

I. Safe School Climate Coordinator Roles and Responsibilities:

A. The Superintendent shall assume the role of, or appoint from among existing school district administrators, a district Coordinator.

B. The duties of the Coordinator shall include those enumerated under C.G.S. Section [10-222\(d\)](#) and the Bristol District Board of Education's Regulation Section [5131.911](#). at a minimum, and shall also include the following:

- i. Overseeing the implementation of the district's Safe School Climate Goal(s);
- ii. Preventing, identifying and responding to any kind of mean-spirited behavior including, but not limited to reports of alleged bullying and harassment in the schools of the district, in collaboration with the Specialists, as well as the Board and the Superintendent as appropriate;
- iii. Providing data and information regarding school climate improvement to the Connecticut State Department of Education, in collaboration with the Superintendent as may be required by law;
- iv. Meeting with the Specialists at least twice during the school year to: (i) identify strategies to improve school climate that promotes high quality relationships among all school community members, and, as a result, is designed to eliminate intentional and unintentional mean-spirited behaviors including, but not limited to bullying and harassment, (ii) make recommendations concerning amendments to the district's Safe School Climate Goals, and (iii) oversee completion of each individual school's "School Climate Survey;" and
- v. Providing leadership for the following activities:
 1. Advancement of evidence-based policy and best practices to improve school climate, foster high quality relationships, and promote physical, emotional, and intellectual school safety; and
 2. Development and dissemination of resources and training materials for Specialists, Committees, school staff and community members about issues of school climate and school climate improvement efforts and activities.

II. Safe School Climate Specialist Roles and Responsibilities:

A. At the beginning of each school year, the Principal of each school, or the Principal's designee as approved by the Coordinator, shall serve as the Specialist for the individual school to which he or she is assigned.

B. The Specialist's duties shall include those enumerated under C.G.S. Section [10-222\(d\)](#) and the Bristol District Board of Education's Regulation Section [5131.911](#). In addition to these duties, the Specialist shall:

- a. Investigate, or supervise the investigation of, reported acts of mean-spirited behaviors including, but not limited to reports of alleged bullying and harassment in the school in accordance with this Policy;
- b. Collect and maintain records of such reports in the school;
- c. Act as the primary school official responsible for preventing, identifying and responding to such reports in the school and leading efforts to improve school climate;
- d. Chair or co-chair the Committee and establish the meeting calendar for the Committee meetings; and
- e. Serve as the primary supervisor of the school's School Climate Improvement Goals for the implementation and the monitoring of the School Climate Improvement Goals.

III. Safe School Climate Committee Roles and Responsibilities:

A. In collaboration with the Coordinator, the Specialist at each school building shall form a representative Committee consisting of a demographically representative group of students enrolled in the school (if developmentally appropriate); parents of students enrolled in the school; school personnel, including, but not limited to teachers, administrators, student support personnel; other medical and mental health experts where available; and community members.

B. Such Committee shall be formed no later than 30 days from the effective date of this Policy.

C. Committee composition/membership shall be reviewed annually by the Coordinator and the Specialist.

D. The duties of the Committee shall include those enumerated under C.G.S. Section [10-222\(d\)](#) and the Bristol District Board of Education's Regulation Section [5131.911](#). In addition to these duties, the Committee shall, at a minimum, perform the following duties:

- i. Supervising the scheduling and administration of "School Climate Surveys" to students, staff, parents, and community members;

- ii. Setting goals and tracking survey completion;
- iii. Reaching out to staff and parents before administering the Survey;
- iv. Providing Survey data to the Coordinator;
- v. Reviewing and analyzing the school-based school climate assessment data;
- vi. Using the data and other appropriate data and information to identify strengths and challenges with respect to improving school climate;
- vii. Using the data to create and/or update the school-based School Climate Improvement Plan;
- viii. Overseeing the implementation of the school-based School Climate Improvement Plan;
- ix. Implementing the School Climate Improvement Plan and monitoring the progress of school climate improvement, in collaboration with the Coordinator;
- x. Overseeing the implementation of annual school climate assessments at the school;
- xi. Reviewing and making recommendations to the Coordinator regarding the safe school climate plan based on issues and experiences specific to the school;
- xii. Overseeing the education of students, school employees and parents/guardians of students on issues relating to improving school climate;
- xiii. Holding meetings at least four times each year, at which minutes shall be kept.
- xiv. Performing any other duties as determined by the Specialist and/or the Coordinator that are related to improving school climate in the school, or required by law.

IV. School Climate Surveys:

- A.* Each school, supported with oversight by the Coordinator and under the guidance of the Committee, shall administer, on an annual basis, at the same time of year each year, the School Climate Survey in order to assess a school's strengths and challenges.
- B.* Preparation for Survey Administration: All survey participants should be made aware of the purpose and value of the survey as determined by the Committee prior to administration, so that the school will receive authentic data to help drive decisions that will benefit the entire school community.[10]

V. School Climate Improvement Plans:

A. In collaboration with the Coordinator, each Specialist shall develop and/or update an Improvement Plan based on the findings of the School Climate Survey.[11]

1. The Specialist and the Committee shall develop and/or update the Improvement Plan, taking into consideration the needs of all key stakeholders, with sensitivity to equity and diversity.
2. The Climate Improvement goals and strategies shall support the actualization of the following five Standards.

Standard 1: Develop a **shared vision** and plan for promoting, enhancing and sustaining a positive school climate.

Standard 2: Develop **policies** that promote social, emotional, ethical, civic and intellectual learning as well as systems that address barriers to learning.

Standard 3: Implement **practices** that promote the learning and positive social, emotional, ethical and civic development of students and student engagement as well as addressing barriers to learning.

Standard 4: Create an environment where all members are **welcomed, supported, and feel safe** in school: socially, emotionally, intellectually and physically.

Standard 5: Develop meaningful and engaging practices, activities and norms that **promote social and civic responsibilities and a commitment to social justice.**

3. Each School Climate Goal from within the School Improvement Plan shall be submitted to the District Climate Committee for approval with recommendations provided to the School Climate Specialist. The approved goal will be filed with the School Climate Coordinator.

4. The Safe School Climate Plan shall be made available on:

- I. The Bristol Board of Education's website;
- II. At each individual school in the school district and on each school's web site;
- III. Ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools; and
- IV. In all student handbooks.

VII. Codes of Conduct:

Codes of conduct for both students and adults shall be amended to reinforce positive school climates by detailing, and consistently recognizing and supporting positive behavior, applying appropriate graduated and corrective responses for inappropriate conduct, in order to address the root causes of the individual's specific conduct, while promoting physically, emotionally, and

intellectually safe and supportive teaching and learning environments for all students and adults in the school community. Practices that focus on building community, celebrating accomplishments, transforming conflict, rebuilding and strengthening relationships are consistent with positive school climates. Such responses shall be chosen in response to the context of each situation to support relationship-building and improvement, and with particular attention to issues of equity. These responses may include, but are not limited to one or more of the following:

- a. Reflective activities;
- b. School counseling support;
- c. Anger management;
- d. Health counseling or intervention;
- e. Mental health counseling;
- f. Skill building such as social and emotional, cognitive, and intellectual skills;
- g. Resolution circles and conferencing;
- h. Community service;
- i. Conflict resolution or mediation; and
- j. Other actions detailed in accordance with Board policies and procedures such as those regarding:
 - i. Participation in extracurricular activities;
 - ii. Student discipline (including detention, in or out of school suspension, and expulsion); and
 - iii. Adult/employee professional responsibility, conduct, separation/disciplinary actions.

Appendix

[1] Appendix A. National School Climate Standards

<https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/policy/school-climate-standards.pdf>

[2] School Climate Improvement is more encompassing than any individual program that might be implemented as a strategy for improving one or more dimensions of school climate.

[3] Appendix B. www.bristol.k12.ct.us

[4] National School Climate Council (2007). The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy. On: <http://www.schoolclimate.org/publications/policy-briefs.php>.

[5] Faster, D. & Lopez, D. (2013). School climate and assessment. In Dary, T. & Pickeral, T. (ed) (2013). School Climate Practices for Implementation and Sustainability. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center.

[6] This definition is a compilation of dozens of definitions of Social Justice provided by philosophers, religious leaders, social, civic and community organizers, lawyers, ethicists, journalists, authors and educators.

[7] <http://www.schoolclimate.org/climate/process.php>.

[8] In the National dialogue, this Safe School Climate Committee is often referred to as a Safe School Climate Team, see http://schoolclimate.org/climate/stages_tasks_challenges.php.

[9] As of July 1, 2012, pursuant to C.G.S. Section [10-222\(d\)](#), every school should have identified a "Safe School Climate Committee." Satisfaction of this Policy's requirement of establishing a Safe School Climate Committee may have been satisfied previously by complying with these C.G.S. Section [10-222\(d\)](#) requirements.

[10] When using school climate data as a "flashlight" and not a "hammer," stakeholders will be more fully engaged, and the findings will be more useful for long-term improvement. To promote such a spirit of trust, school leaders should also consider key preparation and planning issues before administration, such as: how representative their Committee is, and to what extent stakeholders work and learn in a culture of blame or distrust as opposed to a more collaborative problem solving culture. For instance, are parents/guardians, students and personnel present to lend their unique perspectives? Differing viewpoints can create powerful discussions and build a transparent culture where members feel valued, trusted, included and actively engaged in the school community.

[11] Pursuant to C.G.S. Section [10-222\(d\)](#), all districts are required to have submitted and posted on their District website a Safe School Climate Plan, which contains provisions pertaining to bullying, filing complaints and conducting investigations.

[12] The District Safe School Climate Plan is placed within the School Climate Improvement Plan.

[13] See Appendix A for exact wording of the Standards.

[14] Alameda County School Health Services (California) The seven principles of restorative practice are: (1) voluntary participation, (2) respect for everyone involved, (3) inclusion of all the people impacted, (4) a focus on the harms, needs, and causes that have arisen, (5) consensus-based decision-making focused on how to repair the harm and prevent future harm, (6) opportunity for dialogue that aligns with the above principles, and (7) expanding the capacity of the community to create a just and fair response.

[15] Because the school improvement process is considered a continuing systemic process of learning and evaluating goals and objectives as they impact a diverse group of learners, the School Climate Survey shall be administered, at minimum, annually, at the same time of year each year.

Regulation Adopted: July 18, 2018

Bristol Public Schools

Bristol, Connecticut