

**Safe School Climate Plan Template
School Year 2025-26
Submit to EBailey by 10/31/25**

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*This is the Safe School Climate Plan Template that could serve as a framework and format.

District: Hamden Public Schools

School: Hamden High School

(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?	Stakeholders are committed to maintaining a safe and supportive environment where all students feel valued and known.	Staff are working toward shifting from punitive approaches to identifying the <i>root causes</i> of behavior through restorative conversations and interventions.	Restorative training and strategy implementation are ongoing, with a focus on consistency and fidelity across classrooms.	Review of student behavior data to monitor impact; integration into the 25–26 school year plan.	Ongoing 25-26

<p>Standard 1: Shared Mission Do participants share a vision of what a positive and restorative school climate looks, feels and sounds like?</p>	<p>Not yet fully evident; continued training is required.</p>	<p>The school is working toward a shared understanding of restorative practices and common language around expectations.</p>	<p>Professional learning to build shared understanding; consistent communication of expectations; structured opportunities for staff collaboration and reflection.</p>	<p>Documented training sessions, staff and student survey data, review of discipline and attendance trends, evidence of restorative language in classrooms.</p>	<p>Ongoing</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>Participants must interact with one another through collaboration, respect, and active listening to build a positive and restorative school climate. They should also demonstrate accountability, empathy, and solution-focused problem solving in all interactions.</p>	<p>Staff and students are not yet consistently using restorative language and practices, and collaboration across teams could be more consistent.</p>	<p>Provide professional learning for staff, embed student reflection and training, establish clear restorative norms, and model restorative behaviors consistently.</p>	<p>Track restorative conversations and referrals, use staff/student surveys (PERT), conduct observations, and monitor participation in restorative activities.</p>	<p>Ongoing</p>
<p>Standard 1: Shared Goals What are the priorities that are contained in any existing school and/or district improvement plans? DO the improvement plans</p>	<p>The HHS School Improvement Plan for 2025–26 prioritizes student success across multiple domains with an emphasis on Grade 9 On-Track for Success,</p>	<p>Integration of Restorative Practices. Standardized progress monitoring processes to ensure timely and actionable</p>	<p>Implement schoolwide protocols for restorative practices. Standardize school-wide progress</p>	<p>Behavioral Data Student Academic Progress Attendance</p>	<p>Ongoing</p>

<p>focus on improved school climate and work restoratively?</p>	<p>academic achievement in ELA, math, and science, attendance and chronic absenteeism, student discipline, and school culture and climate.</p>	<p>interventions.</p> <p>Engagement of families, especially of high-risk students, could be strengthened to enhance the impact of interventions.</p> <p>Student Voice and Ownership</p>	<p>monitoring meetings and review cycles.</p> <p>Strengthen communication and outreach to families to encourage participation in meetings and support plans.</p> <p>Provide ongoing professional development for staff on restorative approaches, data use, and intervention planning.</p>	<p>School Climate Survey Results</p> <p>Family/Community Engagement Data</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>Policies exist to promote student development and sustainability of a comprehensive set of skills, knowledge, dispositions and engagement.</p>	<p>There is a focus on accountability and consistency in implementation, alongside recognition for adherence to expectations.</p>	<p>Reinforce consistent use of PBIS; highlight positive student behavior; continue professional learning on policy application.</p>	<p>PBIS data, behavior data trends, and staff recognition records.</p>	<p>Ongoing</p>
<p>Standard 2: Shared School Policies Are there policies in place to address</p>	<p>Policies are in place through the SRBI framework, restorative practices,</p>	<p>Improved communication to staff regarding the policies related to</p>	<p>Streamline SRBI referral process; strengthen collaboration</p>	<p>Number of SRBI referrals, progress monitoring data,</p>	<p>Ongoing</p>

barriers to teaching and learning comprehensively and reengaging those in the school community who are disengaged (students, educators, parents/ guardians)?	and house-based collaboration structures.	SRBI; continued training and monitoring are needed to ensure consistency.	between house teams and classroom teachers; monitor student progress across academics, attendance, and behavior.	student outcome data.	
Standard 3: School Practices Are there practices in place to promote academic learning and social/emotional, ethical and civic development of students?	Practices are in place to promote academic learning and social/emotional, ethical, and civic development of students through programs such as advisory.	Better differentiate advisory sessions; relevance to grade level; build upon the following year. Ensure all students are impacted by practices	Refine advisory curriculum; ensure consistent delivery and impact across grades; review lesson plans and student feedback.	Review of advisory lessons	Ongoing; review 25-26; implement 26-27
Standard 3: School Practices Are there practices in place that enhance engagement and participation in teaching and learning and school-wide activities?	Practices are in place that enhance engagement and participation in teaching and learning and school-wide activities such as Building Thinking Classrooms, lessons aligned with district goals, and active movement strategies.	Implementation with fidelity	Accountability is supported through class visits and walkthroughs.	Continue walkthroughs; analyze trends; provide PD based on findings; celebrate effective classroom engagement strategies.	25-26
Standard 3: School Practices	Practices are in place to address barriers to	Continue implementation;	Improve access to supports; monitor	Track and review data of student	25-26

Are there practices in place to address barriers to teaching and learning and reengage those who are disengaged??	teaching and learning. These include: School counselors, On-Track to Success, Community-based health, etc; LEAP; Math/literacy lab)		which students access interventions.	accessing supports (use e-hall)	
Standard 3: School Practices Are there practices in place that develop and sustain a restorative infrastructure to build capacity?	Foundational structures exist through PBIS, Green & Gold, and On Track to Success to develop a restorative infrastructure to build capacity.	Continued development of restorative processes, facilitation training, and staff collaboration to sustain implementation.	Expand staff training, document processes, evaluate impact on student engagement and climate data.	Student behavior data; student engagement and involvement in PBIS	Ongoing
Standard 4: Safe Environment Safe and welcoming environment for all school community members in all ways	Practices are in place to ensure a safe environment (G&G, ALICE, Duress button, SRO, Climate; deescalation strategies embedded provided to support staff; response protocol (hold, stay in place)	Continue; improvement of physical space; encourage positive student behaviors	Signage around the building; update bulletin board	Behavior data, PBIS recognition data, and climate survey results	25-26
Standard 5: Restorative Justice Practices, activities and norms that promote ethical, social/emotional, and	Restorative practices are emerging but not yet fully embedded.	A schoolwide restorative plan is under development to ensure shared understanding, consistent practice,	Finalize restorative plan; provide training for all staff; identify and develop restorative training facilitators.	monitor data on behavior, attendance, and student belonging to assess progress.	25-26

civic awareness & accountability		and measurable impact.			
Continuous Improvement: Is there a clear understanding that school climate improvement with the inclusion of restorative work in an ongoing organic process integral to wider school improvement?	There is a clear understanding that improving school climate, including the integration of restorative practices, is an ongoing, organic process integral to wider school improvement. Restorative strategies are embedded into these processes to address root causes of behavior rather than relying solely on punitive consequences. Progress toward the SIP goal of increasing the Grade 9 on-track rate from 80.8% to 83%, decreasing course failures by 20%, and improving attendance is monitored continuously, demonstrating how restorative practices	SIP has been created. Consistency in implementation and integration of practices to promote progress toward goals are identified as areas for improvement.	Data use and analysis, integration across systems, consistency, ongoing professional learning, and fidelity in implementation.	SIP Progress Monitoring	25-26

	and targeted supports are part of the school's broader improvement efforts.				
Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate and working restoratively?	Stakeholders' interests are represented through efforts to actively engage families, teachers, administrators, and community partners.	Engage all families equitably, especially high-risk students; Ensure consistent communication and feedback with/from parents and partners.	Continue work to: Target outreach to underrepresented families. Increase focus on tracking and align community partner impact.	School Climate survey results; Parent involvement and engagement	25-26
Impact on Results: Is progress monitoring inherent in the school climate improvement and work restoratively?	Progress monitoring is embedded into the school climate improvement process and restorative work. Data is reviewed regularly to assess the impact of interventions.	Ensure progress monitoring is systematic and consistent. Enhance processes for analyzing and acting on data quickly to adjust interventions. Increase transparency and communication of data trends to staff, students, and families.	Standardize progress monitoring protocols for all restorative and climate interventions. Schedule regular review meetings to analyze data and plan responsive actions. Share key findings with staff and families through dashboards or reports. Administer a school climate survey (e.g., PERT) to measure	Behavioral data (referrals, office logs, suspensions) Attendance and chronic absenteeism rates Academic performance (grades, course pass rates) School climate survey results (student and staff)	25-26

			perceptions of safety, belonging, and support.		
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