

## Connecticut School Climate Surveys for Students, Parental Notification & Opt-Out Form and Connecticut School Climate Standards.

The following are sample School Climate Survey questions for Students, Parent Notification & Opt-Out Form, and Connecticut School Climate Standards were developed by the Statewide Social and Emotional Learning and School Climate Advisory Collaborative (SEL Collaborative).

School Climate Committees are not obligated to use the survey questions provided by the Collaborative, however, any School Climate Survey that is administered is required to align with the Connecticut School Climate Survey Standards that are subsequently provided.

The quality of school climate is an integral component for student success. Therefore, measuring school climate is a critically important endeavor for all schools. Surveys along with other data sources allow school employees and School Climate Committees to take a data driven approach toward better understanding of the views and opinions of students, families of students, and school employees. Survey results provide School Climate Committees with anonymous data to help identify individual school needs, set goals, and track progress toward improving the conditions for learning and overall school climate.

Please note that the School Climate Surveys are not intended to evaluate individual performance for any school employee.

## **Parental Notification & Opt-Out Form**

The School Climate *Student* Survey is an anonymous survey intended to identify school climate strengths and areas for improvement within each school. This survey is designed for students in grades 3 through 12. Anonymous results will be provided to the School Climate Committee to help inform and improve education and school climate practices. All identifiable information will be removed.

If you do not want your child to participate in this survey, please complete and return this form by \_\_\_\_\_ . Opting your child out of this survey applies only to School Climate Surveys administered during the \_\_\_\_\_ school year.

In accordance with Connecticut State Law, all families of students enrolled in the school will receive a summary of the content of the school climate survey prior to administration of the survey. The survey will be administered during school hours only.

If you have any questions regarding the school climate survey, please contact \_\_\_\_\_.

DO NOT complete this form if your child is permitted to participate in this survey.

School Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Grade: \_\_\_\_\_

Parent/Guardian Name (Printed): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **School Climate Survey Standards**

[Public Act No. 24-45](#) requires the Social and Emotional Learning and School Climate Advisory Collaborative to develop standards for a School Climate Survey.

The following standards are guiding principles developed to assist School Climate Committees develop and implement School Climate Surveys consistent with Connecticut Law and the [Connecticut School Climate Policy](#).

1. The overall purpose for the School Climate Survey<sup>1</sup> is to gather data to inform opportunities for improving each school's climate<sup>2</sup>, measure and identify school climate areas in need of improvement and assist schools in tracking progress and preventing recurrent challenging behavior<sup>3</sup> and to help provide a safe school environment<sup>4</sup>.
2. The school community<sup>5</sup> and School Climate Committee should have a shared plan for developing and promoting an evidence-based School Climate Survey.
3. The School Climate Committee should employ questions that consider the diversity of the school community and allow school employees to more easily recognize disparities in challenging behavior among marginalized students.
4. Each school is required to provide written notice of the content and administration of the survey to all parents/guardians of each student (grades three—twelve) and allow all parents/guardians to have a reasonable opportunity to opt their child out of the survey.
5. School Climate Survey results must be reported anonymously and then analyzed by the School Climate Committee. Anonymous data should inform the School Climate Improvement Plan and should be made available to members of the school community.

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<sup>1</sup> "School climate survey" means a research-based, validated and developmentally appropriate survey administered to students, school employees, and families of students, in the predominant languages of the members of the school community, that (A) measures and identifies school climate needs and tracks progress through a school climate improvement plan, and (B) meets the school climate survey standards developed by the social and emotional learning and school climate advisory collaborative.

<sup>2</sup> "School climate" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

<sup>3</sup> "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 a school employee.

<sup>4</sup> A safe school environment refers to all aspects of school safety: physical, emotional, intellectual, cultural, ethnic, sexual, etc.

<sup>5</sup> "School community" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

## **Connecticut School Climate Survey: For Students**

Below are the types of questions that may be included in a School Climate Survey and can be administered to *parents and guardians of students enrolled in the school*. In accordance with Connecticut Law, each school is required to administer a School Climate Survey biennially.<sup>6</sup>

School Climate Committee's may reference the following research and evidence-based resources in the development of their School Climate Survey:

1. <https://safesupportivelearning.ed.gov/edscls>
2. <https://schoolclimate.org/csci-report/>

Prior written notice, and a summary of the content of the survey must be provided to parents or guardians prior to administration of the survey. It is recommended that the content be provided at least five school days prior to administration. In accordance with Connecticut Law, each school is required to administer a school climate survey biennially.<sup>7</sup>

**Below you will find sample School Climate Survey question.** Note that selecting individual questions without developing survey constructs that are research based and tested is not good practice. Work with your Connecticut State Department of Education liaison to explore options on personalizing your surveys.

### **DEMOGRAPHICS QUESTIONS (usually appear first allowing students to self-identify)**

What grade are you in? 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 , Prefer not to answer

What is your gender or gender identity? Female , Male , Other,  I prefer not to answer

What is your ethnicity? Hispanic or Latino/a/e , Not Hispanic or Latino/a/e , I prefer not to answer

What is your race? American Indian or Alaskan Native , Asian , Black or African American , Native American or Pacific Islander , White , I prefer not to answer

For the remaining survey questions, the respondent would answer the question by indicating their degree of agreement. (very much, somewhat, very little, not at all)

### **SAMPLE SURVEY QUESTIONS**

**I like school...**

**I feel like I belong at my school...**

**I feel included in activities at my school...**

**I get along with other students at school...**

**I worry about students in my school physically hurting me...**

**Students in my school get into physical fights...**

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<sup>6</sup> [§ 53, Public Act No. 23-167](#)

<sup>7</sup> [§ 53, Public Act No. 23-167](#)

**Students in my school use words to hurt others...**

**I feel like my ideas are valued in my school...**

**I feel like I am treated fairly by other students in my school...**

**I feel safe on my trip to and from school...**

**I feel safe when I am at school...**

**I feel I am treated fairly for who I am with respect to my ancestry, disability, ethnicity, gender identity, race, religion, and sexual orientation...**

**I feel recognized at school for positive behavior...**

**I feel my teachers teach in a way that helps me learn...**

**I feel there are adults in the school who take my complaints and concerns seriously...**

**I feel supported by adults in my school...**

**I have at least one adult in my school that I can talk with if I need help or for any other reason...**

**I am treated fairly by adults in my school...**

**I have at least one friend/peer in my school with whom I can talk to if I need help or for any other reason...**

**Students in my school are welcoming to new students...**

**Students show kindness to other students regardless of who they are ...**

**Students in my school are treated fairly by other students regardless of who they are with respect to their ancestry, disability, ethnicity, gender identity, race, religion, and sexual orientation...**

**Students in my school are treated fairly no matter if their families are rich or poor...**

**I feel that I can manage the amount schoolwork I have...**

**I feel like my physical health is a priority for adults in my school...**

**I feel like my emotional health is a priority for adults in my school...**