Madison Public Schools
Brown Elementary School (PreK-5)
2026-2027 School Climate Improvement Plan

The Madison Public School District has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior. This commitment is an integral part of our comprehensive effort to establish a positive school climate in which norms, values, and expectations make students and adults feel socially, emotionally, intellectually and physically safe.

This plan addresses the mandated areas of compliance which are required by Connecticut School Climate Policy. In addition to the following current efforts, the administration, faculty and staff of this district are committed to improving and enhancing the plan which will be reviewed and implemented annually in order to best serve the students, parents, guardians and the community.

Roles & Responsibilities

Role	Responsibilities
School Climate Coordinator **Name/Title:** Dr. Craig Cooke Superintendent of Schools	● providing district-level leadership and support for the implementation of th school climate improvement plan for each school ● collaborate with the school climate specialist, for each school to develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and communicate such strategies to the school community ● collect and maintain data regarding school climate improvement ● meeting with the school climate specialist for each school at least twice during the school year to identify strategies to improve school climate, propose recommendations for revisions to the school climate improvement plan, and assist with the completion of the school climate survey
School Climate Specialist **Name/Title:** Kelly Spooner Principal	● lead the prevention, identification and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment; ● implement evidence and research-based interventions, including, but not limited to, restorative practices; ● schedule meetings for and leading the school climate committee; ● lead the implementation of the school climate improvement plan
School Climate Committee **Membership:** Kelly Spooner Frank Henderson	● assist in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data ● use the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan

Clare Peterlik Tracey Soboleski Nicholas Merullo Lauren Warner Meghan Foster Amy Santoro Alexis Salomone Jennifer Carone Kara Heller Thomas Bull Marcia Shove	● Assist in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan ● Advise on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community ● Annually provide notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community

Prevention Protocols

District-wide Protocols	Building Specific Protocols & Supports
Update the School Climate Policy as required by the Social and Emotional Learning and School Climate Advisory Collaborative and/or by Shipman & Goodwin. Publish the Connecticut School Climate Policy and School Climate Improvement Plan on the school and district's websites and in handbooks.	**N/A**
Annually notify students and parents/guardians/caregivers of the process to report challenging behavior and/or bullying.	● BES School Climate Survey administered yearly. ● Back to School Parent Information shared electronically, school and district website.
Annually provide to all school employees a written or electronic copy of the district's School Climate Improvement Plan annually.	● BES School Improvement Plan shared at the beginning of each school year with faculty and staff. ● BES School Improvement Plan reviewed at August faculty meeting ● BES School Improvement Plan posted on school's electronic dashboard for access.
Educate students about the district's School Climate Plan through developmentally appropriate discussions of the schools' behavioral expectations.	● BES Behavior Expectations shared with all students (K-5) during morning announcements, in morning meetings in the classroom setting and posters are displayed in the hallways reviewing expected behaviors and tiered consequences for unexpected behaviors ● All school assemblies targeting kindness, expected behaviors and good citizenship ● BES "Pawsitive Referrals" to highlight students following expected behaviors.

	Students are recognized for these awards on our morning announcements.
Provide training to staff regarding social emotional learning, school climate and culture and evidence and research-based interventions, and restorative practices.	● Faculty meeting workshops designed to provide ongoing professional development in both Responsive Classroom and Restorative Practices. ● Providing staff to be trained in Responsive Classrooms from outside agencies. ● Partnership with Madison Youth and Family Services to provide Mindfulness lessons to all students (K-5) ● Wellness curriculum implemented by BES SEL staff to all students K-5.

Identification Protocols

District-wide Protocols	Building Specific Protocols & Supports
Biannually administer a school climate survey to students, school employees and families of students	● The BES Leadership team drafts the questions for the School Climate survey to be completed by all stakeholders - students, staff, and parents. ● BES School Climate Survey shared with all stakeholders to complete. ● Results of the survey reviewed, analyzed and actionable steps determined by the BES leadership team for ongoing school improvement of the climate and culture. ● Share the results of the survey with all stakeholders in a Principal communication update.
Use psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to Identify effective evidence-based prevention and intervention strategies.	Ongoing analysis and review of the following data measures: ● Surveys ● % of office discipline and bus referrals ● Attendance data ● Anecdotal data collected from student focus groups ● Anecdotal data collected from staff interviews ● Evidence collected through classroom observations and walkthroughs
Review and analyze data obtained from climate surveys / make necessary modifications to the district and/or school-based plan	Ongoing analysis and review of the following data measures: ● Student sense of belonging to the school community. ● Recess safety

	● Consistency in behavior expectations ● Level of Family Engagement and Communication ● % of Chronic Absenteeisms

Response Protocols

District-wide Protocols	Building Specific Protocols & Supports
Apply the reporting and assessment protocols for incidents of challenging behavior or bullying set forth in Appendix I, Part I and II of this document.	● Adhere to the district procedures / protocols for bullying investigation and reporting.
Following the assessment process, determine if restorative practices are appropriate. Restorative practices means evidence and research-based system-level practices that focus on: ● building high-quality, constructive relationships among the school community ● holding each student accountable for any challenging behavior ● ensuring each such student has a role in repairing relationships and reintegrating into the school community	● Relationship-Building Structures (Proactive Restorative Practices) - build constructive relationships before conflicts occur. ● Accountability & Repair Protocols (Responsive Restorative Practices) - students take ownership of behavior and repair harm when conflict happens ● Re-Entry / Reintegration Protocols - reconnect the student to the community after a suspension or significant incident ● Staff Training & Support Structures - ensure adults have the tools to sustain the work.
For challenging behavior or bullying that requires temporarily clearing a classroom or students, a credible intention to cause bodily harm, or results in certain levels of injury, implement tiered responses set forth in appendix I, part III of this document	● Immediate Safety Response (All Staff) Used when behavior poses immediate risk of harm or when the classroom must be cleared. ● Crisis De-escalation Protocol - used for a student who is dysregulated, threatening harm, or physically aggressive**.** ● Post-Incident Response (Accountability and Repair) - conducted after safety is restored**.** ● Reentry / Reintegration Protocol - For students removed from the classroom, office, or suspended. ● Tiered Behavior Support Alignment - For repeated or high-severity incidents
Review and analyze data obtained from climate surveys / make necessary	● Review the data collected at Data/SST meetings 3x yearly.

modifications to the district and/or school-based plan	● Analyze progress at SEL / SPED meetings - ongoing ● Review the end of year data result with leadership team at the Summer Leadership meetings

Documentation and Record Keeping Protocols

District-wide Protocols	Building Specific Protocols & Supports
Document and maintain records relating to reports and investigations of bullying in the school	● BES Administration maintains the Challenging Behavior documentation and shares the appropriate documentation to the necessary parties. ● BES Administration maintains the Bullying documentation and shares the appropriate forms with the necessary parties. ● BES maintains an account of the percentage of bullying complaints and challenging behavior reports on a yearly basis.
Maintain a list of the number of verified acts of bullying in the school and make such lists available for public inspection. This public list must not contain any personally identifiable information about any student or information that might reasonably lead to the identification of any student.	● BES Administration maintains the Challenging Behavior documentation and shares the appropriate documentation to the necessary parties. ● BES Administration maintains the Bullying documentation and shares the appropriate forms with the necessary parties. ● BES maintains an account of the percentage of bullying complaints and challenging behavior reports on a yearly basis.
The Superintendent of Schools shall submit, at least annually, to the Board a report concerning: ● the number of incidents of challenging behavior or bullying that require temporarily clearing a classroom of students, a credible intention to cause bodily harm, or result in certain levels of injury that occurred during the prior year; ● the grade level of each student involved in such incidents; and ● the supports, services, or interventions provided in response to such incidents	**N/A**

to address the needs of students and school employees. Such a report shall be produced in a manner that does not result in the disclosure of data identifiable to individual students in accordance with FERPA and the Connecticut State Department of Education's data suppression guidelines.	

Appendix I

I. Reporting Challenging Behavior or Bullying

A. School employees shall notify the School Climate Specialist or designee of any alleged challenging behavior or alleged bullying incident that results in student discipline (i.e., removal from the classroom, suspension, or expulsion).

B. Students, parents or guardians of students enrolled in the school, and school employees ("Reporters") may file a written report of any alleged challenging behavior or alleged bullying incident using the Challenging Behavior Reporting Form found in the schools or on the District website. Such reports may be filed with the building principal, program administrator, and/or the School Climate Specialist, and all reports shall be forwarded to the School Climate Specialist for review.

C. Within three (3) school days, the School Climate Specialist or designee will provide the Reporter with confirmation of receipt of the Challenging Behavior Reporting Form.

II. Assessing Challenging Behavior and Bullying

The School Climate Specialist or other designated administrator shall assess the facts, severity, and intentionality of the alleged challenging behavior or alleged bullying incident in accordance with the following process:

A. The School Climate Specialist or other designated administrator shall review the information reported in the Challenging Behavior Reporting Form and assess the factual basis of the report, as well as the severity and intentionality of any actions that may have occurred.

B. In conducting such assessment, the School Climate Specialist or other designated administrator shall:

1. Consult with individuals reasonably believed to have relevant information, including the Reporter, the individuals identified as having been affected by the

behavior, and witnesses to the behavior, as appropriate;

2. Review any relevant materials (e.g., records, statements, documents, videos);

3. Consider whether the conduct also should be addressed pursuant to any other Board policies or District regulations, such as those related to protected class discrimination or harassment; and

4. Maintain confidentiality to the extent practicable throughout the assessment process, in accordance with state and federal law.

C. When conducting the assessment, the School Climate Specialist or other designated administrator shall complete the Investigation Form.

D. Within a reasonable amount of time, the School Climate Specialist or other designated administrator will determine what responses, if any, should be or have already been taken to address the behavior and/or prevent future instances of such behavior.

E. Within three (3) school days after an assessment has been completed, the School Climate Specialist or other designated administrator shall (a) complete the Response Process(es) Notification Form, describing the steps taken to address and prevent future instances of challenging behavior or bullying and keeping in mind the District's obligations regarding student confidentiality, and (b) provide the Response Process(es) Notification Form to the Reporter who completed the Challenging Behavior Reporting Form.

III. Challenging Behavior or Bullying That Requires Temporarily Clearing a Classroom or Students, a Credible Intention to Cause Bodily Harm, or Results in Certain Levels of Injury – Tiered Responses

A. The school shall implement tiered responses, based on level of impact or frequency of occurrence, to incidents of challenging behavior or bullying that:

1. Require temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury;

2. Indicate credible intention to cause bodily harm to self or others; or

3. Result in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional.

B. Such tiered responses shall include, but need not be limited to, the following:

1. For a single incident, the school principal shall notify the parents or guardians of each student involved in such incident in a manner that complies with the requirements of the Family Educational Rights and Privacy Act ("FERPA") and relevant Board policy.

2. For a subsequent incident, the school principal shall invite the parents or guardians of each student involved in such incident to a meeting, either in person at the school or virtually, to discuss the specific supports or interventions that are applicable to such student, including, but not limited to, restorative practices.

3. For multiple subsequent incidents or a single incident that causes severe harm, the school principal shall provide notice to the parents or guardians of each student involved in such incident of other resources for supports and interventions, including, but not limited to, the 2-1-1 Infoline program, services or programs available through the Behavioral Health Partnership, or other resources for professional services, support, or crisis intervention.

C. For incidents of challenging behavior or bullying that are subject to tiered responses pursuant to this section:

1. Not later than two school days after the date such incident occurred, there shall be a meeting between an administrator and the school employee (if any) who witnessed such incident. The purpose of the meeting shall be to determine the supports and interventions required to address the needs of students and school employees, provided the supports and interventions for any student who receives special education shall be determined by the planning and placement team ("PPT") for such student, and notice of such incident shall be submitted to the PPT not later than two school days after the date such incident occurred for consideration at a PPT to be scheduled in accordance with the Individuals with Disabilities Education Act. For a student who is eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), notice of the incident shall also be provided to the student's Section 504 team.

2. Any teacher of record in the classroom may request a behavior intervention meeting with the crisis intervention team for the school. Such a request should be submitted to the building principal.