# *Lebanon Middle School*

***Lebanon, Connecticut***

## *School Climate Improvement Plan*

## 2025-26

**District**: Lebanon **School**: Lebanon Middle School
**School Climate Specialist**: Chad Johnson **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 |
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| **Standard 1: Shared Vision**<br>Is it evident that all members of the school district community are committed to | **EMERGENT:**<br><br>Safety plans and drill logs are in place and practiced regularly. | Increase students' sense of belonging and peer empathy, especially around how peers treat each other. | Elevate Student Voice:<br><br>Maintain grade-level Climate Committees and a Student Suggestion Box. | Annual and biennial School Climate Survey (student items related to safety, belonging, and peer kindness). | By June 2026, increase by 15% the proportion of students reporting that peers are kind, inclusive, and help others when they are being |

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| physical,emotional and intellectual safety of the learners? | Supervision schedules cover common areas; SmartPass helps monitor student movement and limit hallway crowding.<br><br>Re-entry and restorative plans are used for students returning from suspensions or extended absences.<br><br>Facilities work orders are used to address safety and maintenance concerns (e.g., bathrooms).<br><br>In the 2025 climate survey (143 student responses), 84% of students report feeling safe in class and 88% believe teachers treat them with respect. | Make adult responses to challenging behavior more *visible and understandable* to students so they see that incidents are addressed fairly.<br><br>Continue to strengthen alignment and communication around consistent behavior expectations across classrooms and settings. | Refine Choose Love Champions program (student leaders who support peers, welcome new students, and model expectations).<br><br>Increase Visible Restorative Work:<br><br>Increase use of restorative circles so students see peer conflicts and incidents being addressed.<br><br>Develop age-appropriate ways to communicate, in general terms, how challenging behavior is addressed (e.g., “You Said / We Did” updates during LMS Live or in Connections).<br><br>Recognize Positive Behavior & Upstanders:<br><br>Expand Panther Pride cards, PTO “Golden Ticket” prize vault, and public recognition for students who act as upstanders. | Quarterly micro-surveys (5–6 key items) to monitor shifts in perceived safety and respect.<br><br>Office referral trends and types from Educators Handbook, including repeat-offender data.<br><br>Participation data in Climate Committees, Climate Champions, and restorative circles. | mistreated.<br><br>Quarterly review of data with the School Climate Committee; annual adjustment of strategies. |

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| **Standard 1: Shared Vision**<br>Do participants share a vision of what a positive & restorative school climate looks and feels like? | **EMERGENT:**<br><br>Vision, mission, and climate expectations are shared via staff handbooks, family communications, Open House, and PBIS/expectations posters in classrooms and hallways.<br><br>Assemblies, grade-level expectation meetings, and newsletters reinforce our focus on safety, respect, and responsibility. | Ensure all stakeholder groups (students, staff, and families) can explain what LMS's positive, restorative climate "looks, sounds, and feels like."<br><br>Increase student ownership in defining and communicating that vision. | Facilitate student and staff creation of "Looks / Feels / Sounds Like" visuals for climate in classrooms, hallways, cafeteria, and buses.<br><br>Train staff in restorative practices, trauma-informed responses, and inclusive communication.<br><br>Use LMS Live and assemblies for student-generated videos, skits, and examples that show our climate vision in action.<br><br>Embed Choose Love language (Courage, Gratitude, Forgiveness, Compassion in Action) into daily routines, announcements, and recognition systems. | Climate survey items on clarity of rules, respect of differences, and student willingness to intervene.<br><br>Staff and family survey items regarding understanding of the school's climate vision and restorative approach.<br><br>Artifacts: posters, student-created media, and lesson plans reflecting the climate vision. | Initial co-constructed climate "Looks/Feels/Sounds Like" visuals in place in all homerooms by January 2026; refined annually.<br><br>Staff PD and student video campaigns to be completed by spring 2026, with ongoing refresh each year. |

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| **Standard 1: Shared Values**<br>How must participants act toward one another in order<br>to advance the vision of a positive and restorative school climate? | **EMERGENT:**<br><br>PLC norms, team norms, and classroom expectations are established and posted; many teams already maintain charters focused on respect, collaboration, and professionalism.<br><br>"Choose Love" SEL lessons and Health curriculum explicitly teach empathy, communication, and conflict resolution skills. | Ensure that all adults consistently model restorative language (curiosity, validation, repair) rather than purely punitive responses.<br><br>Increase visibility of kindness, inclusion, and "upstander" behavior. Students reported feeling that many things happen "behind teachers' backs" and that entire classes are sometimes punished for the actions of a few. | Co-create a School-wide Adult Charter capturing how staff agree to speak with and about students, families, and one another.<br><br>Expand recognition systems (Panther Pride, Golden Tickets, assemblies, newsletters) to highlight kindness, inclusion, and upstanders.<br><br>Provide coaching and peer observation around restorative language, use of circles, and avoiding whole-group punishments for individual misbehavior. | Climate survey items on respect, fairness of discipline, and feeling valued.<br><br>Frequency of positive referrals (Panther Pride / Golden Tickets) vs. office referrals.<br><br>Team norms/charters collected and reviewed annually. | Adult Charter finalized and shared by February 2026.<br><br>15% increase by June 2026 in students reporting that "teachers and students treat each other with respect" and "students at this school respect each other's differences." |
| **Standard 1: Shared Goals**<br>What are the priorities that<br>are contained in any existing school and/or district improvement plans? Do the improvement plans contain focus on improved school climate and working restoratively? | **EMERGENT:**<br><br>School Improvement Plan includes goals related to academic growth, inclusion, and climate.<br><br>LMS is implementing MTSS, a systemic inclusion initiative, and the Choose Love SEL program; however, SEL can still feel siloed from | Fully align MTSS, SEL, restorative practices, and inclusion work into one coherent climate framework.<br><br>Ensure climate goals are clearly visible in staff meeting agendas, PLC work, and family communications—not just in formal plans. | Map existing initiatives (MTSS, SEL, Inclusion, Restorative Practices) to CT School Climate Standards and Portrait of a Graduate.<br><br>Use WIN period and Health classes to explicitly connect academic rigor, SEL skills, and climate expectations. | School Improvement Plan progress notes and dashboards.<br><br>Climate survey results (students, staff, families).<br><br>Referral and attendance data, including chronic absenteeism rates. | Alignment map and updated SIP climate goals completed by January 2026.<br><br>By June 2026, achieve:<br><br>Continued year-over-year decline in Q1 office referrals and absences, using 2023–24 and 2024–25 as baselines. |

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| | core instruction.<br><br>Climate survey data and behavior/attendance data are increasingly used to inform decisions. | | Include climate and restorative practice checkpoints in every SIP progress review and faculty meeting cycle. | | 15% improvement in student-reported sense of belonging. |
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| **Standard 2: Shared School Policies:** Do they promote the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement? | **EMERGENT:**<br><br>LMS policies reflect Connecticut's new School Climate Law (PA 23-167) and the Connecticut School Climate Policy; the school utilizes the Challenging Behavior Reporting Form and tiered response system.<br><br>Digital office referrals via Educators Handbook support consistent documentation and communication with families.<br><br>The Choose Love SEL curriculum and expanded Health Education provide explicit instruction in social-emotional skills. | Ensure consistent implementation and understanding of new "challenging behavior" processes among all staff and families.<br><br>Increase focus on cognitive engagement and active learning in every classroom, not only compliance with rules. | Annual PD (and refreshers) for all staff on:<br><br>Challenging Behavior Reporting Form, investigation and response processes.<br><br>De-escalation and restorative discipline.<br><br>Develop a uniform parent communication protocol following incidents (timely phone call or email; clear explanation of restorative next steps).<br><br>Conduct Administrative Learning Walks focused on SEL skills being explicitly taught and practiced. | Educators Handbook data (incident types, response actions, timeliness of documentation).<br><br>PD attendance logs and follow-up surveys.<br><br>Family survey items regarding clarity and fairness of communication about behavior. | By June 2026,<br><br>At least 90% of staff consistently document behavioral incidents according to district expectations.<br><br>20% increase in parent satisfaction with communication following incidents. |

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| **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)? | **EMERGENT:**<br><br>MTSS handbook, flowcharts, intervention rosters, and outreach logs guide supports for academics, behavior, and SEL.<br><br>An Attendance Improvement Team meets regularly to problem-solve chronic absenteeism.<br><br>Team-level parent meetings and conferences are used to create success plans for struggling students.<br><br>DESSA is used to screen SEL needs and monitor growth for identified students. | Re-engage students who are chronically absent or disconnected from school activities, including those who feel "tired instead of excited about school."<br><br>Support disengaged families and educators to feel valued, informed, and part of the solution. | Strengthen multi-tiered attendance protocols (success plans, home visits, transportation problem-solving).<br><br>Expand after-school or WIN-time supports like Homework Club (especially for student-athletes) so schoolwork doesn't overwhelm life outside school.<br><br>Host community forums (with PTO, Youth Services, mental health agencies) to align services and build trust.<br><br>Train staff in motivational interviewing and strategies for working with resistant families. | Chronic absenteeism data and attendance success plan completion rates.<br><br>DESSA pre/post scores for students receiving SEL supports.<br><br>Logs from attendance meetings, home visits, and family outreach. | Reduce Q1–Q4 absences by an additional **10–15%** by **June 2026**, building on the decline from 577 (2023-24) to 364 (2025-26) in Q1 absences.<br><br>Increase family participation in problem-solving meetings by 20% by **spring 2026**. |

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| **Standard 3: School Practices**: Do they promote academic learning and social/ emotional, ethical & civic development of students? | **EMERGENT:**<br><br>Walkthrough tools and PD artifacts show growing use of restorative language, SEL integration, and active learning structures.<br><br>Choose Love SEL lessons, expanded Health Education, and the WIN period provide structured time for skills practice.<br><br>Peer Mentor Program and mental health grant (CHDI & NAMI) support student leadership and destigmatize help-seeking. | Ensure every classroom consistently embeds SEL competencies (self-management, relationship skills) alongside academic standards.<br><br>Increase student leadership opportunities connected to civic engagement and community service. | Use Health and WIN to explicitly teach conflict resolution, coping skills, and digital citizenship, with follow-up practice in core classes.<br><br>Increase time and voice for Student Council, Peer Mentors, and Climate Champions in planning events and service projects.<br><br>Integrate Portrait of a Graduate traits into advisory and classroom conversations. | Climate survey items for student connectedness and respect.<br><br>Participation in SEL-aligned clubs, peer mentoring, and restorative conferences.<br><br>Repeat referral rates for students who have participated in restorative conferences. | By June 2026, reduce repeat referrals among students who participate in restorative conferences by 10%. |

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| **Standard 3: School Practices**: Do they enhance engagement and participation in teaching, learning & school-wide activities? | **EMERGENT:**<br><br>Students engage in clubs and activities through X-Block and Mini X-Block (baking, gaming, Pokémon, etc.), athletics, recess enhancements (Gaga pit, basketball hoop, new reading area), and special events.<br><br>Assemblies, pep rallies, Panther Pentathlon, and PTO-sponsored Panther Dens provide additional engagement points. | Ensure non-athletic students have equal access to high-interest opportunities.<br><br>Provide more things "to be excited about" that connect academic and extracurricular life. | Expand club offerings and enrichment during WIN (e.g., makerspace, student-run school store, gaming & strategy club, career-oriented exploratory rotations).<br><br>Restructure Student Council for daily homeroom or regular Connection-time check-ins to gather feedback and plan events.<br><br>Continue grade-level assemblies and pep rallies that highlight academics, behavior, and student leadership, not just sports. | Participation rates in clubs, athletics, and special events, disaggregated by grade and demographic groups.<br><br>Climate survey items regarding interest, enjoyment, and feeling that school is a place students "want to be." | By spring 2026, increase overall student participation in at least one club, team, or leadership role by 10%, with a particular focus on non-athletic clubs. |
| **Standard 3: School Practices**: Do they address barriers to teaching & learning and re-engage those disengaged? | **EMERGENT:**<br><br>Attendance success plans, home visit logs, and re-engagement documents are used for students with chronic absences.<br><br>WIN and MTSS | Some students report being "tired instead of excited about school" and feeling that homework and stress spill too far into home life.<br><br>Need clearer structures to support students re-entering after long | Formalize re-entry protocols that include restorative conversation, academic catch-up plans, and SEL check-ins.<br><br>Create a targeted Homework/Study Club (after school or during WIN) for students in sports or many activities. | Number of re-entry meetings held; follow-up data on referrals and attendance for those students.<br>Chronic absenteeism and course failure rates for targeted students. | Implement enhanced re-entry protocol by January 2026; monitor outcomes each quarter. |

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| | periods provide academic and SEL intervention time. | absences, discipline, or hospitalization. | Use micro-surveys with identified students to monitor connection, stress, and sense of support. | | |
| **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 3: School Practices**: Do they develop & sustain a restorative infrastructure to build capacity | **EMERGENT:**<br><br>Restorative practices training provided via consultant and BCBA refreshers; staff are increasingly using circles and restorative conferences.<br><br>Digital systems (Educators Handbook, SmartPass) support accountability and data-driven response.<br><br>Cell phone ban has decreased classroom disruptions and improved focus. | Build capacity so all staff, not just a subset, feel confident facilitating basic restorative conversations and circles.<br><br>Ensure restorative practices are used proactively, not only after incidents. | Develop an LMS Restorative Practices Handbook (tiered responses, scripts, circle prompts, re-entry processes).<br><br>Identify and support a small team of teacher leaders as “Restorative Practice Coaches.”<br><br>Incorporate restorative check-ins into Connections/Advisory at least bi-weekly. | PD participation and follow-up surveys about skill and comfort.<br><br>Number of incidents resolved through restorative conferences instead of exclusionary discipline. | Handbook drafted by March 2026; full staff training by end of 2025–26 school year.<br><br>Aim for 25% increase in documented restorative interventions by June 2026. |

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| **Standard 4**: Is there a safe & welcoming environment for all school community members in all ways? | **EMERGENT:**<br><br>Climate surveys show strong gains in parent perceptions of being welcome and clear school rules; 100% of parents report feeling welcome some or all of the time and 90% feel LMS treats them fairly.<br><br>Open House, Panther Dens (PTO events), grade-level behavior expectation meetings, and monthly newsletters strengthen family connection.<br><br>Visuals (signage, photos, language access) are improving inclusivity; cell phone ban has reduced peer pressure and social distraction. | Strengthen student perception of being valued and included, especially among subgroups who may feel marginalized.<br><br>Continue to improve physical spaces (bathrooms, common areas, outdoor spaces) to reflect pride and care for the building. | Continue annual Welcoming Walkthroughs (students, staff, families) to identify quick-win facility improvements.<br><br>Partner with Lyman Diversity Club for cross-school inclusion projects and “We Are One” community events.<br><br>Add student artwork, flags, and positive messaging that reflect the diversity of LMS. | Climate survey items about feeling valued, included, and safe.<br><br>Walkthrough data and action plans.<br><br>Participation in Open House, Panther Dens, and family events. | By June 2026, increase by 10% the proportion of students who report they feel “valued and included” at LMS. |

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| **Standard 5: Restorative Justice**: Are there practices, activities & norms that promote ethical, social/ emotional & civic awareness & accountability? | **EMERGENT:**<br><br>Restorative agreements, repair plans, and community service options are used as alternatives or complements to traditional consequences.<br><br>Mental health grant supports peer mentors and school-wide events (e.g., "End the Silence" assembly). | Expand restorative approaches beyond disciplinary cases into everyday classroom practice.<br><br>Increase opportunities for structured community service during the school day. | Integrate Portrait of a Graduate and Choose Love concepts into restorative conferences and reflection forms.<br><br>Develop a menu of in-school service projects (mentoring younger students, campus clean-up, supporting events).<br><br>Partner with CSDE and RESC Alliance for continued restorative training and coaching. | Logs of restorative agreements, reflection forms, and community service hours.<br><br>Climate survey items on fairness, accountability, and opportunities to make amends. | By June 2026, ensure 100% of staff have received foundational restorative practice training and increase documented restorative interventions by 25%. |
| **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? | **EMERGENT:**<br><br>Annual climate surveys have been administered to staff, parents, and students since 2022, revealing significant improvement in parent perceptions, modest change for students, and recent decline in staff morale. | Create a formal data calendar and PDSA-style cycle so data review is systematic rather than ad hoc.<br><br>Narrow gaps in perception between students and adults, especially around negative behaviors and staff well-being. | Implement a quarterly climate mini-report combining survey snapshots, referral/attendance data, and major initiatives, shared with staff and families.<br><br>Use grade-level Climate Committees and staff meetings to co-interpret data and propose adjustments. | Documented data calendar; minutes from Climate Committee and faculty meetings.<br><br>Year-to-year changes in overall climate means by group, with particular attention to staff. | Data calendar and quarterly mini-reports in place by January 2026; reviewed annually. |

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| | Quarterly behavior and attendance data show year-over-year reductions in Q1 referrals and absences.<br><br>School Climate Committee meets regularly to review data and plan next steps. | | Conduct brief staff pulse surveys on workload and climate to inform supports. | | |
| **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** |
| **Family/Community Partnerships**: Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively? | **EMERGENT:**<br><br>Parents report significant improvement in climate, communication, and feeling welcome from 2023 to 2024 and 2025.<br><br>Open House, Panther Dens (PTO events), newsletters, digital communications, and parent-teacher conferences provide multiple touchpoints. | Increase family voice in climate decisions beyond survey responses.<br><br>Ensure outreach is culturally and linguistically responsive for all families. | Establish a Family Climate Advisory Group (subset of the Climate Committee) that meets at least twice a year.<br><br>Launch a Parent Ambassador program to support new families and invite them into school events.<br><br>Use newsletters, website, and social media to share climate data ("You Said / We Did") and upcoming restorative/SEL events. | Attendance at family events; participation in advisory group.<br><br>Family survey items on communication, trust, and sense of partnership. | Family Climate Advisory launched by March 2026 with at least two meetings in the 2025–26 school year. |

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| **Impact on Results**: Is progress monitoring inherent in efforts to improve the school climate and work restoratively? | **EMERGENT:**<br><br>From 2022–2025, overall climate scores improved most for parents, remained relatively stable for students, and dipped for staff in 2025.<br><br>Q1 2025–26 data show continued declines in both office referrals and absences, suggesting climate and inclusion initiatives are positively affecting behavior<br><br>Next Generation Accountability data show improved index scores in ELA, Math, and Science, with high-needs students improving faster than their general education peers—indicating a narrowing achievement gap. | Make clearer connections between climate work and academic achievement for staff, students, and families.<br><br>Ensure staff well-being and morale improve alongside student outcomes. | Include climate and SEL data in all major data conversations, not just behavior meetings.<br><br>Highlight success stories where climate initiatives (e.g., cell phone ban, peer mentors, restorative practices) correlate with improved achievement or reduced referrals.<br><br>Provide targeted supports for staff (collaboration time, well-being events, coaching). | Dashboards that display climate, attendance, behavior, and academic indicators together.<br><br>Year-to-year changes in staff, student, and parent climate survey means. | By June 2026,<br><br>Maintain or further improve academic index scores in ELA, Math, and Science while continuing to narrow the high-needs achievement gap.<br><br>Increase staff overall climate rating compared to 2025 by at least 0.10 on the 1–4 scale. |

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## APPENDIX A: School Climate Rubric

| CT Standard | Pre-Awareness | Awareness | Emergent | Maintenance |
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| **Standard 1: Shared Vision**<br>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**<br>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**<br>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**<br>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 implemented to monitor change over time | 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 & restoratively |

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| CT Standard | Pre-Awareness | Awareness | Emergent | Maintenance |
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| **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 |
| **Standard 3: School Practices**: Do they address barriers to teaching & | No school community practices are identified, prioritized or | The school community recognizes that practices are needed to | The school community's practices are identified, prioritized and | Practices are firmly supported and universally followed that address |

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| learning and re-engage those disengaged? | supported to address barriers to learning and teaching and re-engage those who have become disengaged | address barriers to learning and teaching and re-engage those who have become disengaged | supported to address barriers to learning and teaching and re-engage those who have become disengaged | 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 celebrated; negative trends are suppressed or dismissed | 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 |

# *Lebanon Middle School*

***Lebanon, Connecticut***

| CT Standard | Pre-Awareness | Awareness | Emergent | Maintenance |
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| **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 |

## 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.

## 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.