

Lebanon Elementary School
Lebanon, Connecticut

School Climate Improvement Plan
2025-26

District: Lebanon **School:** Lebanon Elementary School
School Climate Specialist: Jessica Scorso **School Climate Coordinator:** Andy Gonzalez

The School Climate Improvement Plan is designed to foster a positive, safe, inclusive and restorative school climate. In accordance with Public Act No. 23-167, a “school climate improvement plan” means a building-specific plan developed by the School Climate Committee, in collaboration with the School Climate Specialist, using school climate survey data and any other relevant information, through a process that engages the school community in a series of overlapping systemic improvement, school-wide instructional practices and relational practices that prevent, identify, and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment. Each School Climate Improvement Plan should:

1. Be developed by the School Climate Specialist in collaboration with the School Climate Committee in each school
2. Be based on data collected, some of which is collected from the School Climate Survey
3. Align with the Connecticut School Climate Standards, The Connecticut School Climate Policy, and the School Climate Improvement Rubric designed to help schools accomplish their school climate improvement goals.

This plan is required to be submitted to the School Climate Coordinator for review and approval on or before December thirty-first of each school year. A written or electronic copy of the plan is required to be made available to members of the school community. Guidance for this plan can be found on the State website [here](#).

Plan Elements and Details

CT Standard	Current School Status	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options of Improvement	Timeline for Reaching Improvement Goals
Standard 1: Shared Vision Is it evident that all members of the school district community are committed to	Emergent: <i>Recognition, understanding and engagement in the principles, practices and strategies as</i>	-Strengthen consistency in positive behavior expectations and communication.	-Continue with Restorative Practice training to provide overview for new staff and continue professional learning	Improvement will be measured by Spring 2026 climate surveys and discipline data. Goal: Increase student	Continued Restorative Practice PLC, Parent workshop, Second Step letters. Student Council started, and draft of SEL/PBIS Best Practices

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physical, emotional and intellectual safety of the learners?	<i>well as the necessary formative data required to improve learning environment(s) in meaningful ways for stakeholders</i>	-Increase student leadership and voice in climate initiatives. -Continue to expand SEL integration and restorative routines. -Increase staff confidence and consistency in completing and following up on behavioral reports. -Strengthen home-school communication regarding supports and interventions. -Continue embedding restorative practices into classroom routines.	- for all staff. -Provide parent workshop on Restorative Practices. -Increase participation rate on Climate surveys. -Share Second Step letters with families. -Begin student council for 3rd and 4th graders to foster leadership skills. Share student climate data with student council to establish school improvement goals. -Create Best Practices document for SEL and PBIS in the school. -Share Second Step themes and unit lessons on morning announcements. -Provide fall and spring professional learning sessions on the	reporting of feeling included and supported by 10% and maintain 95% of students reporting they feel safe and cared for by June 2026.	- completed by June 2026. - Sharing of Second Step lesson themes on morning announcements will begin SY'26-27 when scope and sequence is aligned across grade levels. -Climate policy learning sessions completed by June 2026.
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			updated climate law reporting process.		
Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks and feels like?	<i>Awareness: Attempts have been made to articulate a common vision of what a positive & restorative school climate implies, however most stakeholders are unaware and/or unaffected by these efforts</i>	-Strengthen consistency in positive behavior expectations and communication. -Increase student leadership and voice in climate initiatives. -Continue to expand SEL integration and restorative routines. -Increase staff confidence and consistency in completing and following up on behavioral reports. -Strengthen home-school communication regarding supports and interventions.	-Continue with Restorative Practice training to provide overview for new staff and continue professional learning for all staff. -Provide parent workshop on Restorative Practices. -Increase participation rate on Climate surveys. -Share Second Step letters with families. -Begin student council for 3rd and 4th graders to foster leadership skills. Share student climate data with student council to establish school improvement goals.	Improvement will be measured by Spring 2026 climate surveys and discipline data. Goal: Increase student reporting of feeling included and supported by 10% and maintain 95% of students reporting they feel safe and cared for by June 2026.	Continued Restorative Practice PLC, Parent workshop, Second Step letters. Student Council started, and draft of SEL/PBIS Best Practices completed by June 2026. Sharing of Second Step lesson themes on morning announcements will begin SY'26-27 when scope and sequence is aligned across grade levels. -Climate policy learning sessions completed by June 2026.

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		-Continue embedding restorative practices into classroom routines.	-Create Best Practices document for SEL and PBIS in the school. -Share Second Step themes and unit lessons on morning announcements. -Provide fall and spring professional learning sessions on the updated climate law reporting process.		
Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?	<i>Awareness: Staff members have articulated beliefs, ground rules and norms for team.</i>			Improvement will be measured by Spring 2026 climate surveys and discipline data. Goal: Increase student reporting of feeling included and supported by 10% and maintain 95% of students reporting they feel safe and cared for by June 2026.	Continued Restorative Practice PLC, Parent workshop, Second Step letters. Student Council started, and draft of SEL/PBIS Best Practices completed by June 2026. Sharing of Second Step lesson themes on morning announcements will begin SY'26-27 when scope and sequence is aligned across grade

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					levels. -Climate policy learning sessions completed by June 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?	Awareness: <i>Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making.</i>			Improvement will be measured by Spring 2026 climate surveys and discipline data. Goal: Increase student reporting of feeling included and supported by 10% and maintain 95% of students reporting they feel safe and cared for by June 2026.	Continued Restorative Practice PLC, Parent workshop, Second Step letters. Student Council started, and draft of SEL/PBIS Best Practices completed by June 2026. Sharing of Second Step lesson themes on morning announcements will begin SY'26-27 when scope and sequence is aligned across grade levels. -Climate policy learning sessions completed by June 2026.
Standard 2: Shared School Policies: Do they promote the development & sustainability of a comprehensive set of	Emergent: <i>Policies are in place to promote the development and sustainability of social, emotional,</i>	-Increase staff confidence and consistency in completing and following up on behavioral reports.	-Review Minor and Major process for Office Discipline Referrals and Tier 1 restorative practices.	By June 2026, 90% of staff will demonstrate consistent documentation of behavioral incidents, and parent survey	-Major/minors office referral review at team leaders and staff meeting completed by December 2025.

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skills, knowledge dispositions & engagement?	<i>ethical, civic and intellectual skills, knowledge, dispositions and engagement</i>	- Strengthen home-school communication regarding supports and interventions. -Continue embedding restorative practices into existing policies and classroom routines.	-Develop a parent resource on behavioral supports and restorative practices (e.g., newsletter submission). -Create SEL/PBIS Best Practices document. -Continual reflection forms for student re-entry after challenging incidents.	responses related to communication around supports will improve by 20%.	-SEL/PBIS Best Practices document completed and shared with staff by June 2026. -Parent information on behavior resources shared throughout the SY'25-26. -Continual reflection on re-entry process throughout SY'25-26.
Standard 2: Shared School Policies: Do they address barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students, educators, parents/guardians)?	<i>Awareness: Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and reengage students, educators and/or parents/guardians who have become disengaged, tiered response strategies have begun</i>	-Increase staff confidence and consistency in completing and following up on behavioral reports. - Strengthen home-school communication regarding supports and interventions. -Continue embedding restorative practices	-Review Minor and Major process for Office Discipline Referrals and Tier 1 restorative practices. -Develop a parent resource on behavioral supports and restorative practices (e.g., newsletter submission). -Create SEL/PBIS Best Practices document.	By June 2026, 90% of staff will demonstrate consistent documentation of behavioral incidents, and parent survey responses related to communication around supports will improve by 20%.	- Major/minors office referral review at team leaders and staff meeting completed by December 2025. -SEL/PBIS Best Practices document completed and shared with staff by June 2026. -Parent information on behavior resources shared throughout the SY'25-26.

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		into existing policies and classroom routines.	-Continual reflection forms for student re-entry after challenging incidents.		-Continual reflection on re-entry process throughout SY'25-26.
Standard 3: School Practices: Do they promote academic learning and social/emotional, ethical & civic development of students?	<i>Emergent: The school community's practices are identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of students.</i>	-Enhance connections between classroom SEL lessons and school-wide initiatives. -Strengthen systems for recognizing positive student behavior and citizenship. -Increase opportunities for peer collaboration and student agency.	-Incorporate student goal-setting and reflection within morning meetings, closing circles, and community meetings. - Expand cross-grade buddy programs to promote mentorship and belonging (e.g., Paw Tracker Incentive-helping out in Prek, reading buddies). -Tier 1 supports for chronic absenteeism (e.g., review of attendance at conferences, PPTs, teacher/nurse phone calls home.)	Progress will be monitored through climate surveys, classroom and observation data. Goal: 15% increase in students reporting they "help others feel welcome" by June 2026.	-Completed SEL/PBIS Best Practices document by June 2026. -Buddy/mentor programs to occur during SY'25-26. -Tier 1 chronic absenteeism supports to begin SY'25-26.

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Standard 3: School Practices: Do they enhance engagement and participation in teaching, learning & school-wide activities?	Maintenance: <i>Practices are firmly supported and universally followed that that enhance engagement in teaching, learning, and school-wide activities.</i>	-Enhance connections between classroom SEL lessons and school-wide initiatives. -Strengthen systems for recognizing positive student behavior and citizenship. -Increase opportunities for peer collaboration and student agency.	-Incorporate student goal-setting and reflection within morning meetings, closing circles, and community meetings. - Expand cross-grade buddy programs to promote mentorship and belonging (e.g., Paw Tracker Incentive-helping out in Prek, reading buddies). -Tier 1 supports for chronic absenteeism (e.g., review of attendance at conferences, PPTs, teacher/nurse phone calls home.)	Progress will be monitored through climate surveys, classroom and observation data. Goal: 15% increase in students reporting they “help others feel welcome” by June 2026.	Progress will be monitored through climate surveys, classroom observation data, and recognition tracking. Goal: 15% increase in students reporting they “help others feel welcome” by June 2026.
Standard 3: School Practices: Do they address barriers to teaching & learning and re-engage those disengaged?	Awareness: <i>The school community recognizes that practices are needed to address barriers to learning and teaching and</i>	-Enhance connections between classroom SEL lessons and school-wide initiatives. -Strengthen systems for recognizing positive	-Incorporate student goal-setting and reflection within morning meetings, closing circles, and community meetings.	Progress will be monitored through climate surveys, classroom and observation data. Goal: 15% increase in students reporting they	Progress will be monitored through climate surveys, classroom observation data, and recognition tracking. Goal: 15% increase in students

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	<i>reengage those who have become disengaged.</i>	student behavior and citizenship. -Increase opportunities for peer collaboration and student agency.	- Expand cross-grade buddy programs to promote mentorship and belonging (e.g., Paw Tracker Incentive-helping out in Prek, reading buddies). -Tier 1 supports for chronic absenteeism (e.g., review of attendance at conferences, PPTs, teacher/nurse phone calls home.)	"help others feel welcome" by June 2026.	reporting they "help others feel welcome" by June 2026.
Standard 3: School Practices: Do they develop & sustain a restorative infrastructure to build capacity	Emergent: <i>The school community's restorative practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure for capacity building.</i>	-Enhance connections between classroom SEL lessons and school-wide initiatives. -Strengthen systems for recognizing positive student behavior and citizenship. -Increase opportunities for peer	-Incorporate student goal-setting and reflection within morning meetings, closing circles, and community meetings. - Expand cross-grade buddy programs to promote mentorship and belonging (e.g., Paw Tracker	Progress will be monitored through climate surveys, classroom and observation data. Goal: 15% increase in students reporting they "help others feel welcome" by June 2026.	Progress will be monitored through climate surveys, classroom observation data, and recognition tracking. Goal: 15% increase in students reporting they "help others feel welcome" by June 2026.

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		collaboration and student agency.	Incentive-helping out in Prek, reading buddies). -Tier 1 supports for chronic absenteeism (e.g., review of attendance at conferences, PPTs, teacher/nurse phone calls home.)		
Standard 4: Is there a safe & welcoming environment for all school community members in all ways?	Emergent: <i>The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically.</i>	-Continue family engagement events that build connection between home and school. -Expand student-led celebrations of kindness and diversity (e.g., instructional materials, using inclusive teaching methods/universal design, celebrate heritage months, celebrate diversity in community meetings).	-Host family school-wide and grade level engagement events. -Incorporate diversity celebrations in PBIS. -Continue with service projects school-wide. -Continue positive phone calls home and hallway greetings.	Maintain 90% or higher satisfaction across student, staff, and parent groups regarding safety and belonging. Reassess through surveys and attendance trends annually by Spring 2026.	-Continued service projects, family engagement events, positive outreach, and PBIS diversity planning completed by June 2026.

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		-Maintain proactive communication and consistent routines to support safety and belonging.			
Standard 5: Restorative Justice: Are there practices, activities & norms that promote ethical, social/ emotional & civic awareness & accountability?	Awareness: <i>The school community recognizes the importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to restorative justice.</i>	-Increase staff capacity to facilitate restorative conversations independently. -Ensure restorative approaches are applied consistently school-wide. -Engage families in understanding restorative practices.	-Provide ongoing restorative practice workshops during PD sessions. -Develop classroom “Peace Corners” for reflection and problem-solving. -Host family learning nights on restorative approaches and SEL integration.	By June 2026, 100% of classrooms will implement restorative reflection tools, and staff confidence in using restorative approaches will increase by 20% according to the spring 2026 staff survey.	Restorative practice staff and family workshops completed by June 2026. -SEL/PBIS Best Practices document (including regulation skill development, peace corners), completed by June 2026.
Continuous Improvement: Is there a clear understanding that school climate improvement with inclusion of restorative work is an ongoing organic process integral	Emergent: <i>Individual staff members and teams gather information that enables them to identify, track and monitor efforts to improve school</i>	The LES School Climate Committee, consisting of teachers, staff, and parents, meets twice annually to review progress, analyze climate data, and	-Provide ongoing restorative practice workshops during PD sessions. -Create SEL/PBIS Best Practices document.	By June 2026, 100% of classrooms will implement restorative reflection tools, and staff confidence in using restorative approaches will	Restorative practice staff and family workshops completed by June 2026. -SEL/PBIS Best Practices document (including regulation

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to wider school improvement?	<i>climate and restorative work within classrooms and the wider school community</i>	identify priorities. The committee will continue to promote transparency by sharing updates through newsletters, the school website, and community meetings. Progress will be assessed through annual surveys, attendance, and student outcome data.		increase by 20% according to the spring 2026 staff survey.	skill development, peace corners), completed by June 2026. -Climate and Culture Team to continue to review data from ODR, attendance, and DESSA to make recommendations for further interventions.
Family/Community Partnerships: Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?	Emergent: <i>Structures and processes for two-way communication with families & community members are developed; their collective perspective is solicited on both school wide issues and matters related to their own children & community members/organizations family-school-community partnerships exist to support the schools' interests;</i>	The LES School Climate Committee, consisting of teachers, staff, and parents, meets twice annually to review progress, analyze climate data, and identify priorities. The committee will continue to promote transparency by sharing updates through newsletters, the school website, and community	-Climate data reviewed at Open House. -Host family learning nights on restorative approaches and SEL integration. -Information on climate and culture shared in monthly school newsletters.	Maintain 90% or higher satisfaction across student, staff, and parent groups regarding safety and belonging. Reassess through surveys and attendance trends annually by Spring 2026.	-Climate data reviewed at Open House-September 2025. -Restorative practice staff and family workshops completed by June 2026.

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	<i>family & community voices are heard, valued and recognition is emerging as to their critical stakeholder status.</i>	meetings. Progress will be assessed through annual surveys, attendance, and student outcome data.			
Impact on Results: Is progress monitoring inherent in efforts to improve the school climate and work restoratively?	Awareness: A <i>generalized sense of what is meant by a positive school climate & working restoratively is understood; efforts to improve climate & work restoratively are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes.</i>	To support and strengthen our school's climate and culture, we engage in ongoing progress monitoring using multiple data sources. Each month, we review office discipline data and look for patterns or trends that may indicate areas for improvement. We cross-reference this information with attendance data to better understand the factors that may be influencing student behavior and engagement. In addition, we utilize the DESSA social-emotional screener three times per year to help	Review ODR, DESSA, and attendance data also at START/team meetings	Progress will be monitored through climate surveys, classroom and observation data. Goal: 15% increase in students reporting they "help others feel welcome" by June 2026.	-Ongoing data reviews at grade level START meetings through June 2026.

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		identify student needs and target appropriate interventions. Finally, we use our annual climate survey data to guide and refine our PBIS initiatives, ensuring that our practices remain responsive, student-centered, and aligned with our overall goals for a positive learning environment. -Next steps: Ongoing review of behavioral data at the grade level.			
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APPENDIX A: School Climate Rubric

CT Standard	Pre-Awareness	Awareness	Emergent	Maintenance
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?	No effort has been made to engage students, staff and community stakeholders in recognizing the importance of creating positive & restorative school climate(s) to support student achievement	An attempt has been made to engage students, staff and/or community stakeholders in recognizing the importance of creating positive & restorative school climate(s) to support student achievement	Recognition, understanding and engagement in the principles, practices and strategies as well as the necessary formative data required to improve learning environment(s) in meaningful ways for stakeholders	All stakeholders are committed to and engaged in systemic improvement efforts that result in the physical, emotional and intellectual safety of all school community members & working restoratively to repair them when there is harm to relationships & community
Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks and feels like?	No effort has been made to engage stakeholders in arriving at a common understanding of what a positive & restorative school climate looks, and feels like	Attempts have been made to articulate a common vision of what a positive & restorative school climate implies, however most stakeholders are unaware and/or unaffected by these efforts	A common vision for improving school climate & working restoratively has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated	Day to day decision making and practice is guided and supported by the shared vision; efforts to narrow any gaps between school culture “as is,” and “as envisioned” are ongoing
Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?	No efforts have been made to identify and articulate the attitudes, behaviors and/or commitments necessary to advance the mission and vision for a positive & restorative school climate	Staff members have articulated beliefs, ground rules and norms for team functioning that mirror a positive & restorative school climate, however these statements do not yet inform day-to-day practice	Staff members have made a conscious effort to live by the beliefs, ground rules and norms mirroring a positive & restorative school climate in day-to-day practice; inconsistencies are confronted and managed appropriately	The beliefs, ground rules and norms are embedded in the school culture and are evident to all school stakeholders in overt and meaningful ways; they influence policies, procedures, daily practices and all decision making
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?	No effort has been made to engage school stakeholders in identifying goals related to improving school climate & working restoratively; any relevant existing goals rest solely with school administration, if at all	Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making	Long- and short-term actionable school climate improvement goals have been identified and are clearly communicated to all stakeholders; assessment instruments and strategies have been developed and	Day-to-day practice is guided by a systemic recognition and alignment of both short- and long-term goals; alignment with mission and vision is overt; successes are shared and celebrated; challenges are dealt with collaboratively &

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			implemented to monitor change over time	restoratively
CT Standard	Pre-Awareness	Awareness	Emergent	Maintenance
Standard 2: Shared School Policies: Do they promote the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement?	Policies do not exist to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Policies are firmly established to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and are reviewed on a regular basis
Standard 2: Shared School Policies: Do they address barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students, educators, parents/guardians)?	Policies do not exist that create a comprehensive system to address barriers to learning and teaching and re-engage students, educators and/or parents/guardians who have become disengaged. Tiered response strategies do not exist as an option to re-engage students who have become disengaged.	Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and re-engage students, educators and/or parents/guardians who have become disengaged. Tiered response strategies have begun	Policies are in place that create a comprehensive system to address barriers to learning and teaching and re-engage students, educators and/or who have become disengaged. Tiered responses are in place and are used on an appropriate basis based on the level of impact or frequency of incidents.	Policies are firmly established that create a comprehensive system to address barriers to learning and teaching and re-engage students, educators and/or parents/guardians who have become disengaged, and are reviewed on a regular basis. Tiered responses are firmly established and understood and create a system that addresses challenging behavior based on the level of impact or frequency of incidents.
Standard 3: School Practices: Do they promote academic learning and social/emotional, ethical & civic development of students?	No school community practices are identified, prioritized or supported to promote the learning and positive social, emotional, ethical and civic development of students	The school community recognizes that practices are needed to identify, prioritize and support the learning and positive social, emotional, ethical and civic development of students	The school community's practices are identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of students	Practices are firmly supported and universally followed that promote the learning and positive social, emotional, ethical and civic development of students
Standard 3: School Practices: Do they enhance engagement and participation in teaching, learning & school-wide activities?	No school community practices are identified, prioritized or supported to enhance engagement in teaching, learning, and school-wide activities	The school community recognizes that practices are needed to enhance engagement in teaching, learning, and school-wide activities	The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school-wide activities	Practices are firmly supported and universally followed that that enhance engagement in teaching, learning, and school-wide activities

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Standard 3: School Practices: Do they address barriers to teaching & learning and re-engage those disengaged?	No school community practices are identified, prioritized or supported to address barriers to learning and teaching and re-engage those who have become disengaged	The school community recognizes that practices are needed to address barriers to learning and teaching and re-engage those who have become disengaged	The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and re-engage those who have become disengaged	Practices are firmly supported and universally followed that address barriers to learning and teaching and re-engage those who have become disengaged
CT Standard	Pre-Awareness	Awareness	Emergent	Maintenance
Standard 3: School Practices: Do they develop & sustain a restorative infrastructure to build capacity	No school community restorative practices are identified, prioritized or supported to develop and sustain an appropriate operational infrastructure for capacity building	The school community recognizes that restorative practices are needed to develop and sustain an appropriate operational infrastructure for capacity building	The school community's restorative practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure for capacity building	Restorative Practices are firmly supported and universally followed that develop and sustain an appropriate operational infrastructure for capacity building
Standard 4: Is there a safe & welcoming environment for all school community members in all ways?	The school community does not create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically	The school community recognizes the importance of creating an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically	The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically	Practices are firmly supported and universally followed that create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically
Standard 5: Restorative Justice: Are there practices, activities & norms that promote ethical, social/ emotional & civic awareness & accountability?	There are no meaningful or engaging practices, activities and norms within the school community that promote social and civic responsibilities and a commitment to restorative justice	The school community recognizes the importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to restorative justice	The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to restorative justice	Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to restorative justice
Continuous Improvement: Is there a clear understanding that school climate improvement with inclusion of restorative work is an ongoing organic process integral to wider school improvement?	Little, if any attention is devoted to creating systems for individuals or the school to track improvement in school climate and restorative work	A few staff members in the school are tracking general or personal indicators of improvement of school climate and restorative work; positive trends are emphasized and	Individual staff members and teams gather information that enables them to identify, track and monitor efforts to improve school climate and restorative work within classrooms and the wider school community	Formative and summative school climate & restorative improvement data is monitored for progress on par with all other school improvement data and follows a comprehensive and ongoing improvement process

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		celebrated; negative trends are suppressed or dismissed		
CT Standard	Pre-Awareness	Awareness	Emergent	Maintenance
Family/Community Partnerships: Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?	Little, if any efforts are made to communicate and cultivate partnerships with school community stakeholders; family & community members are either ignored or viewed as adversaries	Sporadic one-way efforts are made to keep families & community members informed of events and situations at school in order to secure support for the schools' efforts; family members are welcome to volunteer and participate within school- determined parameters	Structures and processes for two-way communication with families & community members are developed; their collective perspective is solicited on both school- wide issues and matters related to their own children & community members/ organizations; family-school-community partnerships exist to support the schools' interests; family & community voices are heard, valued and recognition is emerging as to their critical stakeholder status	School-family- community partnerships are fully developed, collaborative and systemic; family & community members are full partners with the school in educational decision-making that affects their own children & community members; community resources are used to strengthen the school and student learning; the education and well-being of all students is seen and practiced as a shared commitment and responsibility of all stakeholders
Impact on Results: Is progress monitoring inherent in efforts to improve the school climate and work restoratively?	Articulation of what is meant by a positive school climate & working restoratively is not in place	A generalized sense of what is meant by a positive school climate & working restoratively is understood; efforts to improve climate & work restoratively are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes	Clear indicators have been identified and aligned with school climate improvement & restorative goals; data are collected and monitored; analyzed results are shared with staff and family-community stakeholders	Restorative school climate data is fully embraced and informs improved practice; professional development for continuous improvement is embedded in the culture of the school; all stakeholders assume ownership and responsibility for improving student connectedness and minimizing barriers to learning & teaching

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APPENDIX B: School Climate Roles

School Climate Coordinator, District Level (Sec. 10-222dd)

- Must be the superintendent, or an administrator appointed by the superintendent;
- Responsible for providing district-level support on the implementation of each school's climate improvement plan;
- Must collaborate with the school climate specialist for each school to develop and disseminate strategies to prevent, identify and respond to "challenging behavior" in the school environment, including alleged bullying and harassment; and
- Must collect and maintain data regarding school climate improvement and meet, at least twice per year, with each school's climate specialist for the following purposes: (1) identifying strategies to improve school climate; (2) proposing recommendations for revisions to the school climate improvement plan; and (3) assisting with the completion of the school climate survey.

School Climate Specialist, School Level (Sec. 10-222ee)

- Must be the school principal or certified staff designated by the principal, trained in school climate improvement or restorative practices;
- Responsible for leading in the prevention, identification and responses to challenging behavior, including alleged bullying and harassment; implementing evidence and research based interventions, including restorative practices;
- Leading and scheduling meetings of the school climate committee; and
- Leading the implementation of the school climate improvement plan.

School Climate Committee School Level (Sec. 10-222ff)

- Each school must have a committee that is racially, culturally and linguistically diverse and representative of various roles in the school community;
- Membership must be reviewed and approved annually and include: the school climate specialist; a teacher selected by the union; demographically representative students, families, and other members identified by the School Climate Specialist;
- Must assist in the development, administration, revision of the school climate survey for each school biennially; use survey data to advise on improving school climate; and
- Must assist in the development and implementation of the school climate improvement plan; advise on strategies to improve school climate and implementing evidence- and research-based interventions; annually providing notice to the school community of a bullying complaint form; and holding meetings, at least twice per year, with the school community concerning the school climate improvement plan.

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APPENDIX C: Additional Climate Requirements

School Climate Survey, Districtwide (Sec. 10-222gg)

- Must be administered for each school biennially;
- Must be administered to students, families of students, and school employees; and
- Parents/guardians must receive prior written notice of the content and administration of the survey and be provided a reasonable opportunity to opt the student out of the survey.

Tiered Challenging Behavior Response, Districtwide (Sec. 10-222hh)

A tiered response is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury; or
- indicates a credible intention to cause bodily harm to self or others; or
- 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).

Training Requirements, Districtwide (Sec. 10-222ii)

Districts must provide resources and training to school employees in the following areas: social and emotional learning; school climate and culture; and evidence- and research-based interventions (including restorative practices). Training may be made available at each school and include technical assistance in the implementation of the school climate improvement plan.

School Climate Policy, Districtwide (Sec. 10-222cc(b))

Schools must adopt and implement the Connecticut School Climate Policy developed, updated and approved by the Connecticut Association of Boards of Education (CABE) and adopted by the Social Emotional Learning and School Climate Advisory Collaborative (Collaborative).

Restorative Practices Response Policy, Districtwide (Sec. 10-222jj)

- School districts must adopt a restorative practices response policy, which school employees must implement for incidents of challenging behavior or student conflict that is nonviolent and not a crime; and
- The policy must not include the involvement of school resource officers or law enforcement — unless the conduct escalates to violence or constitutes a crime.