

## Region 12 School Climate Improvement Plan Template

School Name: Shepaug

School Year: 2025-2026

Date Submitted: 12/5/25

1. School Climate Vision Statement - In Development
2. School Climate Team
  - School Climate Specialist:
  - School Climate Committee Members:
    - Teacher representative: Rebecca Seder, Matt Perachi, Logan Messina, Amber Lamothe
    - Student representatives: Molly Sedito (Grade 11) Josh Vela (Grade 9) Jude Lucian (Grade 7)
    - Family representatives: Liesha Delgado, Michael Saunders, Troy Saunders
    - School Community members: Dennis Phelan, Gabe Byers, Lindsay Harrison, Maggie Dougherty
3. School Climate Assessment Data: A summary of the school climate survey results and other relevant data including areas to celebrate and identified areas for improvement.
  - For the teacher survey, both belonging and well being results were below the total school district percentages but were 64% and 70% respectively. Areas to celebrate are teachers find their work meaningful, it matters greatly to them and it excites them. The work simultaneously leaves them overwhelmed and exhausted.
  - While the last student survey results show a dip in percentages overall and show areas of concern, current evidence notes otherwise. However, based on the survey results, areas of focus include school belonging, school engagement and school mindset.
4. Goals and Objectives

Based on the school climate data that includes survey results, and committee recommendations, outline 3-5 specific, measurable goals for improving school climate.

### Action Plan & Next Steps

| School Climate Improvement Goal                                  | Data to support this goal                                                                     | Action Step                                                                                                                                                                                                                                           | Assigned To              | Deadline          | Status                                                                                                                                                                                                                                                                                                                                                              |
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| Develop and adopt a school wide School Climate Vision Statement. | We do not currently have a school climate vision as determined by CSDE school climate Rubric. | <p>Develop a draft vision with the school climate committee.</p> <p>Introduce School Climate Vision at a faculty meeting and facilitate collaborative activity.</p> <p>Engage students in collaborative development through the respect agreement</p> | Principal & SC Committee | 25-26 School Year | <input type="checkbox"/> Not Started<br><input checked="" type="checkbox"/> In Progress<br><input type="checkbox"/> Complete<br><p>The School Climate Committee met on 11/10/25. We agreed that the Climate vision: 6-8 respect agreement and grade 9 respect agreement would be the basis for the vision. For the 2026-2027 year, the respect agreement should</p> |

|                                            |  |                                                                                                                                   |                              |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                            |  | continuing in grades 10-12.                                                                                                       |                              |                       | take place in each grade level and then the vision 6-12 will be a living document each year.                                                                                                                                                                                                                                                                                                                                                                                                        |
| Develop a tiered behavior response system. |  | <p>Tier 1: Train certified staff on restorative practices</p> <p>Pilot the draft Shepaug Behavior Matrix with admin and staff</p> | SC Specialist & SC Committee | School year 2025-2026 | <p><input type="checkbox"/> Not Started</p> <p><input checked="" type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Complete</p> <p>We looked at the draft of the Shepaug Behavior Matrix as an action step for developing a tiered behavior response system.</p> <p> Shepaug Be...</p> <p>There was discussion about the rollout of the behavior matrix- the consensus was to keep it in draft</p> |

|                                                                             |  |                                                                                                  |                                                          |                                                           |                                                                                                                                                                                                                                                                                                                      |
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|                                                                             |  |                                                                                                  |                                                          |                                                           | form for the 2025-2026 school year and note any issues with the document with staff begin informed- have it published in the 2026-2027 student guidebook and roll it out to students in the first set of class meetings in 2026-2027.                                                                                |
| Improve communication with staff and enhance their voice in decision-making |  | <p>Continue to implement principal's advisory council</p> <p>Begin a weekly update for staff</p> | <p>Principal and committee teacher reps</p> <p>Admin</p> | <p>Monthly 2025-2026 school year</p> <p>December 2025</p> | <p><input type="checkbox"/> Not Started</p> <p><input checked="" type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Complete</p> <p>We discussed to Improve Communication with staff and enhance their voice in decision making we would continue with principal's advisory committee and admin would</p> |

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|  |  |  |  |  | incorporate a Monday morning email to staff. |
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Protocols and supports for enhancing classroom safety and addressing challenging behavior (definition)

Protocols and supports for enhancing classroom safety and addressing challenging behavior. “**Challenging Behavior**” means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee. (Policy 5131.911)

|                                                                                                                   |                                                                                                                                                       |
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| Contact information for administrator who should be notified about incidents of challenging behavior              | Silvia Ouellette ouellettes@region-12.org<br>Michael Croft croftm@region-12.org<br>Matt Perachi perachim@region-12.org                                |
| Process administrator will use to assess facts, severity, and intentionality of incidents of challenging behavior | <a href="#">5-5131_911-2025-P.CTSchoolClimatePolicy.docx</a>                                                                                          |
| Location(s) within the school building for students who are temporarily removed from their classroom              | Main office, School Counseling Office, Support Services Office                                                                                        |
| Supports that students may receive if they are temporarily removed from their classroom                           | Supports range from a safe space, session with a counselor, session with a school psychologist, session with a school social worker, restorative work |

|                                                                                                                                                          |                                                                                                                                                      |
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| Ways the school will address challenging behavior, enhance resiliency, increase use of de-escalation strategies, and improve social and emotional skills | Restorative conferences, advisory lessons, whole school and targeted assemblies, content based lessons, support services conferences and initiatives |
| Safeguards put in place to ensure that student supports comply with IEP and 504 accommodations                                                           | Members of the support services team will also be included on the team.                                                                              |

#### Tiered responses to challenging behavior

A tiered response is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury; or
- indicates a credible intention to cause bodily harm to self or others; or
- 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)

| Tier                                                | Response                                                                                                                                           |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Single incident                                  | Principal notifies all parents of students who were involved in incident and/or at risk of injury during incident in compliance with FERPA         |
| 2. Subsequent incident                              | Principal invites parents or guardians of involved students to meeting to discuss supports provided by school                                      |
| 3. Multiple subsequent incidents or single incident | Principal notifies parents of supports and services available outside of school (ie. 211, Behavioral Health Partnership, local professionals etc.) |

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| that causes<br>severe harm |  |
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