

Thomaston Center School Climate Improvement Plan

2025-2026



Date Submitted: December 12, 2025

1. Introduction and Purpose

This School Climate Improvement Plan outlines a comprehensive, evidence-based approach for strengthening school culture, promoting positive behavior, and creating safe, inclusive, and supportive learning environments for all students in grades 4–6. The plan includes prevention strategies, intervention systems, data usage, family and community engagement, professional development, and evaluation processes.

2. School Climate Vision Statement

Thomaston Center School is a community where every student and adult feels safe, valued, and respected. We promote a positive learning environment through consistent expectations, social–emotional learning, restorative practices, and collaborative partnerships with families and community members.

3. School Climate Team

School Climate Specialist: Kristin Bernier, Principal

School Climate Members:

- Michael Diaz, School Social Worker
- Brooke Holway, Parent and Special Education Teacher
- Jaimee Hustek, School Counselor and Teacher in Charge
- Michelle Pope, Grade 6 Teacher

4. CT School Climate Standards

Connecticut School Climate Standards:

1. The school district community 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.
2. The school district community adopts policies that promote:
 - a sound school environment that the develops and sustains academic, social, emotional, ethical, civic, and intellectual skills;
 - a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - promote learning and the positive academic, social, emotional, ethical, and civic development of students.
 - enhance engagement in teaching, learning, and school-wide activities.
 - address barriers to teaching and learning;
 - develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

5. Schoolwide Expectations and Norms

Through our BEAR (Behaving Exceptionally and Responsibility) program at Thomaston Center School, we promote the following values:

- **Be Respectful:** Use kind words and actions.
- **Be Responsible:** Take ownership of choices and learning.
- **Be Safe:** Follow procedures to keep everyone safe.
- **Be Ready to Learn:** Come prepared and engage actively.

These expectations are explicitly taught, modeled, and reinforced across all school settings.

6. TCS School Climate Improvement Goals:

School Climate Improvement Goal	CT School Climate Standard	Supporting Data	Action Steps	Responsible Parties	Timeline
1: Improve Student Engagement	2b & 3b	Favorability scores of 50% on student surveys questions “I like coming to school”	<ul style="list-style-type: none"> · Conduct student focus groups for this topic · Conduct SEL lessons through guidance and Advisory programs Investigate PD opportunities on making connections with students 	Climate committee members School counselor/social worker; Advisory teachers School Principal Team Leaders; Climate	Sept 2025 - June 2026

			Investigate opportunities for schoolwide enrichment and fun engaging activities	Committee; Student Council	
2: Increase Student Attendance Rate	3c and 4	Longitudinal schoolwide data depicts a pattern of increased compared to pre-pandemic levels	<ul style="list-style-type: none"> · Identify most prevalent barriers to attending · Offer parent training sessions to support their home efforts · Explore research based programs for promoting school attendance · Bolster 'positive' messaging from school <p>Investigate Mentoring opportunities for students</p>	<p>-Attendance Committee</p> <p>School Counselor, Social Worker, Nurse, Adminstrator</p> <p>Attendance Committee</p> <p>All Staff</p> <p>School Social Worker, School Counselor, Administrator</p>	Sept '25 - June '26

3: Develop a comprehensive MTSS to address student mental health needs and ensure effective and consistent response system across all grade levels	2b	Sometimes satisfied rate concerning mental health support (71%) and concerns over the handling of disruptive behaviors affecting class environments (29%)	<p>-Increase communication regarding school efforts to support mental health and behavioral management</p> <p>-Communicate counseling services and access to services</p> <p>-Investigate PD opportunities for supporting mental health in classrooms</p>	<p>-School social worker; school counselor; Teaching staff, Administration</p> <p>-School social worker; school counselor; -Administration</p>	Sept '25 - June '26
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7. Behavior Prevention and Intervention Framework

7a. Prevention Strategies

- Positive Behavioral Interventions and Supports (PBIS)
- Social–Emotional Learning (SEL)
- Trauma-informed practices
- Restorative practices (circles, conferences, restorative conversations)
- Predictable routines and structured environments
- Active supervision

- Relationship building/ rapport building

7b. Evidence-Based Classroom Practices

- Clear expectations
- Modeling and practice
- Approaches that reinforce positive behavior
- Calm, consistent responses
- Teaching replacement behaviors
- Restorative approach

7c. Intervention System Overview

- **Tier 1:** Universal supports, classroom-managed behaviors
 - **Tier 2:** Targeted interventions (Check-In/Check-Out, small groups)
 - **Tier 3:** Intensive supports, behavior plans, FBA/BIP
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8. Challenging Behavior Prevention and Response System

8a. Prevention Strategies (including Restorative Practices)

- Regular SEL lessons
- Community-building circles
- Opportunities for student voice
- Proactive classroom management

- Tiered supports and early intervention

8b. Response System & Reporting Forms

- **Classroom Incident Log/Behavior Referral Form**
- **PowerSchool Behavioral Log**
- **Suspension Notices**
- **Restorative Conference Forms**
- **Say Something Anonymous Reporting System**

These forms document events, actions taken, communication with families, and follow-up plans.

9. Family and Community Engagement

9a. Strategies to Involve Families and Community Members

- Classroom and school newsletters
- Family advisory groups and climate committees
- Partnerships with youth programs, mental-health providers, and community leaders
- Opportunities for volunteering and participation
- Inclusive, multilingual communication

9b. Communication Plans for Sharing Progress and Gathering Feedback

- Parentsquare communication
 - Annual Surveys for students, families, and staff
 - Focus groups and roundtable meetings
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10. Data Collection and Analysis

10a. Data to Be Collected

- Discipline records
- Attendance and tardiness data
- Climate surveys (students, staff, families)
- Positive behavior acknowledgments (BEAR Bucks, Student of the Month, Super Citizen)
- Walkthrough and supervision observations

10b. Methods of Analysis and Use

- Monthly data team meetings
 - Disaggregation by student groups
 - Identification of patterns and root causes
 - Adjustments to supervision, SEL supports, and interventions
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11. Evaluation and Revision

11a. Regular Review Process

- Monthly: Referral and attendance review
- Quarterly: Full climate team analysis and adjustments
- Mid-Year: Review of all plan components
- End of Year: Survey analysis and comprehensive evaluation and goal-setting for the next year

11b. Timeline for Progress Checks & Revisions

- Monthly data review
 - Mid-year plan update
 - Final end-of-year revision and publication
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12. Professional Development and Support

12a. Professional Learning Opportunities May Include:

- PBIS consistency training
- Restorative practices workshops
- SEL curriculum implementation
- Trauma-informed strategies and de-escalation training
- Cultural responsiveness and equity
- Data-informed decision-making
- Family engagement strategies

12b. Resources Needed

- SEL curriculum materials
- PBIS signage and acknowledgment tools
- Restorative practice kits
- Data-tracking software
- Professional development materials
- Translation and communication supports

12c. Sources of Support (School & Community)

- School counselor and mental-health team
 - Behavior specialists
 - Grade-level PLCs
 - PBIS/climate committees
 - Youth organizations
 - Faith-based groups
 - Local mental-health agencies
 - Parent volunteers and community mentors
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13. Targeted Improvement Strategies for Mental Health Support & Disruptive Behavior Concerns

A. Strategies to Strengthen Satisfaction With Mental Health Support (71%)

- Increase visibility and accessibility of mental-health supports (counselor introductions, drop-in times, posters).
- Expand proactive SEL instruction and weekly wellness lessons.
- Strengthen family communication about mental-health resources and supports.
- Build partnerships with community mental-health agencies for referrals and workshops.
- Provide ongoing staff training in trauma-informed care, de-escalation, and student regulation strategies.
- Incorporate student voice through surveys, wellness check-ins, and student-led initiatives.

B. Strategies to Address Concerns About Handling Disruptive Behaviors (29%)

- Reinforce consistent, schoolwide behavior expectations across all settings.
- Expand use of restorative practices (circles, conferences, restorative conversations).
- Provide a clear Tier 1 classroom intervention process before escalation.
- Improve documentation and communication between school and families regarding behavior.
- Increase active supervision and structured routines in common areas.
- Implement targeted and intensive supports for students with recurring disruptions.
- Offer additional professional development in classroom management and positive behavior strategies.

C. Combined Schoolwide Actions to Improve Both Areas

- Strengthen Tier 1 prevention across the school (expectations, SEL, consistency).
 - Improve transparency with families through newsletters, updates, and data summaries.
 - Promote collaboration between mental-health staff and behavior intervention teams.
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14. Conclusion

This School Climate Improvement Plan provides a structured, proactive, and collaborative approach for creating a safe and supportive environment for all fourth through sixth grade students. Through consistent expectations, restorative practices, family involvement, and ongoing evaluation, our school community works together to ensure every student feels connected, capable, and ready to learn.

15. Approval

School Climate Specialist Signature: _____

Date: _____

School Climate Coordinator Signature: _____

Date: _____
