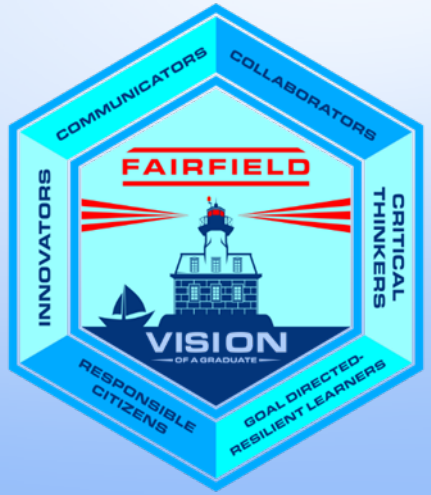
FPS School Climate Plan Overview

Board of Education Meeting

September 24, 2025

MISSION

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program.



Overview

The new school climate legislation, effective July 1, 2025, inclusive of Connecticut General Statutes (C.G.S.) Sec. 10- 222aa–Sec. 10-222jj, establishes the following necessary components:

1. BOE School Climate Policy- 5131.911
   Administrative Regulations on School Climate
2. District-level School Climate Coordinator
3. School Climate Specialist at each school
4. School Climate Committee
5. School Climate Survey
6. School Climate Improvement Plan
7. Training Requirements
8. Restorative Practices Response Policy
9. Challenging Behavior Reporting Form
10. Challenging Behavior Investigation Form
11. Challenging Behavior Response Process Notification Form

Overview

During 2024-25 the Fairfield Public Schools established a new District School Climate Committee

The District School Climate Committee:

- consisted of approximately 30 members including parents, a Board of Education member, administrators, ECC staff, elementary staff, middle school staff and high school staff
- adopted the new state model student, parent and school employee surveys except for two questions that were revised on the elementary student survey
- made some revisions to the new state model Challenging Behavior Reporting, Investigation and Response Process Notification Forms to replace the previous FPS Bullying Investigation Forms

Overview

- Adopted the new state model School Climate Improvement Plan Template in totality
- Researched and vetted various primary SEL resources and selected a new resource with a universal screener
- Conducted student focus groups at elementary, middle school and high school levels for input in the selection of a primary SEL resource

The work of the District School Climate Committee will continue during the 2025-2026 school year

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) 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.

Connecticut School Climate Standards

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.

Restorative Practices

Restorative Practices (5144.12 - Challenging Behavior Prevention: Restorative Practices Response) means evidence and research-based system-level practices that focus on:

a) building high quality, constructive relationships among the school community,
b) holding each student accountable for any challenging behavior and,
c) ensuring each student has a role in repairing relationships and reintegrating into the school community

Restorative Practices should be guided by the Connecticut School Climate Standards with a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behaviors.

Assessing School Climate using Multiple Measures

School Climate Survey:

- must be administered districtwide every two years to students, families of students, and school employees; parents/guardians must receive prior written notice of the content and administration of the survey and be provided a reasonable opportunity to opt the student out of the survey.

Additional data measures may include:

a) district attendance data
b) data from school climate improvement plans
c) SEL primary resource data
d) discipline data

School Climate Improvement Plan

School Climate Improvement Plan means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist,

a) using school climate survey data and any other relevant information,

b) through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices,

a) that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

School Climate Improvement Plans

- Each school will develop a building specific school climate plan utilizing the state rubric and school climate improvement plan template

- Climate Plans should align with Connecticut School Climate Standards, the School Climate Policy and the School Climate Improvement Rubric

- School Climate Improvement Plans must be submitted to the School Climate Coordinator on or before December 31 of each school year
- A written or electronic copy of the plan is required to be made public to members of the school community

This plan shall be used in the prevention of , identification of and response to all challenging behavior.

School Climate: Roles & Responsibilities

- **School Climate Coordinator:** Superintendent or Designee
- **School Climate Specialist**: School Principal or a school employee who holds professional certification
- **School Climate Committee**: School Climate Specialist, a teacher, a representative group of students who attend the school, as developmentally appropriate, families of students who attend the school and at least two members of the school community as determined by the school climate specialist

School Climate Coordinator is responsible to meet with the school climate specialist at least two times per year to identify strategies to improve school climate, including, but not limited to, responding to **challenging behavior** and implementing evidence and research-based interventions, such as **restorative practices**.

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 s school employee.

- **Bullying** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Fairfield Public Schools Challenging Behavior Reporting, Investigation and Response Process Notification Forms

These forms will replace the Bullying Investigation Forms

- Challenging Behavior Reporting Form
- Challenging Behavior Investigation Form
- Challenging Behavior Response Process Notification Form

Administrative Regulations on School Climate

Administrative Regulations on School Climate

In addition to the requirements of the School Climate Policy there is a subset of challenging behavior that requires the district to respond with certain tiered interventions. These include challenging behavior that:

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

Training and Professional Development

Training for school year commencing July 1, 2024, and each school year thereafter, Fairfield Public Schools shall provide resources and training to school employees regarding:

a) social and emotional learning;
b) school climate and culture and evidence and research-based interventions; and
c) restorative practices.

Training and Professional Development

Such resources and training may be made available at each school and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the District under this section. The school climate coordinator shall select and approve the individuals or organizations that will provide such training.

The Fairfield Public Schools shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Next Steps

School Climate Plan Suggested Implementation Timeline