

School Name: Har-Bur Middle School

School Year: 2025-2026

Date Submitted: 12/22/2025

1. School Climate Vision Statement: Create an environment at Har-Bur Middle School where every student has a strong sense of belonging and connectedness, so they can better engage in their learning and become inquisitive learners, innovative leaders, and responsible citizens

2. School Climate Team

- School Climate Specialist: Jesse Darcy
- School Climate Committee Members:
 - Teacher representatives: Sarah Urso, Hannah O'Hazo, Matt Weeks, Ursula Cleaver
 - Student representatives: Max Smith, Mari Lane
 - Family representatives: Eric Bosley, Subrina Alvarez
 - School Community Members: Joseph Masi, Sara Fador

Committee membership is reviewed annually and includes at least two meetings per year with the school community. The School Climate Team assists with survey administration and revisions biennially and advises on improvement strategies.

3. School Climate Assessment Data:

School climate surveys given to students, staff, and families in the spring of 2025 show multiple positive areas as well as areas of potential growth.

Students: The survey results indicate several notable strengths within the school community. A substantial 88% of students report feeling respected by their teachers, reflecting strong teacher-student relationships and a positive classroom climate. Furthermore, 79% of students affirm that they have at least one trusted adult to whom they can turn for support, underscoring the presence of a reliable and caring network within the school. Safety perceptions are also high, as 83% of students feel safe at school and 85% believe that school staff consistently ensure student security. Finally, 89% of students express confidence that their teachers are committed to helping all students learn, demonstrating a clear dedication to academic success and equitable learning opportunities.

The survey results indicate several areas for improvement to enhance the school climate, with 69% of students feeling connected to their school, which reveals an opportunity to foster deeper connections and a sense of belonging. Similarly, while 53% of students feel their peers respect each other's differences with the same frequency, a stronger emphasis on mutual respect and understanding could benefit the school community. Furthermore, 48%

believe that students are nice to each other "always" or "often," suggesting room to improve positive interactions among students. Academic engagement also presents a potential growth area, with 65% of students noting that teachers check in on lesson comprehension as part of their regular approach.

Staff: The survey highlights several areas of strength. A favorable 63% of faculty and staff feel happy to be in school. Trust in teachers' instructional decision-making was strong, with 92% expressing favorable views that they are trusted to make decisions in the best interest of student learning. Regarding safety, 95% of participants report feeling physically safe on school premises. In terms of job satisfaction, 74% of faculty express feeling satisfied with their jobs. Moreover, 61% view professional development opportunities as relevant and valuable, enhanced by 84% experiencing collaborative peer-learning activities.

The survey data showcased some areas for improvement regarding the school environment. Communication from the administration is rated favorably by 76% of participants, suggesting opportunities to enhance transparency and information flow. Only 48% of staff feel their input in decision-making processes is solicited and valued, indicating a need for more inclusive practices. Additionally, 54% of staff perceive the discipline practices as fair and consistent, pointing to potential improvements in behavior management systems. Finally, while 71% feel supported by the administration in addressing student behavior and discipline, enhancing support for the remaining 29% could contribute significantly to a more supportive school climate.

Families: The survey results reveal several areas of strength, including 83% of participants favorably view teachers as well-qualified and knowledgeable in their subjects. Similarly, 83% of respondents expressed satisfaction with their child's safety at school and felt confident in the school's emergency preparedness, reinforcing parents' confidence in the school's ability to provide a secure environment. Furthermore, parental comfort in reaching out to teachers or administrators scored highly, with 78% favorably, indicating strong communication channels. The dedication of teachers to their students' success also garnered favorable feedback, with 83% expressing this view, which underscores the commendable commitment teachers have to their students' achievements.

The survey highlights a few key areas for growth. For parental communication, 70% of participants expressed satisfaction with the frequency of communication from the school, indicating that there is potential room for improvement in how information is shared. Additionally, while 71% of parents feel well-informed about the school's policies and procedures, a notable portion remains only sometimes satisfied, suggesting a need for clearer communication strategies. Social/emotional support is another area with potential for development, as 61% of respondents feel the school adequately meets these needs, highlighting an opportunity to enhance programs and resources for student well-being. Furthermore, only 55% feel that parental involvement in decision-making is encouraged, suggesting an opportunity to further engage parents in the school community.

4. Goals and Objectives

School Climate Improvement Goal	CT School Climate Standard	Supporting Data	Action Steps	Responsible Parties	Timeline
<p>Goal 1: Enhance Student Belonging, Respect, and Academic Engagement</p>	<p>1 3 4</p>	<p>Survey data indicates opportunities to strengthen the sense of belonging, respect, and academic engagement within the school. Additionally, the survey highlighted a need for improved mutual respect and positive interactions between students. Data also suggested looking into ways to strengthen academic support and teacher-student engagement.</p>	<ul style="list-style-type: none"> - Look for opportunities to empower students and use them as resources to promote a respectful, kind and helpful school environment. - Continue teaching students how to interact positively, advocate for themselves, develop empathy and respect for one another, and handle conflict in effective ways. Additionally, staff will employ instructional strategies that explicitly teach students how to work together in a collaborative and supportive atmosphere. - Expand/refine offerings that foster meaningful relationships, encourage mentorship across grade levels, acknowledge positive behavior, and build a stronger sense of community within teams, grade levels, and the school. - Strengthen teachers' ability to apply Universal Design for Learning principles to create inclusive, accessible learning experiences, while continuing to provide targeted support based on individual student needs. 	<p>Building leadership, Student support staff, teachers.</p>	<p>Sept 2025 – June 2026</p>

<p>Goal 2:</p> <p>Foster a Collaborative and Supportive School Environment</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>	<p>The survey data highlights opportunities to enhance communication, inclusivity in decision-making, improved feedback loops, and job satisfaction through relevant professional development. Additionally, some staff feel unsupported by the administration regarding student behavior and discipline.</p>	<ul style="list-style-type: none"> - Leveraging our newly formed school leadership team as a means to gather and disseminate information that will allow the school to operate effectively and efficiently. - Continue to improve our school's behavior response systems, including developing a system to close the loop on teacher referrals. - Offer ongoing training and resources to help staff manage challenging behavior effectively, including our continued efforts around restorative practices. - Leverage current peer observation initiatives to maximize their impact on teacher learning and collaboration. 	<p>Building leadership, support staff, teachers, outside consultant from EdAdvance.</p>	<p>Sept 2025 – June 2026</p>
<p>Goal 3:</p> <p>Foster a Holistic and Inclusive School Environment through Enhanced Communication, Support, and Parental Involvement.</p>	<p>4</p> <p>5</p>	<p>The survey data indicates opportunities for improvement in communication effectiveness, support for students' social/emotional and mental health needs, as well as increasing parental involvement and engagement in school decision-making processes. By addressing these areas collectively, the school can create a more cohesive, supportive, and inclusive environment for students and parents.</p>	<ul style="list-style-type: none"> - Continue regular and structured updates using both digital platforms and traditional methods to keep parents informed. - Explore technologies to make communication more accessible and effective across various channels. - Explore opportunities to educate and engage parents through workshops to support their children's emotional needs at home. - Where appropriate, look into volunteer initiatives, encouraging parents to engage more deeply with the school community. 	<p>District and building leadership, support staff, teachers.</p>	<p>Sept 2025 – June 2026</p>

5. Prevention and Intervention Strategies:

Har-Bur utilizes a variety of structures and strategies to prevent challenging behaviors including restorative practices. Many are included below

1. **Professional Positions:** Support dealing with student discipline, coach and assist teachers in behavior response strategies, and help develop and implement strategies to build a positive student climate and culture (e.g., expansion of Dean of Students to grades 7-12).
2. **Training and Professional Development:**
 - Har-Bur has worked with state consultants on school climate, including bullying, trauma-informed practices, and restorative practices (building school climate/relationships and responding to conflict, with staff modeling positive, respectful, and supportive behaviors).
 - Teachers received training on how to respond to everyday prejudice, bigotry and stereotypes through Learning for Justice's Speak Up at School protocol (Interrupt, Question, Educate, Echo)
3. **Curriculum and Instruction:**
 - Teaching students how to interact positively, advocate for themselves, develop respect and empathy, and other important social skills through our Social Emotional Learning Curriculum.
 - 5th Grade Unified Arts - Husky Academy focuses on social-emotional learning, self-awareness, and self-regulation.
 - Wellness curricula focus grade-level appropriate lessons on interpersonal communication, healthy relationships, refusal skills, advocacy and accessing information for mental/emotional health, analyzing influences for violence prevention.
 - Inclusion of grade-appropriate bullying education and prevention curriculum.
 - School Belonging workshops (8th grade) run by Dean of Students. Students developed grade-level charter about how they want to feel when in school and the actions they will do to achieve that, and actions they take when those items are not upheld.
 - Implementation of Project Wisdom, a respected daily character education programs that focuses on us thought-provoking, inspirational messages are narrated by members of our school community each morning.
4. **Recognition Programs:** Team/grade level and school recognitions for students who meet our Husky Traits attributes and Approaches to Learning Rubric (aligned with positive behavior interventions).

5. **Creating a School Atmosphere of Team Spirit and Collaboration:**

- Team-building field trips and activities.
 - School-wide advisory period.
 - Emerging Leadership Group run by Dean of Students and Support Staff
6. **Afterschool Sports and Clubs:** Including a Diversity Club, Unified Sports, Student Council for students in all grades and Student Ambassador program for upper grades
7. **Adequate Adult Supervision & accountability system:** In outdoor areas, hallways, the lunchroom, and other specific areas where these behaviors are more likely to occur. The use of SmartPass to create a safer and more focused learning environment, reduce hallway disruptions and improve accountability.
8. **Interventions:** Both non-disciplinary and disciplinary interventions with students as needed. Development of a major/minor chart and flowchart as part of our behavior response system.
9. **Team-Level Classroom Strategies:** Employing strategies that instruct students on how to work together in a collaborative and supportive atmosphere. Employing reflective opportunities as a Tier 1 system for student to understand the impact they may have on themselves and others.

Our school encounters a wide variety of challenging behaviors, including bullying and negative interpersonal interactions. Incidents are addressed based on their severity and nature. Lower-level negative interactions are managed directly by the supervising faculty or staff member (e.g., classroom behavior management by the teacher). For students who are temporarily removed from class, the main office is the designated location. The support that students may receive include but are not limited to, intervention from a trained school employee, therapeutic resources, available mental health supports, instruction materials and technology, or other resources to address students' temporary needs. More serious issues are referred to building administration, which investigates and involves the appropriate staff or faculty to address the issue.

The foundational approach to discipline at Har-Bur is based on education, consequences, and restoration. Ensuring that students understand their actions, the school's expectations, and how their actions did not meet these expectations is critical to helping them succeed behaviorally. When appropriate, disciplinary consequences reinforce that the behavior was unacceptable within our school community's expectations. In accordance with Regional School District 10 Board of Education Restorative Practice Response policy P1554.1, restoration is a thoughtful process that heals any harm caused by the behavior and restores the student who committed the harm to the community in a positive manner, helping them succeed moving forward. When appropriate, counseling and student support services may implement support programming for both the student(s) who caused the negative interaction and the student(s) on the receiving end.

Tiered Response Practice

Beyond the above protocols and supports, the new school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions (referred to hereinafter as “tiered response incidents”). Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- a. requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- b. indicates a credible intention to cause bodily harm to self or others; or
- c. results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

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

In addition, for tiered response incidents, there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student’s Planning and Placement Team (PPT).² In addition, protocols and supports must include a process by which a teacher may request a behavior intervention meeting.³

The Superintendent submits an annual FERPA-compliant report on tiered response incidents to the Board of Education.

² For special education students, notice of the incident must be submitted to the PPT no more than two days after the incident occurred.

³ C.G.S. Sec. 10-236c(b) permits any teacher of record in a classroom to request a behavior intervention meeting with the school’s crisis intervention team “for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher’s classroom.”

Please contact the administrative team with any concerns around challenging behavior.

Joseph Masi: Principal – masij@region10ct.org

Jesse Darcy: Associate Principal – darcyj@region10ct.org

Rebecca Lewis Stoll: 7 – 12 Dean of Students – stollr@region10ct.org

Designated administrators assess the facts, severity, and intentionality of incidents of challenging behavior before deciding upon any corrective action necessary. All responses comply with IDEA, Section 504, and students' IEP or 504 Plans. Discrimination or retaliation related to reporting or investigating incidents is prohibited.

RSD10 Challenging Behavior Reporting Form

HBMS Student Incident Reporting Form

HBMS Staff has an internal form to use for student referrals.

6. Family and Community Engagement:

Families are engaged throughout the school year through, starting with a PTO Back-To-School Bash, Open House night where families can come into the building to meet with teachers, and parent-teacher conferences. There are consistent e-mail communications that goes out to families through PowerSchool, including from individual teachers, grade-level teams, and school administration. The Har-Bur Happenings is a bi-weekly e-blast that shares a variety of important information. There are monthly PTO meetings that discuss ways parents can support the school community, including a winter school community gathering, teacher appreciation events and the 8th grade semi-formal dance. There are opportunities for parents to chaperone various school trips and events or share real-world expertise to enrich our academic programs. There are two community meetings per year specific to the climate improvement plan. Families are also surveyed annually around topics of school climate and culture. These results are shared and reviewed with the climate committee to inform our work.

7. Data Collection and Analysis:

We collect and analyze various data points including, but not limited to, survey data, office referrals/discipline records, attendance data, academic performance, teacher feedback, and focus groups with students. Data will be analyzed regularly during Child Study Team and Student Support Services meetings, as well as team-level and department-level meetings. This data will be used to identify student needs, plan interventions, determine the effectiveness of these interventions, and next steps to support every child, every day.

Data will also be analyzed quarterly by the leadership team to determine the effectiveness of systems and determine any shifts that may be needed. The climate committee will have the opportunity to analyze survey data annually to evaluate the effectiveness of the current action steps and adapt the school climate plan as needed.

8. Evaluation and Revision:

This plan will be reviewed at climate committee meetings to evaluate progress and effectiveness of the plan and action steps. At these meetings, there will be the opportunity to request additional data and revise action steps to ensure progress towards our climate goals.

9. Professional Development and Support:

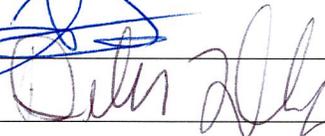
We are partnering with EdAdvance to support the building of capacity for all teachers to respond effectively to challenging behaviors. There are regular building-level teacher leadership meetings that are used to capture feedback, disseminate information and help team members meet required protocols/initiatives to support a positive learning environment. Teachers also have the opportunity to dive deeper into restorative practices through their Educator Growth Goal (MyPL). All staff have opportunities for additional relevant professional development during our District's Choose Your Own Day and throughout the school year.

There are multiple state sponsored resources and webinars such as Improving School Climate with Emotional Intelligence through the Yale Center For Emotional Intelligence that members of the leadership and counseling team attend throughout the year. These resources are discussed at a leadership level and during the Child Student and Student Support Service Teams that meet weekly as well as shared with the entire staff when appropriate.

As a school, we partner with community support including Region 10 Community Wellness Coalition, McCall Behavioral Health, ICAPPS and local mental health professionals to support students and staff.

10. Approval

School Climate Specialist Signature:  _____ Date: 12/22/25

School Climate Coordinator Signature:  _____ Date: 12/22/25

