



Safe School Climate Plan School Year 2025-26

District: Hamden Public Schools

School: Helen Street Elementary School

School Climate Team: Karen Franklin -Principal, AnneMarie Hewitt -School Climate Advisor, Desiree Keane -Resource Teacher, Nicole DeLucia -Kindergarten Teacher, Jane Wallace - Grade 5 Teacher

School Based Data Team: Karen Franklin - Principal, Bridget Adrian - Literacy Specialist, Anastasia Ganim -SRBI Coordinator, Mary Elizabeth Taylor -Math Specialist, Kristen Wiggins -SRBI Coordinator

**(To be completed at the School Level, submitted to the Safe School Climate Specialist
and forwarded to the District Safe School Climate Coordinator for use in Creating the District Safe School Climate Plan)**

**This is the Safe School Climate Plan Template follows/mirrors the Safe School Climate Rubric which should be used as a reference in completing the Template. It is recommended that the [p 14-16 of the Reference Manual](#) document be used as a guide for the kinds of data that would be important to review and include.

National 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	Time Line for Reaching Improvement Goals
Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?	Awareness: 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	<ul style="list-style-type: none"> Involving community stakeholders 	<ul style="list-style-type: none"> Collecting and analyzing data as it pertains to parents/guardians Enlisting parents on the Parent Engagement Action Team to encourage families to participate in school initiatives 	<ul style="list-style-type: none"> School climate survey results Parent participation rates 	<ul style="list-style-type: none"> ongoing



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<p>Standard 1: Shared Mission</p> <p>Do participants share a vision of what a positive and restorative school climate looks, feels and sounds like?</p>	<p>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.</p>	<ul style="list-style-type: none"> • All stakeholders need to embrace and endorse • Attempt to practice in a meaningful way 	<ul style="list-style-type: none"> • Continued staff professional development • Peer mentoring (visiting colleagues classrooms) • Active practicing during PD/Staff meetings • Communicating/ involving the plan to parents/ guardians 	<ul style="list-style-type: none"> • School climate survey results • Parent participation rates 	<ul style="list-style-type: none"> • ongoing
<p>Standard 1: Shared Values</p> <p>How must participants act toward one another in order to advance the vision of a positive and restorative school climate?</p>	<p>Awareness: 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.</p>	<ul style="list-style-type: none"> • Inconsistencies being confronted and managed 	<ul style="list-style-type: none"> • Open communication between all staff members • Sharing successes and roadblocks for how practices inform day to day practices 	<ul style="list-style-type: none"> • School climate survey results • Staff attendance data 	<ul style="list-style-type: none"> • ongoing
<p>Standard 1: Shared Goals</p> <p>What are the priorities that are contained in any existing school and/or district improvement plans? Do the improvement plans focus on improved school climate and work restoratively?</p>	<p>Awareness: Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making.</p>	<ul style="list-style-type: none"> • Explicitly identify the shared short term and long term goals 	<ul style="list-style-type: none"> • Use data to create actionable goals • Share and celebrate successes • Acknowledge challenges and work collaboratively and restoratively • Track and use data to monitor change over time 	<ul style="list-style-type: none"> • SWIS data • Attendance data 	<ul style="list-style-type: none"> • ongoing



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<p>Standard 2: Shared School Policies Are there policies that promote the development and sustainability of a comprehensive set of skills, knowledge, dispositions and engagement?</p>	<p>Awareness: Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement.</p>	<ul style="list-style-type: none"> • Continued practice/ implementation of restorative circles • Utilize evidence based curriculums 	<ul style="list-style-type: none"> • Implement student goal setting to support development and self-awareness • Increase utilization of Choose Love and growth mindset 	<ul style="list-style-type: none"> • SWIS data • School climate survey results 	<ul style="list-style-type: none"> • Ongoing
<p>Standard 2: Shared School Policies Are there policies in place to address barriers to teaching and learning comprehensively and reengaging those in the school community who are disengaged (students, educators, parents/ guardians)?</p>	<p>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.</p>	<ul style="list-style-type: none"> • Increase parent engagement • Continue to develop Tier II and Tier III interventions and Individual Behavior Plans • Plan specific remediation for staff struggling to implement Individual Behavior Plans 	<ul style="list-style-type: none"> • Continue Tier I engagement supports (ie students: calming corner, constellations; parents: communication through multiple avenues (flyers, ParentSquare, phone calls, chatting at dismissal) • Develop additional tiered responses for behavioral challenges • Collaborate with PTA and Family Engagement Action Team to develop plans for increased parent engagement. 	<ul style="list-style-type: none"> • School climate survey results • Review of individual behavior plans 	<ul style="list-style-type: none"> • Ongoing
<p>Standard 3: School Practices Are there practices in place to promote academic learning and social/emotional, ethical and civic development of students?</p>	<p>Awareness: 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.</p>	<ul style="list-style-type: none"> • Identify practices that are currently in place and work toward universally following those practices. 	<ul style="list-style-type: none"> • Professional development • Increased focus on restorative practices during school-wide events and activities 	<ul style="list-style-type: none"> • School climate survey results • Presentation slides from town meetings • PBIS school-wide expectations review 	<ul style="list-style-type: none"> • ongoing



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<p>Standard 3: School Practices Are there practices in place that enhance engagement and participation in teaching and learning and school-wide activities?</p>	<p>Emergent: The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school-wide activities.</p>	<ul style="list-style-type: none"> • Work toward universally following the practices • Further implement differentiated instruction in more meaningful and intentional planning 	<ul style="list-style-type: none"> • Continue integration of classroom circles and restorative practices into daily routines. 	<ul style="list-style-type: none"> • Morning meeting observation • Academic scores - DIBELS, unit assessments 	<ul style="list-style-type: none"> • ongoing
<p>Standard 3: School Practices Are there practices in place to address barriers to teaching and learning and reengage those who are disengaged??</p>	<p>Emergent: The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and reengage those who have become disengaged.</p>	<ul style="list-style-type: none"> • Engaging students who are quietly "opting out" • Reengaging students with behavior concerns without classroom removal 	<ul style="list-style-type: none"> • Implement additional student check-ins • Develop a "no opt out" strategy • Integrate restorative practices for behaviors to reengage in learning 	<ul style="list-style-type: none"> • SWIS data • Calm/ Cool down corner data • Review check-in data 	<ul style="list-style-type: none"> • ongoing
<p>Standard 3: School Practices Are there practices in place that develop and sustain a restorative infrastructure to build capacity?</p>	<p>Awareness: The school community recognizes that restorative practices are needed to develop and sustain an appropriate operational infrastructure for capacity building.</p>	<ul style="list-style-type: none"> • Universally prioritize restorative practices. 	<ul style="list-style-type: none"> • Professional development • Observations and coaching from experienced staff • Communicate to staff and families what restorative practice is, how we're using it and how they can help 	<ul style="list-style-type: none"> • SWIS data • Weekly Newsletter to families (Helen Street Happenings) and other family communications • Weekly email to staff 	<ul style="list-style-type: none"> • ongoing
<p>Standard 4: Safe Environment Safe and welcoming environment for all school community members in all ways</p>	<p>Emergent: 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.</p>	<ul style="list-style-type: none"> • Practices in place that are universally followed. • Address language barriers for families where English is not their primary language. 	<ul style="list-style-type: none"> • Develop more opportunities for families to connect with classrooms. • Create a plan for increased communication for families who speak languages other than English. 	<ul style="list-style-type: none"> • School Climate Survey • Events calendar 	<ul style="list-style-type: none"> • ongoing



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<p>Standard 5: Restorative Justice Practices, activities and norms that promote ethical, social/emotional, and civic awareness & accountability</p>	<p>Awareness: 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.</p>	<ul style="list-style-type: none"> • Proactive use of restorative circles • Staff training and understanding of restorative justice 	<ul style="list-style-type: none"> • Professional development and training for staff • Opportunities for colleagues to share successes • Cross- collaboration between staff members to be part of restorative practices 	<ul style="list-style-type: none"> • Professional development presentations/notes • SWIS data • PBIS alignment with restorative practices approach 	<ul style="list-style-type: none"> • ongoing
<p>Continuous Improvement: Is there a clear understanding that school climate improvement with the inclusion of restorative work in an ongoing organic process is integral to wider school improvement?</p>	<p>Pre-Awareness: Little, if any attention is devoted to creating systems for individuals or the school to track improvement in school climate and restorative work.</p>	<ul style="list-style-type: none"> • Lack of system for tracking improvements 	<ul style="list-style-type: none"> • Create a system and use data to track improvement in school climate and restorative work 	<ul style="list-style-type: none"> • School climate survey results • SWIS data 	<ul style="list-style-type: none"> • ongoing
<p>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate and working restoratively?</p>	<p>Awareness: 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.</p>	<ul style="list-style-type: none"> • Need structure and process for two-way communication with families and community • Ensure we solicit family and community perspective, and that their voices are heard and valued 	<ul style="list-style-type: none"> • Continue weekly ParentSquare posts with upcoming events and activities • Solicit family and community input through surveys, PTA meetings, face to face meetings, etc... 	<ul style="list-style-type: none"> • School climate survey results 	<ul style="list-style-type: none"> • ongoing



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<p>Impact on Results: Is progress monitoring inherent in the school climate improvement and work restoratively?</p>	<p>Awareness: 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.</p>	<ul style="list-style-type: none"> Identify clear indicators of success that are aligned with school climate improvement and restorative goals 	<ul style="list-style-type: none"> Utilize existing data to identify indicators 	<ul style="list-style-type: none"> School climate survey results 	<ul style="list-style-type: none"> ongoing