

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

District: Regional School District 13

School: Coginchaug Regional High School

School Climate Specialist: Debra Stone

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. B. Anonymous Reporting System: Implementation of the Say Something Sandy Hook Promise app as an anonymous reporting system available 24/7.	School Climate Coordinator/IT District and Building Administration	100% of schools use the same digital reporting form. 100% of students and staff will be trained in and have access to the Say Something Sandy Hook Promise app.

Transparent Timelines for Communications and Investigations	C. Communication Standard: Create a protocol mandating that reporters receive an acknowledgment email within 3 school days. 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: Train administrators and the School Climate Specialist on a tiered assessment tool. 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	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.
Describe preventive strategies, identification mechanisms, and response protocols for challenging behaviors	B. Universal Social-Emotional Learning (SEL): Implementation of a weekly circle in advisory for proactive community-building and explicit instruction in conflict resolution skills .	Advisory Teachers	Building-wide Advisory Agenda outlining the activities throughout the year.
The designated location that students may be sent when removed from class	C. Reflection Area: Continued use of the room in the Main Office or Guidance as a safe space for utilizing strategies and/or asking for help.	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	D. Re-entry Protocol: For any student removed for more than one class or work period a Counselor or administrator check-in and a restorative conference/circle or agreement before returning to class. 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 conference 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 email notification to the School Climate Specialist (Principal) AND the Special Education Case Manager for immediate review of FAPE compliance.	Building Administration and 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	A. Data Dashboards: 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	B. 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	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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Coginchaug Regional High School - School Climate Goals

CT 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: Shared Vision Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners?	This document does not currently exist.	Vision of a Graduate must be developed in order to have a shared vision for the school and district.	District wide work on Vision of the Graduate including focus groups, data review and writing of such document.	This is being done on a district level. The completion of the draft plan in the spring of 2026 and finalized VoG during the 2026-27 school year.	Draft plan due Spring of 2026
Standard 1: Shared Goals What are the priorities that are contained in any existing school and/or district improvement plans? Do the improvement plans contain focus on improved school climate and working restoratively?	Shared district and school goals are in the pre development stages for the 2026-2027 school year.	While we have begun training on improving climate through restorative work, we need to clearly define all areas of needed improvement and connect all documents.	Training in restorative practices and curriculum cycle work in the 2025-2026 school year will help develop goals for the 2026-2027 school year	Ongoing documentation of school wide use of restorative practices including monthly nomination for staff using a variety of restorative practices.	This is an ongoing goal with an actual improvement plan written for the 2026-2027 school year.
Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/Emotional & Civic Awareness & Accountability	We are in the pre emergent stages of this goal at CRHS	Training for teachers to implement consistently. Consistent implementation in classes so restorative practices become routine for students.	Establish connections with DMYFS and their programming. Use of SRO and his resources for restorative justice ideas and programs.	Use of community service, diversion groups, run by DMYFS and other community resources to be used in conjunction with school discipline.	This practice and implementation will be ongoing in the 2026-2027 school year.

		Include the community in learning through district events and presentations.			
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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.

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/Elevated (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</i> a Re-entry Circle/Restorative Conference (as appropriate)