



Ridge Hill Safe School Climate Plan School Year 2025-26

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District: Hamden Public Schools

School: Ridge Hill Elementary School

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
<p>Standard 1: Shared Vision</p> <p>Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p>Rubric Score: Emergent</p> <p>Ridge Hill school staff use the PBIS model as a method to teach and reinforce expectations to all students in our building.</p> <p>Students are rewarded for making good choices around being Safe, Responsible and Respectful. The Dojo system is used for students to collect points to spend on rewards of their choice.</p>	<p>Staff have said they physically don't always feel safe. This is more related to the doors around the building that don't lock and won't close often.</p> <p>Improvement of communication, planning and resources to support students that are placed into the building with higher levels of needs as it relates to physical and emotional safety.</p>	<p>Overhaul and replace exterior school doors to ensure they all open, close, and lock properly. Ensure locks in interior doors also work properly.</p> <p>Continue to communicate with buildings, engage in open conversations, and have realistic expectations in place when handling students with higher needs when</p>	<p>Completion of door replacement.</p> <p>Meetings and relevant documentation is created and shared amongst participating staff/admin.</p>	<p>Capital improvement dependent.</p>



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	<p>Teachers use Restorative Classroom morning meeting structures.</p> <p>Monthly town hall meetings where each grade takes the responsibility of teaching the school about identified social and emotional topics.</p>		<p>placed between buildings.</p> <p>Utilize the "Adult Support Documentation"</p> <p>Develop a better understanding of school needs between Pre K and Elementary Schools.</p> <p>Utilize BCBA's to train Para Staff to support students with behavioral needs.</p>		
<p>Standard 1: Shared Vision</p> <p>Do participants share a vision of what a positive and restorative school climate looks, feels and sounds like?</p>	<p>Rubric Score: Awareness</p> <p>A strong PBIS System has been in place for Ridge Hill for years. The components to PBIS that run well include: Monthly Town Hall's with specified S & E topics taught by grade levels.</p> <p>STAR Rewards Days - allows students to work with other</p>	<p>Students have identified areas that need improvement are:</p> <p>Students behaving so teachers can teach, students getting along with one another and students treating each other well.</p>	<p>Morning Circles and Restorative Circles as Tier 1 and Tier 2 in the Classrooms.</p> <p>Tier 3 Restorative Circles with Principal or their designee and/or School Climate.</p> <p>Common Language for expected behaviors.</p>	<p>Small Survey to students after the first couple of months relating to their participation in circles and their feelings about how they support their needs and allow their voice to be heard.</p> <p>Create a Survey for students separate from</p>	<p>School Year</p>



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	<p>students and staff across the school on a topic or activity they choose.</p> <p>Dojo System - tracks points for following the rules of being Respectful, Responsible and Safe. Their Dojo points are turned in for rewards. We have school based rewards that are acquired through donations or the Principals Funds.</p> <p>Behavioral expectations are taught all around our school. Each area has visual reminders of the expectations. These expected behaviors are retaught frequently throughout the year. SWIS forms are used to track student behavior. Monthly a team meets to review students and make plans and create support for those students that demonstrate a need.</p>	<p>Teachers also feel that student behaviors impact their teaching.</p>		<p>District Based School Climate survey.</p> <p>School Climate Data results, SWIS referrals.</p>	



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	<p>Circles (Tier 1) and Restorative Circles are being taught and practiced throughout the school.</p> <p>Teachers are being provided with one Circle Topic each week and a short PD to hone their skills and understand the steps and importance of Circles in our school.</p>				
<p>Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?</p>	<p>Rubric Score: Awareness During structured lessons, students are better behaved and seem to demonstrate skills necessary to get along with others. During unstructured time. (lunch, recess, breaks, small group work - away from a teacher) students seem to resort back to making hurtful comments.</p> <p>Teachers and staff encourage children to have positive conversations to teach them the language they need to use when</p>	<p>Both teachers and students see a lack of respect between students according to school climate data.</p>	<p>Morning Circles</p> <p>Small Group Conversations</p> <p>Words of Wisdom- Morning Announcements</p> <p>Town Hall meetings</p> <p>Student of the Month Expectation Posters Posted throughout the building.</p>	<p>All strategies are in progress and on-going.</p>	<p>School Year</p>



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	someone has said or done things that hurt their feelings				



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<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>Rubric Score: Awareness</p> <p>Currently there are no District Improvement plans that we are aware of at the school level.</p> <p>Here are our school based plans for this year: Improve school climate through building relationships and holding daily circles so that all students feel valued, safe & heard.</p> <p>Holding all kids accountable for their work! No opting out!</p> <p>Providing consistent student feedback with glows and next steps according to standards-based rubrics (1-4)</p> <p>Work with students to set goals during units and provide check-ins and feedback on growth throughout the unit. Tracking their progress along with them.</p>	<p>All goal areas were identified by staff as needing improvement as a collaborative document taking into consideration multiple sources of data.</p>	<p>Restorative Circles</p> <p>Clear communication across the building with expectations being present for all students.</p> <p>Developing a shared rubric aligned with Standards based reports cards to share students measurement of success with students and parents.</p> <p>Work collaboratively at the district level to align report cards with standards taught first, second or third trimester.</p> <p>Teacher goals are being created incorporating identified areas.</p> <p>Staff continue to find ways to make time for small group instruction based on student needs via data outside of the current and</p>	<p>Collaboration logs are recording progress and growth with identified areas of needs by school and down to the student level.</p> <p>Professional development on restorative circles ongoing.</p>	<p>School Year</p>
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	<p>Use small group instruction to reteach students necessary skills in Math and ELA where students receive support and feedback based on standards to move students to the next level.</p>		<p>changing curriculum demands.</p>		
<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>Rubric Score: Awareness</p> <p>We implement practices through PBIS and our Social and Emotional curriculum to help students understand expected behaviors and manage their emotions. Monthly town meetings and morning circles promote engagement, while restorative circles are available if needed.</p> <p>Our staff is dedicated to ensuring every voice is heard, helping students feel connected and ready to learn.</p>	<p>Each classroom has a few (or more) students that struggle to deal with their big emotions. They are constantly being taught and expected, but some still struggle to regulate when they feel treated unfairly.</p>	<p>Each classroom has a calming corner where students are encouraged to take this space (using a timer of 3-5 minutes) where strategies are posted and fidget toys, coloring and stuffed animals are there to give them a moment to regulate.</p> <p>Staff continue to teach appropriate uses of the calming corner.</p> <p>Some students need more instruction on Tier 2 & 3 Level. This is a</p>	<p>Tracking use of corners and effectiveness of students' regulation when they come out.</p> <p>Can students come out on their own?</p> <p>Can students explain why they needed to take that space?</p> <p>Are students asking for help?</p> <p>Consider using a School Climate advisor for lessons. This will require training from Social</p>	



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			<p>current area of shortage within our building.</p> <p>Adopting a CORE Tier 1 program for all, instead of just homegrown lessons would ensure all students have access to this learning equitably.</p>	<p>Worker, Psychologist and School Principal.</p>	
<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>Rubric Score: Awareness</p> <p>Currently we have one social worker and are short a school psychologist. We are struggling to support students with Tier 2 & 3 Social and Emotional Needs.</p> <p>The PTA is actively working to engage more families with the help of school staff. Creating opportunities for parent involvement in a variety of ways across grade levels.</p> <p>The Family Engagement Committee is charged with</p>	<p>Under staffed for current Social and Emotional demands.</p> <p>School Climate Specialist needs training.</p> <p>We need a research based curriculum to support students needing further instruction beyond Tier 1.</p>	<p>Ridge Hill needs another social worker. With 4 specialized programs and all the students from other schools with special needs.</p>	<p>The principal will continue to advocate for the extra support for Social and Emotional needs.</p> <p>The principal will continue training School Climate Specialist to help with some of this work.</p> <p>The PTA and School Staff will track attendance at events.</p> <p>School surveys will help guide the staff on family and students needs.</p>	<p>School Year</p>



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	<p>creating and supporting one daytime event to invite parents to and one night time event for families to join our school.</p>				
<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>Rubric Score: Awareness</p> <p>These practices are in place across all Tier 1 Curriculums. Project Wisdom is used for morning announcements offering good news and words of wisdom for all students.</p> <p>Our school uses the Town Meeting Approach.</p> <p>Classroom teachers use morning/afternoon circles.</p> <p>Restorative Circles are used school wide.</p> <p>Our school holds a monthly SWIS meeting where</p>	<p>We need dedicated staffing to support Tiers 2 & 3 levels of students' social, emotional and behavioral needs.</p>	<p>Continue to revise yearly skills according to available sources of data. Identify skills needed by majority of students to teach and reinforce at Tier 1 Level.</p> <p>Continue to advocate through the budget process for the needs of students at Ridge Hill School.</p> <p>Principal sends an email to teachers weekly to provide a consistent circle topic as well as short professional development to help grow teacher skills.</p>	<p>Town Hall tracker for progression of themes and skills that are taught and promoted.</p> <p>SWIS Data - Reflect on referral documentation data to realize trends and needs.</p>	<p>School Year</p>



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	<p>students demonstrating more needs are discussed. We often write plans to support students.</p>				
<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>Rubric Score: Awareness</p> <p>Teachers use a variety of discourse strategies and Building Thinking Classrooms as a model for the expectation that all students are expected to try during all lessons. No opting out.</p> <p>School goals help Ridge Hill School teachers and staff focus on areas of improvement cohesively.</p> <p>Morning circles Dojo Star Celebrations School pledge</p>	<p>Disruptive behaviors impact our ability to enhance participation and engagement.</p>	<p>SWIS team intervention</p> <p>Meet with SPED coordinator for consultation.</p> <p>Restorative circles</p> <p>Tier 2 & Tier 3 small group re-teaching</p>	<p>SWIS referrals will improve</p>	<p>Year long</p>
<p>Standard 3: School Practices Are there practices in place to address barriers to teaching and learning and reengage</p>	<p>Rubric Score: Awareness</p> <p>Hamden Public Schools uses an SRBI support system for students who are struggling to engage.</p>	<p>Each class and grade level has a couple to several students that are unable to make learning a priority due to other barriers in their lives.</p>	<p>BCBA and SPED admin consult on specific cases</p>	<p>Qualitative Data Notes from Meeting Agendas.</p>	<p>Every School Year</p>



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those who are disengaged??	<p>Teachers are working on holding all students accountable for the work, with consistent use of a 1-4 rubric and feedback given consistently.</p> <p>Teachers have a living classroom charter posted in their rooms.</p>	(Trauma, Special Education Needs, Social & Emotional Needs)	<p>Relationships with outside agencies (ie Cornell Scott)</p> <p>Relationship with Family Resource Center</p> <p>Refer to class charter to reengage</p>		
<p>Standard 3: School Practices</p> <p>Are there practices in place that develop and sustain a restorative infrastructure to build capacity?</p>	<p>Rubric Score: Awareness</p> <p>Staff is learning to implement daily (morning) circles and restorative circles for Tier 2 needs</p>	This is a new professional development area that is being addressed school-wide (district-wide)	Continue to engage in PD, group meetings, and daily implemented strategies	Collect data through SWIS referrals and interventions.	Ongoing
<p>Standard 4: Safe Environment</p> <p>Safe and welcoming environment for all school community members in all ways</p>	<p>Rubric Score: Emergent</p> <p>Staff at Ridge Hill have all been trained in PBIS and our Safety Handbook and Protocols. During arrival and dismissal, staff is stationed throughout the building to greet students and keep them safe as they enter and exit for the day. Teachers</p>	Staffing to support emotional needs and safety	Train staff continuously and consistently.	Safety Committee Meeting Notes	<p>School Year</p> <p>Capital improvement project timeline</p>



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	<p>greet students as they enter their rooms.</p> <p>During morning announcement recite the school pledge and song daily</p> <p>Practice safety drills.(The use of safety weeks to teach safety as an all-encompassing skill) makes more sense to little learners.</p>	<p>Address physical building needs (see above, standard 1)</p>			
<p>Standard 5: Restorative Justice Practices, activities and norms that promote ethical, social/emotional, and civic awareness & accountability</p>	<p>Rubric Score: Awareness</p> <p>Teachers visit all of the areas of our school with PBIS expectations. They spend time teaching and reteaching them throughout the year. In addition all teaching staff use morning circles to help build relationships and understanding of each other.</p> <p>Community Service Projects - School Clean Up Day</p>	<p>Morning meeting is not consistent for all grades due to change in schedule starting at 8:50 AM instead of 9:05.</p> <p>Late buses and late students miss opportunities to participate in key elements.</p> <p>More opportunities to for SEL Check-Ins.</p>	<p>Revisited District Scheduling to consider this problem as opposed to another it might cause.</p> <p>Identify best practices and norms that best reflect the needs of elementary students.</p> <p>Calming Corners</p> <p>Identified behavior expectations are</p>	<p>School Walk-Throughs</p> <p>Visuals throughout school</p>	<p>School Year</p>



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	Classroom Jobs Active Listening Building Thinking Classrooms Role Playing and Skits		posted across the school. Positive reminders and reinforcement are posted throughout the building.		
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?	Rubric Score: Emergent School Climate improvement is always a focus at our school. Besides implementing the Tier 1 circles and Restorative Circles, our school has a committee to review PBIS SWIS data to address students with repeated incidents by creating plans for those students with teachers and other itinerant staff.	Continuous Buy - In. Lack of Tracking Restorative Circles Retraining the amount of new students and staff every year. Educate Families	Participate in Givethx Weekly Circle topics Restorative Circle Check-Ins ½ Days Professional Learning Weekly short Professional Learning Clips SWIS Newsletter with staff updates on strategies and current areas of need.	SWIS Referral Data Givethx data Student qualitative data	School Year
Family/Community Partnerships:	Rubric Score: Emergent A school climate presentation was presented	Needs to bring more families into the school for events.	Parent presentation on restorative practices.	Communication is logged in PowerSchool and through SWIS.	Ongoing



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<p>Are all stakeholders' interests represented and reflected in the school climate and working restoratively?</p>	<p>to families at OPEN HOUSE. The Presentation was also placed on our website for parents to refer to. The presentation was voiced over so parents could just listen to the information.</p> <p>Communication through Parent Square and language line makes it more accessible to reach more families. Teachers send positive messages as well as calls that require support.</p> <p>Our school celebrates diversity through family engagement, School Climate and PBIS teams. We have a committee that plans events throughout the year.</p> <p>Community is invited to support grade level students with SEL (Gizmo through Hamden Youth Services, Fire Safety program with HFD,</p>	<p>Need to help families understand the partnership with school and it's mission to resolve conflict restoratively.</p>	<p>Discussions about results and needs at PTA meetings with parents.</p> <p>Sharing of needs through weekly email.</p> <p>Parent phone calls always reflect the restorative part of having students take ownership of their mistake.</p>		



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	Internet Safety with HPD, Hamden High Clubs)				
Impact on Results: Is progress monitoring inherent in the school climate improvement and work restoratively?	Rubric Score: Awareness This is an area that our school will have to continue to develop and learn about. As a school we have lots in place, we are learning how to best collect various types of data and reflect on practices. Depending on how we choose to monitor some of our goals, will help us to better monitor areas that need improvement. We want to start with a short student survey in between the school climate surveys given by the district.	We are not sure if all of the things we have in place, qualify as the "data" being collected and monitored.	Consistent communication and conversation with all constituents to seek feedback and clarification on processes and procedures.	Various Data collections not limited to, but including: SWIS Data Powerschool Logs Climate surveys Safety, Climate and SWIS meeting minutes	3-5 years (as with any new initiative and learning)