

# BRS

# School Climate Update



Board of Education Meeting  
January 20, 2026  
Cheryl Tafel

# Overview of School Climate Plan

New School Climate Legislation established necessary components for each school district, including:

- [School Climate Policy 5131.911](#)
- School Climate Coordinator
- School Climate Specialist
- School Climate Committee
- School Climate Survey
- [School Climate Plan](#)
- Training Requirements
- Restorative Practices
- [Challenging Behavior Reporting Form](#)
- Challenging Behavior Investigation Form
- Challenging Behavior Response Notification Form

# Overview

The Woodbridge School District is committed to promoting a secure and happy school climate, conducive to teaching and learning, that is free from threat, harassment, and any type of challenging behavior. A school environment in which students feel safe, supported, engaged, and helpfully challenged is optimal for learning and healthy development.

- The Woodbridge School district adopted the School Climate Policy 5131.911 at the May 20 Board of Ed meeting.
- The School Climate Committee made revisions to the Challenging Behavior Reporting, Investigation and Response Process Notification forms
- The new Challenging Behavior Forms replace previous Bullying Investigation Forms

# 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. **a sound school environment** that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
  - b. **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:
  - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
  - b. enhance engagement in teaching, learning, and school-wide activities
  - c. address barriers to teaching and learning; and
  - d. 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.

# School Climate Roles

## School Climate Coordinator

Matt Madruga  
Assistant Principal

- provide district-level leadership and support for the implementation of the 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
- meet with the school climate specialist at least twice during the school year to identify strategies to improve school climate and propose recommendations for revisions to the school climate improvement plan, and assist with the completion of the school climate survey.

## School Climate Specialist

Cheryl Tafel  
Assistant Principal

- lead in 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.

# Roles Continued

## School Climate Committee

Members: School Climate Coordinator/Specialist, Parents, Teachers

- 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.
- 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.

# 24-25 Climate Survey

106 Parents Completed the Survey

58 Staff Members Completed the Survey

362 Students grades 3-6 completed the Survey

## **Celebrations:**

90% of Parents, staff and students rated the school favorable

94% of parents rated communication positively.

94% of parents believe BRS has high academic standards

87% of staff feel they are valued

98% of staff like working at BRS

## **Areas of Focus**

- 82% of students have a trusted adult
- 36% of parents have concerns with challenging behavior
- 51% of students feel kids use words to hurt others
- 83% of students feels that the emotional health is a priority
- 56% of staff feel inappropriate use of technology is a problem

## **Common Areas**

Challenging Behavior

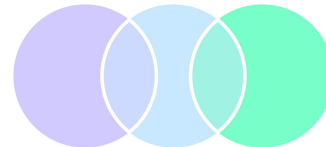
# Training: Restorative Practices, Responsive Classroom



- Foundational SEL Competencies
- Start each day with a morning meeting :
- Set a positive tone
- Create community
- Build SEL Skills
- Incorporate academics

Jo Ann Freiberg and Pat Ciccone: PL in August for entire staff on Restorative Practices.

- Relationship Building
  - Circles
- Accountability
  - For Challenging Behavior
- Community Safety
  - Repairing relationships
- Competency Development
  - SEL Skills





# C.A.R.E.S. Work

Focus on Social and Emotional competencies. Aligns with Responsive Classroom.

Our Wellness Team has created lessons and assemblies to support this SEL learning.

Cooperation, Assertiveness, Responsibility, Empathy and Self-Control

Smaller activities have been designed for the spring to be done in buddy classrooms



# Challenging Behavior Forms

The Challenging Behavior Forms will be posted online and shared and reviewed with staff. These forms will replace the current bullying investigation forms

- [Challenging Behavior Reporting Form](#)
- Challenging Behavior Investigation Form
- Challenging Behavior Response Notification Form

# Beecher Road School Climate Plan

## BRS School Climate Plan

### School Climate Improvement Plan 2025-2026

District: Woodbridge School District  
School Climate Specialist: Cheryl Tafel

School: Beecher Road School  
School Climate Coordinator: Matthew Madruga

Connecticut School Climate Standard	Current School Status	Area(s) Needing Improvement	Identified Strategies to Realize Improvement	Measurement Tools and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p><b>Standard 1: Shared Vision</b> Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners.</p>	Emergent	<ul style="list-style-type: none"> <li>-School Climate Vision Statement</li> <li>-Reinforcement of schoolwide language and expectations</li> <li>-Support current work SEL Skills</li> <li>-Not all students having a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>-Develop a shared school climate vision statement</li> <li>-Review consistent language and expectations for safety</li> <li>-C.A.R.E.S Work-<u>Direct Instruction</u>, Group Activities, Assemblies</li> <li>-Greeting students, establish relationships, get to know students</li> </ul>	<ul style="list-style-type: none"> <li>-Written vision statement with all stakeholders' input</li> <li>-Behavior expectations, posting around school on classrooms and hallway displays</li> <li>-Student work samples, decrease in office referrals</li> <li>-School Climate survey results</li> </ul>	<ul style="list-style-type: none"> <li>September 2026 - January 2027</li> <li>January 2026-June 2026</li> <li>September 2025- June 2026</li> <li>September 2025- June 2026</li> </ul>

# Timeline

Action	Target Date	Status
Train Administrators in Restorative Practices	June 2025	Completed
Appoint School Climate Coordinator	Spring 2025	Completed
Appoint School Climate Specialist	Spring 2025	Completed
Administer School Climate Survey (Student, Parent and Employee)	Spring 2025	Completed
Train All Staff in Restorative Practices (Freiberg, <a href="#">Cicccone</a> August PD)	August 2025	Completed
Review School Climate Survey Data	October 2025	Completed
Complete School Climate Rubric	25-26 School Year	In Process
Develop School Climate Plan	25-26 School Year	In Process
C.A.R.E.S. work at Beecher	Fall 2025	Ongoing
Train New Administration in Restorative Practices	Winter 2026	In Process
Implement Challenging Behavior Forms	Winter 2026	In Process
Inform Students, Parents and Staff of Challenging Behavior Reporting Process	25-26 school year	In Process
Share School Climate Survey Data	Winter 2026	In Process
Conduct School Climate Surveys (Student, Parent and Employee)	Spring 2026	---
Analyze 25-26 School Climate Survey Data	Fall 2026	—

## Next Steps

- School Climate Committee to meet and continue to work on Climate Plan
- Share Plan on district website
- Review forms and protocols with staff
- Continue C.A.R.E.S. work throughout the remainder of the year.
- Continue supporting teachers with Responsive Classroom strategies
- Administer School Climate Survey in late spring
- Additional Restorative Practice Training for new administration and staff

# Questions

