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**Safe School Climate Plan Template
School Year 2025-26
Submit to E Bailey 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: Shepherd Glen Elementary 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 "Multiple Measures of Data" 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?	EMERGENT 3.76/4 feel "My school wants me to do well." RULER implementation, Staff charter, PBIS, school climate surveys, school handbook, anti-bullying laws and procedures, Staff have been trained in the RULER approach, a	Areas of Growth: Students identified as "I prefer not to answer" had the lowest rating average scores on items in the Elementary School Climate Survey. Item #8 - "Students in my class behave so that the teacher can teach." Overall Mean = 2.66 55 respondents (47.4%) answered	Review and practice behavior expectations for environments in the school(make sure each class has the PBIS posters) RULER-Train new staff Second Step Program	Student and teacher surveys Discipline referral/behavioral data. Student and teacher verbal feedback Train new staff in Ruler	Ongoing

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	<p>social-emotional learning program developed by the Yale Center for Emotional Intelligence. RULER stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. This evidence-based approach supports the development of emotional intelligence for both staff and students. The implementation of RULER helps promote a positive school climate by fostering empathy, emotional awareness, and respectful communication throughout the school community.</p> <p>Monthly safety drills in collaboration with HPS fire and police</p>	<p>“Sometimes” Item #10 - “Students treat each other well.” Overall Mean = 2.66 50 respondents (43.1%) answered “Often” Item #2- “I feel like I do well in school.” Overall Mean = 2.94 39 respondents (33.6%) answered “Always”</p> <p>improved social skills and behavior across all settings</p>	<p>Tier II and Tier III interventions for behavior implemented with fidelity</p>		

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	SHG Safety Committee meets regularly				
<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>EMERGENT</p> <p>A clear statement of mission and vision exists for Hamden Public Schools. The mission of the Hamden Public Schools is to ensure all our students learn to the best of their potential each and every day they are entrusted to our care. We aim to provide challenging, high-quality learning experiences and supports so that all students develop skills, attitudes, and practices for academic and life-long success</p> <p>Staff participate in professional development focused on RULER, restorative practice and effective</p>	<p>Survey responses suggest a need for consistent discipline practices</p>	<p>Training for all staff in restorative practice response</p> <p>Discussions about restorative practice at staff meetings</p> <p>Team building activities</p>	<p>PBIS/Ruler info to parents at conferences and on Parent Square</p> <p>The PBIS Team should provide training for all new certified and non-certified staff each year.</p>	<p>Annually/ongoing</p>

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	<p>behavioral strategies to support and maintain a positive school climate.</p> <p>PBIS expectations and assemblies</p>				
<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</p> <p>Use of evidence-based restorative practices to address nonviolent conflicts and challenging behaviors.. Such as Affective language (e.g., “I statements,” empathetic listening, affective questions, nonverbal affirmation) Small impromptu conversations or “restorative chats” Community-building circles (e.g., talking circles), Ruler blueprint.</p> <p>Modeling by teachers of positive, respectful, and supportive behavior toward</p>	<p>All staff need to be supported with implementation through ongoing training, support, and resources.</p>	<p>Additional/ongoing training for new staff</p>	<p>Increased use of restorative practices in all areas of SHG</p>	<p>Began training 8/25, will be provided ongoing through the 25/26 school year.</p>

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	students and colleagues.				
<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>PRE-AWARENESS</p> <p>N/A: We are currently creating and implementing Safe School Climate Plan</p>				
<p>Standard 2: Shared School Policies</p> <p>Are there policies that promote the development and sustainability of a comprehensive set of skills, knowledge, dispositions and engagement?</p>	<p>EMERGENT</p> <p>Comprehensive K-6 Core Curriculum (ELA-Wit & Wisdom; Math-Illustrative math supplemented by Building Thinking classroom work).</p> <p>K-2 Second Step (Implemented by school social worker)</p> <p>Comprehension MTSS system.</p> <p>Morning meeting with expectation of restorative circles in each classroom.</p>	<p>Need to build understanding of trauma informed care</p>	<p>Use staff meeting time to provide PD on trauma informed care</p>	<p>Pre and post survey for staff understanding of trauma informed care</p>	<p>Ongoing</p>

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<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>EMERGENT K-6 SRBI process, Grade collaboration with reading and math specialist, Intervention block, ELL services, special education services, 504 accommodations</p> <p>When student behavior involves physical harm, threats, or major classroom disruption, we implement a tiered response that may include parent meetings, additional supports, and coordination with special education or 504 teams if applicable.</p> <p>Crisis call using scale of 1-3</p>	<p>Continue implementing Tier II and Tier III Positive Behavioral Interventions and Supports (PBIS) and evaluate the effectiveness of these behavioral interventions to ensure consistent and positive outcomes for students.</p> <p>Ensure alignment with the SRBI (Scientific Research-Based Interventions) framework to support data-driven decision-making and targeted behavioral and academic supports.</p>	<p>Use data teams/collaboration meetings to regularly review student progress and determine the effectiveness of Tier II and Tier III interventions.</p> <p>Provide staff training on evidence-based behavioral and social-emotional strategies.</p> <p>Implement consistent progress monitoring tools to track student response to interventions.</p> <p>Incorporate SEL (Social and Emotional Learning) lessons such as Second Step and reinforce RULER strategies to promote self-awareness,</p>	<p>Measurement and documentation will include tracking student behavior using office referrals, progress monitoring forms, and SRBI meeting notes.</p> <p>Collaboration meetings/ Data teams will review the effectiveness of interventions each cycle</p> <p>Student progress will be documented in SRBI logs and behavior support plans.</p> <p>training for staff on deescalation techniques and cultural sensitivity.</p>	<p>Ongoing</p>

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			<p>self-regulation, and positive relationships.</p> <p>Adjust interventions based on data to ensure supports are responsive to individual student needs.</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>EMERGENT Ruler Mood Meter/Charters</p> <p>PBIS-Top Dog program</p> <p>Second Step (K-2)</p> <p>Shepherd Glen Pledge</p> <p>Lunch groups</p> <p>The building group with Media specialist</p>	<p>Extend social emotional lessons to reach all grades K-6.</p> <p>Consistent implementation amongst all staff and in all settings</p>	<p>In addition to prevention and intervention strategies, administrators, teachers, and staff can help students learn about appropriate behavior through class discussions, counseling, and positive reinforcement.</p> <p>All staff should respond right away when they see unkind or inappropriate behavior, even if it does not meet the</p>	<p>Completed lessons</p> <p>Consistent of strategies throughout all settings</p>	<p>Ongoing</p>

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			formal definition of challenging behavior		
<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 Sheppy Shop for PBIS</p> <p>Math Challenges</p> <p>Classroom Buddies</p> <p>ST Math and an incentive for the penguin to be in the performing class</p> <p>Defined classroom jobs for students</p> <p>Wellness Day with community members and families</p> <p>Raise and lower the American flag by 6th graders</p> <p>Reading of the morning announcements with the quote of the day from the principal by 6th graders</p>	<p>More student led activities</p> <p>Increase student voice and choice-students to determine PTA spending based on their unique needs</p>	<p>Train staff and students on democratic practices</p>	<p>Increased student lead practices</p>	<p>Ongoing</p>

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<p>Standard 3: School Practices Are there practices in place to address barriers to teaching and learning and re-engage those who are disengaged??</p>	<p>MAINTENANCE Teachers and SRBI specialists provide targeted small-group instruction for students performing below grade-level expectations.</p> <p>SRBI tutors follow specific criteria to support the students who fall in the lowest 20th percentile based on district screeners. SRBI tutors/ Coordinators set specific goals and use progress monitoring data to evaluate student growth and adjust instruction as needed.</p> <p>SRBI coordinators will go over data with teachers before each cycle,</p> <p>Ongoing goals will be reviewed and updated at each SRBI meeting and/or common</p>	<p>In addition to SRBI services, the students need continuous exposure/practice of the SRBI skills in the classroom environment.</p> <p>Students who are not SRBI should also be seen in small group instruction to further along their academic skills.</p> <p>Behaviors of other students can be barriers</p>	<p>Implement research-based instructional and behavioral strategies</p>	<p>Share effective strategies and instructional approaches with colleagues and teachers during SRBI meeting, collaboration and staff meetings</p>	<p>ongoing</p>

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	<p>planning meeting, with documentation supported by progress monitoring data collection.</p> <p>Tier II and Tier III Positive Behavioral Interventions and Supports (PBIS)</p>				
<p>Standard 3: School Practices Are there practices in place that develop and sustain a restorative infrastructure to build capacity?</p>	<p>AWARENESS RULER</p> <p>Affective language (e.g., “I statements,” empathetic listening, affective questions, nonverbal affirmation)</p> <p>Small impromptu conversations or “restorative chats”</p> <p>Community-building circles (e.g., talking circles)</p>	<p>Training in restorative practices</p>	<p>Daily morning meetings are conducted as part of the Responsive Classroom model. School social worker and school psychologist meet with children individually and in small groups to provide early intervention strategies related to cooperation, honesty, responsibility, self-confidence, and tolerance.</p>	<p>Increased use of restorative practices, decrease in office referrals</p>	<p>Ongoing</p>
<p>Standard 4: Safe Environment Safe and welcoming environment for all</p>	<p>EMERGENT Evidence from the Shape survey shows this as a current</p>	<p>Building needs to be brought up to code.</p>	<p>Community and Central Office support</p>	<p>Completed work orders</p>	<p>June 2026</p>

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school community members in all ways	<p>strength. Most questions are 6/6.</p> <p>PBIS posters</p> <p>Mood meter/charters in classrooms</p> <p>Student of the month</p> <p>Student work displayed</p> <p>Arrival/dismissal- Greeting parents and children</p>	<p>Continue to find ways to increase parent involvement, share information with families, and maintain a welcoming and inclusive environment for all visitors.</p> <p>Parents that don't have access to Parent Square need an alternate form of communication</p>			
<p>Standard 5: Restorative Justice Practices, activities and norms that promote ethical, social/emotional, and civic awareness & accountability</p>	<p>EMERGENT</p> <p>Second Step Lessons</p> <p>Restorative Practice</p> <p>Top Dog PBIS program</p> <p>Top Dog Friday</p> <p>Monthly Assemblies, which are put on by different grades each month</p>	<p>Time to develop staff norms</p>	<p>Create agreed upon norms to be utilized throughout all areas of SHG</p>	<p>Behavior data</p> <p>Observation data</p> <p>Climate surveys</p>	<p>ongoing</p>
<p>Continuous Improvement:</p>	<p>EMERGENT</p> <p>Established committees focus</p>	<p>Our building presents some barriers to our</p>	<p>Meetings with specialists in this area are ongoing</p>	<p>Climate surveys</p>	<p>Ongoing</p>

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<p>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>specific components outlined in our safe school climate plan, with the goal of continuous improvement</p> <p>A PBIS system has been in place, supporting the safety and well-being of both students and staff through a whole-child approach.</p> <p>RULER strategies were introduced in classrooms to strengthen social-emotional learning and emotional awareness.</p> <p>The school continues to prioritize safety by conducting regular fire drills, lockdown/lock-in drills, and evacuation drills to ensure preparedness and a secure learning environment.</p>	<p>current safety plan, such as doors that do not always close or lock properly, and the open layout of the building. The school also needs to complete the reunification forms and ensure that all staff members practice the reunification process before conducting a practice with students.</p>	<p>(fire marshall, Dan Levy)</p>		

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<p>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate and working restoratively?</p>	<p>EMERGENT District and school website</p> <p>Shape Grant community resources</p> <p>PTA sponsored events</p> <p>Movie afternoon with social worker</p> <p>Powerschool and Parent Square</p> <p>Math nights</p> <p>Monthly Principal newsletter</p> <p>Food trucks at conferences</p> <p>Winter/spring concerts</p> <p>Field Day</p> <p>Spirit Days</p> <p>PTA meetings and a link that can translate</p>	<p>Increase parent's attendance and participation at school based events</p>	<p>Continue all events and initiatives that are in place</p>	<p>Parent attendance at events</p> <p>Parent survey</p>	<p>Ongoing</p>

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	into families primary language				
Impact on Results: Is progress monitoring inherent in the school climate improvement and work restoratively?	EMERGENT Student, parent, and staff surveys are used to gather feedback, Administration will also hold regular small-group and whole-staff check-ins to support communication and continuous improvement.	Continue to strengthen and build positive connections and relationships with our Shepherd Glen community through continual communication with parents	PTA feedback	Parent survey	Ongoing