Directions for School Climate Rubric and Template

The School Climate Rubric and Template are meant to be used together. **Firstly, the School Climate Committee should use the rubric to assess the quality of their school climate.** It is the role of the School Climate Committee to determine which column in the rubric where their school currently is in the school climate improvement process. Once a decision is made about where the school is with each respective row (in the rubric), then the School Climate Template should be utilized.

Do note, both the School Climate Rubric and School Climate Template are meant to be helpful tools that schools may utilize.

School Climate Rubric

The following School Climate Improvement Plan Rubric can be implemented by the School Climate Committee to help assess the current status of school climate in the school.

CT Standard	Pre-Awareness	Awareness	Emergent	Maintenance
Standard 1: Shared Vision Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners?	No effort has been made to engage students, staff and community stakeholders in recognizing the importance of creating positive & restorative school climate(s) to support student achievement	An attempt has been made to engage students, staff and/or community stakeholders in recognizing the importance of creating positive & restorative school climate(s) to support student achievement	Recognition, understanding and engagement in the principles, practices and strategies as well as the necessary formative data required to improve learning environment(s) in meaningful ways for stakeholders	All stakeholders are committed to and engaged in systemic improvement efforts that result in the physical, emotional and intellectual safety of all school community members & working restoratively to repair them when there is harm to relationships & community
Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks and feels like?	No effort has been made to engage stakeholders in arriving at a common understanding of what a positive & restorative school climate looks, and feels like	Attempts have been made to articulate a common vision of what a positive & restorative school climate implies, however most stakeholders are unaware and/or unaffected by these efforts	A common vision for improving school climate & working restoratively has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated	Day to day decision making and practice is guided and supported by the shared vision; efforts to narrow any gaps between school culture "as is," and "as envisioned" are ongoing
Standard 1: Shared Values How must participants act	No efforts have been made to identify and articulate the attitudes, behaviors and/or	Staff members have articulated beliefs, ground rules and norms for team	Staff members have made a conscious effort to live by the beliefs, ground rules	The beliefs, ground rules and norms are embedded in the school culture and are

toward one another in order to advance the vision of a positive and restorative school climate?	commitments necessary to advance the mission and vision for a positive & restorative school climate	functioning that mirror a positive & restorative school climate, however these statements do not yet inform day-to-day practice	and norms mirroring a positive & restorative school climate in day-to-day practice; inconsistencies are confronted and managed appropriately	evident to all school stakeholders in overt and meaningful ways; they influence policies, procedures, daily practices and all decision making
Standard 1: Shared Goals What are the priorities that are contained in any existing school and/or district improvement plans? Do the improvement plans contain focus on improved school climate and working restoratively?	No effort has been made to engage school stakeholders in identifying goals related to improving school climate & working restoratively; any relevant existing goals rest solely with school administration, if at all	Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making	Long- and short-term actionable school climate improvement goals have been identified and are clearly communicated to all stakeholders; assessment instruments and strategies have been developed and implemented to monitor change over time	Day-to-day practice is guided by a systemic recognition and alignment of both short- and long-term goals; alignment with mission and vision is overt; successes are shared and celebrated; challenges are dealt with collaboratively & restoratively
Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement	Policies do not exist to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Policies are firmly established to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and are reviewed on a regular basis
Standard 2: Shared School Policies: Addressing barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students,	Policies do not exist that create a comprehensive system to address barriers to learning and teaching and reengage students, educators and/or parents/guardians who have become disengaged	Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and reengage students, educators and/or	Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students, educators and/or who have become disengaged	Policies are firmly established that create a comprehensive system to address barriers to learning and teaching and reengage students, educators and/or parents/ guardians who have become disengaged, and

educators, parents/guardians)	Tiered response strategies do not exist as an option to re-engage students who have become disengaged.	parents/guardians who have become disengaged Tiered response strategies have begun	Tiered responses are in place and are used on an appropriate basis based on the level of impact or frequency of incidents.	are reviewed on a regular basis Tiered responses are firmly established and understood and create a system that addresses challenging behavior based on the level of impact or frequency of incidents.
Standard 3: School Practices: Academic learning and social/ emotional, ethical & civic development of students	No school community practices are identified, prioritized or supported to promote the learning and positive social, emotional, ethical and civic development of students	The school community recognizes that practices are needed to identify, prioritize and support the learning and positive social, emotional, ethical and civic development of students	The school community's practices are identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of students	Practices are firmly supported and universally followed that promote the learning and positive social, emotional, ethical and civic development of students
Standard 3: School Practices: Enhance engagement and participation in teaching, learning & school-wide activities	No school community practices are identified, prioritized or supported to enhance engagement in teaching, learning, and school-wide activities	The school community recognizes that practices are needed to enhance engagement in teaching, learning, and school-wide activities	The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school-wide activities	Practices are firmly supported and universally followed that that enhance engagement in teaching, learning, and school-wide activities
Standard 3: School Practices: Address barriers to teaching & learning and reengaged those disengaged	No school community practices are identified, prioritized or supported to address barriers to learning and teaching and reengage those who have become disengaged	The school community recognizes that practices are needed to address barriers to learning and teaching and reengage those who have become disengaged	The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and reengage those who have become disengaged	Practices are firmly supported and universally followed that address barriers to learning and teaching and reengage those who have become disengaged

Standard 3: School Practices: Develop & sustain a restorative infrastructure to build capacity	No school community restorative practices are identified, prioritized or supported to develop and sustain an appropriate operational infrastructure for capacity building	The school community recognizes that restorative practices are needed to develop and sustain an appropriate operational infrastructure for capacity building	The school community's restorative practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure for capacity building	Restorative Practices are firmly supported and universally followed that develop and sustain an appropriate operational infrastructure for capacity building
Standard 4: Safe & Welcoming Environment for All School Community Members in All Ways	The school community does not create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically	The school community recognizes the importance of creating an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically	The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically	Practices are firmly supported and universally followed that create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically
Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability	There are no meaningful or engaging practices, activities and norms within the school community that promote social and civic responsibilities and a commitment to restorative justice	The school community recognizes the importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to restorative justice	The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to restorative justice	Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to restorative justice
Continuous Improvement Is there a clear understanding that	Little, if any attention is devoted to creating systems for individuals or the school to track	A few staff members in the school are tracking general or personal indicators of improvement	Individual staff members and teams gather information that enables them to identify, track and	Formative and summative school climate & restorative improvement data is monitored for

school climate improvement with inclusion of restorative work is an ongoing organic process integral to wider school improvement?	improvement in school climate and restorative work	of school climate and restorative work; positive trends are emphasized and celebrated; negative trends are suppressed or dismissed	monitor efforts to improve school climate and restorative work within classrooms and the wider school community	progress on par with all other school improvement data and follows a comprehensive and ongoing improvement process
Family/Community Partnerships **Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?**	Little, if any efforts are made to communicate and cultivate partnerships with school community stakeholders; family & community members are either ignored or viewed as adversaries	Sporadic one-way efforts are made to keep families & community members informed of events and situations at school in order to secure support for the schools' efforts; family members are welcome to volunteer and participate within school- determined parameters	Structures and processes for two-way communication with families & community members are developed; their collective perspective is solicited on both school-wide issues and matters related to their own children & community members/organizations; family- school-community partnerships exist to support the schools' interests; family & community voices are heard, valued and recognition is emerging as to their critical stakeholder status	School-family- community partnerships are fully developed, collaborative and systemic; family & community members are full partners with the school in educational decision-making that affects their own children & community members; community resources are used to strengthen the school and student learning; the education and well-being of all students is seen and practiced as a shared commitment and responsibility of all stakeholders
Impact on Results **Is progress monitoring inherent in efforts to improve the school climate and work restoratively?**	Articulation of what is meant by a positive school climate & working restoratively is not in place	A generalized sense of what is meant by a positive school climate & working restoratively is understood; efforts to improve climate & work restoratively are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes	Clear indicators have been identified and aligned with school climate improvement & restorative goals; data are collected and monitored; analyzed results are shared with staff and family- community stakeholders	Restorative school climate data is fully embraced and informs improved practice; professional development for continuous improvement is embedded in the culture of the school; all stakeholders assume ownership and responsibility for improving student connectedness and minimizing barriers to learning & teaching

This is a suggested School Climate Improvement Plan template that could serve as a framework and format for each school building. This improvement plan is to be developed by the School Climate Specialist and provided to the School Climate Committee for feedback and suggestions, and then forwarded to the School Climate Coordinator for review and approval.

School Climate Improvement Plan Template

(School Year 20__ – 20__)

District: Griswold Public Schools **School:** Griswold High School

School Climate Specialist: Arthur Howe, Jr. **School Climate Coordinator:** Kathryn Sawaryn

Do note, this is a suggested CT School Climate Plan Template follows/mirrors the CT School Climate Rubric which should be used prior to completing this template.

CT School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
Standard 1: Shared Vision Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners?	Awareness.	Consistency of the message that is given to all stakeholders. All stakeholders support our efforts to increase safety resources	Having a mixed and diverse media presence when getting information out to stakeholders. SEL and school connect lessons; FLEX period	Increased participation on school survey Ed Handbook Data on major referrals	26-27 school year

Standard 1: **Shared Vision** Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like?	Emergent	Positive behavior statements More identified positive student accomplishments	Support kids' involvement in school climate. Increased monthly student recognition	Total student recognition within GHS	June 2027

Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?	Awareness	More buy in from the staff as a whole	Support the staff in volunteering to participate and create new offerings	Number of new "Activites" within the 2025-26 school year.	June 2027
CT School Climate Standard	**Current School Status (informed by data) To What Extent is This Evident?**	**Areas Identified as Needing Improvement**	**Identified Strategies to Realize Improvement**	**Measurement and Documentation Options for Determining Improvement**	**Timeline for Reaching Improvement Goals**
Standard 1: Shared Goals What are the priorities that are contained in any existing school and/or district improvement plans? Do the improvement plans contain focus on improved school climate and working restoratively?	Emergent	Chronic absenteeism Student involvement in various activities	School Attendance team efforts and MTSS data analysis; Whole school involvement in making connections with students; Securly pass data analysis	Critically looking at data from attendance, tardies, and missed class time; Creating individualized plans for students to stay in class	June 2027
Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement	Emergent	VOG Senior showcases	VOG data from Wednesday walk throughs; Senior showcase presentations and pass rate.	Walkthrough data Senior showcase data and graduation rates	June 2027

CT School Climate Standard	**Current School Status (informed by data) To What Extent is This Evident?**	**Areas Identified as Needing Improvement**	**Identified Strategies to Realize Improvement**	**Measurement and Documentation Options for Determining Improvement**	**Timeline for Reaching Improvement Goals**
Standard 2: Shared School Policies: Addressing barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students, educators, parents/guardians)	Emergent	Methods of getting the information to the stakeholders Quarterly communication based on school community	Increased diversity of the multi media used to get information out to the stakeholders	Number of communications that are sent over "new" media methods.	June 2027
Standard 3: School Practices: Academic learning and social/ emotional, ethical & civic development of students	Maintenance	Continued SEL practices and school connect; VOG focus and consistent VOG language used in the classroom	VOG and SEL committee meetings Continued Professional development on these topics	Academic achievement info Attendance and behavior data	June 2027
Standard 3: School Practices: Enhance engagement and participation in teaching, learning & school-wide activities	Emergent	Teacher development of lessons that are more hands with active learning; Teacher involvement in school sponsored activities	Student climate survey results; ATL meetings and department meeting attendance	Walk thru data; Student participation data Staff attendance data	June 2027

CT School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
Standard 3: School Practices: Address barriers to teaching & learning and reengaged those disengaged	Awareness	Creating student feedback methods; Increased teacher communication with parents	Department meeting focus Student survey data	District climate data Behavior and attendance data	June 2027
Standard 3: School Practices: Develop & sustain a restorative infrastructure to build capacity	Awareness	Create more restorative behavior practices; Increase the focus on the MTSS style behavior intervention	Increase teacher involvement in behavior outcomes and student meetings;	Behavior incident data and consequences	June 2027
Standard 4: Safe & Welcoming Environment for All School Community Members in All Ways	Emergent	Decrease reports of negative behaviors during the school day Increase the method of communications with parents and the community	Address individually and whole school behaviors that are impacting climate; Positive student behavior recognition; Expand the media methods used to communicate with the community	Ed Handbook data Student Spotlight Athlete of the week Community outreach through various social media platforms	June 2027

Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability	Emergent	Restorative Practices that used consistently; Behavior consequences that align with restorative practices and norms	New teacher meetings Department meetings SEL lessons	School climate survey Ed Handbook data	June 2027
CT School Climate Standard	**Current School Status (informed by data) To What Extent is This Evident?**	**Areas Identified as Needing Improvement**	**Identified Strategies to Realize Improvement**	**Measurement and Documentation Options for Determining Improvement**	**Timeline for Reaching Improvement Goals**

Continuous Improvement **Is there a clear understanding that school climate improvement with inclusion of restorative work is an ongoing organic process integral to wider school improvement?**					
Family/Community Partnerships **Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?**					
Impact on Results **Is progress monitoring inherent in efforts to improve the school climate and work restoratively?**					

Information on School Climate Committees

Guidance on roles and responsibilities for your School Climate Committee can be found below. They can also be found in The Connecticut School Climate Policy located here.

School Climate Coordinator (District Level) – This is a district-wide position filled by an individual who is either the superintendent or appointed by the superintendent.

Responsibilities:

1. Provide district-level leadership and support for the implementation of the school climate improvement plan for each school.
2. Collaborate with each school's climate specialist to:
    a. 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,
    b. communicate such strategies to the school community, including, but not limited to, through publication the district student handbook,
3. Collect and maintain data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types of bullying complaints submitted by members of the school community, types of challenging behavior addressed using restorative practices, and data concerning the implementation of restorative practices, and
4. Meet with the school climate specialist for each school at least twice during the school year to:
    a. identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research- based interventions, such as restorative practices,
    b. propose recommendations for revisions to the school climate improvement plan, and
    c. assist with the completion of the school climate survey.

School Climate Specialist (School Level) – This is a position filled at each school in a district by an individual who is either the principal or a school employee who holds professional certification designated by the principal who is trained in school climate improvement or restorative practices.

Responsibilities:

1. Lead in the prevention, identification and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment,
2. Implement evidence and research-based interventions, including, but not limited to, restorative practices,
3. Schedule meetings for and leading the school climate committee, and
4. Lead the implementation of the school climate improvement plan.

School Climate Committee Members (School Level) – These are positions filled at each school in a district by individuals who are appointed by the School's Climate Specialist. The committee must consist of:

1. At least one teacher selected by the bargaining unit representing certified teachers,
2. Students who demographically represent groups of students enrolled at the school (as developmentally appropriate),
3. Family members representing students enrolled at the school, and
4. other members of the school community, as determined by the school climate specialist

School Climate Committee (School Level) – The school climate committee is appointed each year by the School Climate Specialist, who reviews and approves membership annually in coordination with the district's School Climate Coordinator.

Responsibilities:

1. Assist in the development, annual scheduling, administration, and review of the school climate survey,
2. Use of the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school's climate improvement plan,
3. Assist in the implementation of the school's climate improvement plan and recommend improvements or revisions to the plan as needed,
4. Advise on strategies to improve school climate and implement evidence and research-based interventions, including, but not limited to, restorative practices,
5. Annually provide notice of the challenging behavior complaint form used by the school to the school community, and
6. Engage the school community, at community meetings held at least twice during the school year, in the implementation of the school climate improvement plan.