strategies and/or asking for help Increase in the specific visuals for strategies	Building Principal/ School Counselor	Written protocol/strategy reminders detailing available supports (e.g., quiet zone, breathing exercises, counselor check-ins) for all students

Protocols and supports	G. Re-entry Protocol: For any student removed for more than one class or work period a Counselor/Administrat or check-in and a Re-entry Circle/Agreement (for restorative purpose) will be established before returning to the classroom/site	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)	H. 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 (Principal) AND the Special Education Case Manager for immediate review of FAPE compliance.	Building administrator/ case manager	Audit showing 100% of disciplinary removals for Special Education 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	I. Data Dashboard Input Data into LinkIt and PowerSchool for the School Climate Committee, showing disaggregated data by grade/subgroup for: Chronic Absenteeism, Tardies, ISS, OSS, Challenging behavior data and Student Survey results regarding Safety/Support.(Every other year)	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	J. Incident Reporting Template: Develop a standardized annual report template that complies with FERPA/CSDE data suppression guidelines	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	K. 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 relevant data identifying the top two strategies to be revised or implemented.	School Climate Specialist/ Building Administration	Calendar invitations and meeting agendas/minutes documenting two meetings per school per year.
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Middlesex Transition Academy - School Climate Goals

Goal Statement:	By June 2026, the School Climate Committee will develop and finalize a comprehensive multi-year strategic plan that incorporates qualitative feedback from at least four stakeholder focus groups (students, staff, families, and community partners).
Specific	The goal outlines the exact output (a draft strategic plan) and the specific method for gathering input (facilitating focus groups with four distinct stakeholder categories).
Measurable	Progress is measured by the completion of two major milestones: the execution of the focus group sessions and the production of the written draft document.
Achievable	Setting a June 2026 deadline provides a full academic year to schedule meetings, analyze feedback, and move the document through the necessary revision and approval stages.
Relevant	A strategic plan is essential for the climate plan's long-term success, ensuring that initiatives are organized, funded, and aligned with the actual needs of the school community.
Time-bound	The goal concludes by June 2026 , ensuring the plan is ready for implementation or board review before the start of the following school year.

Middlesex Transition Academy - School Climate Goals

Goal Statement:	By June 2026, the school will reduce the chronic absenteeism rate from 25% to 20% by strengthening Tier 1 school climate initiatives and implementing a bi-weekly data-monitoring and mentorship system.
Specific	The goal targets "chronic absenteeism" (students missing 10% or more of school days) specifically through the enhancement of Tier 1 school climate initiatives and a structured mentorship system.
Measurable	Success will be measured by a 5% numerical decrease in chronic absenteeism, moving from a baseline of 25% to a target of 20%, as tracked by the school's attendance database.
Achievable	This 5% reduction is a realistic target that allows for a full academic cycle to implement new climate strategies and provide intervention for at-risk students.
Relevant	Improving attendance is a primary indicator of a healthy school climate; as students feel safer and more connected to the community, their physical presence in school naturally increases.
Time-bound	The goal includes a firm completion date of June 2026 , allowing progress to be evaluated at the end of the academic year.

Strategies to Support This Goal

- Tier 1 (Universal): Launching a "Warm Welcome" program where every student is greeted by name at the door to increase the sense of belonging.
- Tier 2 (Targeted): Creating "Attendance Circles" or mentorships for students who have missed 5–9% of days to prevent them from becoming chronically absent.
- Data Usage: Reviewing attendance data every two weeks to identify trends (e.g., is absenteeism higher on Fridays?)

Addendum A

Tiered Response:

Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- a. requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- b. indicates a credible intention to cause bodily harm to self or others; or
- c. results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional).

School climate improvement plans must include the following responses:

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student — including, but not limited to restorative practices.
Multiple subsequent offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline program; services/ programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

In addition, for tiered response incidents, there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student's Planning and Placement Team (PPT). For special education students, notice of the incident must be submitted to the PPT no more than two days after the incident occurred.

Addendum B

Severity Level	Primary Harm Category	Focus of Response	Typical Intervention
Low/Basic (Tier 1/2)	Relationship/Community Harm (e.g., disrespect, minor disruption, social conflicts)	Restoration & Skill-Building Focuses on who was hurt and what is needed to repair the relationship.	Affective Statements, Impromptu Circles, Mediated Dialogue, Conflict Circles.
High/Escalated (Tier 3)	Physical/Legal/Safety Harm (e.g., violence, weapons, illegal activity, severe property damage)	Compliance & Safety Focuses on policy, legal mandates, and immediate physical safety.	Traditional Disciplinary Action (Suspension/Expulsion), Threat Assessment, Law Enforcement Involvement, <i>followed by a Re-entry Circle/Restorative Conference</i> (as appropriate)