

**National School Climate Standards:
Helpful strategies, measurement options and supporting research**

School Climate Standard #1				
The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.				
INDICATORS	STRATEGIES THAT HELP TO ACTUALIZE AN INDICATOR (Numbers in this column indicate a corresponding sub-indicator)	CONCRETE SAMPLES OF ACTION STEPS	MEASUREMENT OPTIONS (Qualitative and quantitative)	SUPPORTING RESEARCH (Numbers in this column indicate a corresponding sub-indicator)
<p>1.1 School policies and practices support school, family, youth and community members working together to establish a learning community.</p>	<ul style="list-style-type: none"> • 1.1.1 Mobilize members of the wider school (educators, parents/guardians, students, members at large) community to agree upon efforts to improve school climate; • 1.1.2 Establish policies and practices that support professional learning communities; • 1.1.2 Work to establish a “no fault” framework; • 1.1.3 Recruit a representative group of school and community members to collaboratively develop shared norms and codes of conduct for students and adults and distribute this information to the school community in some manner; • 1.1.3 Recruit a representative group of students to help guide, inform and implement the process/future programs. 	<ul style="list-style-type: none"> • Convene focus groups • Review and amend existing Board of Education policies • Review and amend existing student codes of conduct • Review and amend disciplinary procedures and practices • Review Educator national and local Codes of Ethics to determine alignment with practice • Engage in school climate assessment • Review and align local, state and federal laws (Title IV, Title VI, Title IX, FERPA, Anti-Bullying/Safe School Climate laws, etc.) 	<ul style="list-style-type: none"> • Utilize school climate survey assessment; (including questions about demographics) • Allow educators, community members and students to give feedback about the policies and practices of the school; • Assess the demographic make-up or “representativeness” of the school/community teams and determine if all voices have been included; • Assess the demographic make-up or 	<p>1.1.1 Owings & Kaplan (2003).</p> <p>1.1.2 Hawkins, Von Cleve, & Catalano (1991). Sullivan, Cleary, & Sullivan (2004).</p> <p>1.1.3 Legters, Balfanz, & McPartland (2002); Wessler & Preble (2003); Preble & Taylor (2009).</p>

			“representativeness” of student partners and determine if all types of students have been included.	
<p>1.2 Schools gather accurate and reliable data about school climate from students, school personnel and parents/guardians for continuous improvement and share it with the school community.</p>	<ul style="list-style-type: none"> • 1.2.1/1.2.2 Utilize school climate assessment and other quantitative and qualitative measurement; • 1.2.3 Develop plans to understand school climate findings and create action plans; • 1.2.4 Produce a clear, intelligible report that details school climate findings; • 1.2.4 Ask for student and community feedback to help analyze the data before implementing programs. 	<ul style="list-style-type: none"> • Create a timeline for assessment implementation, analysis and presentation to all stakeholders • Identify challenges to collecting information (concerns over anonymity, gathering sufficient input, etc.) • Create and implement communication messages around data collection • Consider and collect all potential relevant data (surveys, disciplinary history including suspensions, incident reports, student visits to the nurse/guidance, anecdotal information, etc.) 	<ul style="list-style-type: none"> • Utilize comprehensive, reliable and valid school climate surveys; • Disaggregate data to understand differential effects on subgroups; • Gather focus groups to discuss specific issues within the school community; • Do school “walk throughs”; • Establish <u>baseline data</u> on school climate and behavioral indicators at Time=1 (T1). <ul style="list-style-type: none"> • Identify and collect relevant and existing school data (state, local, school-based) 	<p>1.2.1; 1.2.3.; 1.2.4 Cohen, et al. (2009)</p>
<p>1.3 Capacity building is developed over time to enable all staff to meet school climate standards.</p>	<ul style="list-style-type: none"> • 1.3.1 Support professional development programs relating to school climate and social, emotional, ethical and civic education; • 1.3.1 Develop sound school policies with the help of teachers and school staff; • 1.3.1 Utilize school climate data to build learning communities and support school climate improvement efforts. • 1.3.1 Align state and local “Common Cores of Teaching and Learning” with the School Climate Standards 	<ul style="list-style-type: none"> • Develop a timeline with task list for implementation of professional development • Align timelines for, assessment implementation, professional development, policy review, etc. with overall school improvement plans 	<ul style="list-style-type: none"> • Utilize school climate survey assessment; • Establish focus groups that address challenges and barriers with adopting and adapting the school climate standards. 	<p>1.3.1 Hawkins et al. (1991).</p>

	<ul style="list-style-type: none">• 1.3.1. Review and integrate state and local model curricula and standards to identify overlaps already existing with academic content• 1.3.1. Identify academic content where there is opportunity for enhanced treatment by infusing School Climate goals and content			
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School Climate Standard #2

The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge and dispositions and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.

INDICATORS	STRATEGIES THAT HELP TO ACTUALIZE AN INDICATOR (Numbers in this column indicate a corresponding sub-indicator)	CONCRETE SAMPLES OF ACTION STEPS	MEASUREMENT OPTIONS (Qualitative and quantitative)	SUPPORTING RESEARCH
<p>2.1 Policies and mission and vision statements that promote social, emotional, ethical and civic, as well as intellectual, skills and dispositions are developed and institutionalized.</p>	<ul style="list-style-type: none"> • Assemble a committee of school and community leaders to set policy and develop mission and vision statements; • Allow mission and vision statements to be accessible to all members of the school and community; • (?) Convene school climate committee; • (?) Vet policy, vision, mission with community members, focus groups, anecdotal...; • (?) Define norms and goals based on results of needs assessment and baseline data. 	<ul style="list-style-type: none"> • Review and amend student, faculty and parent handbooks for internal consistency and tone; • Implement service learning requirement (school or community-based) at all levels (developmentally appropriate); • Create student “ambassadors” group to model and support social, emotional, ethical and civic dispositions. 	<ul style="list-style-type: none"> • Develop and administer a teacher survey that addresses the school policies, attitudes and consistency specifically how they are integrated into lesson plans; • Survey students to identify goals and tasks for student ambassadors. 	<p>NEASC and other Accreditation bodies</p>

<p>2.2 Policies and mission and vision statements are developed and institutionalized that promote a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.</p>	<ul style="list-style-type: none"> • Assemble a committee of school leaders to create a list of challenges/barriers and ways to address them; • Recognize school and community opportunities and strengths • Identify specific needs of vulnerable subgroups, i.e. ELLs, those with identified special needs; • Develop a list of practices to target behaviors that are aligned with the standards and norms. 	<ul style="list-style-type: none"> • Identify specific students who are failing academically, are being suspended, receive disciplinary consequences and/or are dropping out and query them/research the reasons for such results; • Incorporate information gleaned in above exercise into policies, mission and vision statements that specifically work to mitigate those factors; • Create at least one “activity period” during the school day to enable students to socialize and pursue individual/group interests. 	<ul style="list-style-type: none"> • Create an inventory of learning styles and which students respond to them • Identify teaching methods that address barriers to learning and which educators excel in them as resources • Query students/family members of them who have recently failed courses, dropped out of school or been suspended to locate root causes 	
<p>2.3 Policies promote use and monitoring of natural and informal opportunities (e.g. recreational and extracurricular aspects of classroom and school life, formulation of codes of conduct and fair enforcement of rules, mentoring, and informal interactions among and with students) to ensure they support the helpful</p>	<ul style="list-style-type: none"> • Appoint school officials to monitor whether norms and codes are being followed; • Develop a timeline for implementation and measurement of school climate initiatives; • Develop mechanisms for monitoring regular committee meetings to provide oversight on an ongoing basis and utilize these meetings as a forum to voice complaints. • Students are given multiple opportunities for becoming school leaders 	<ul style="list-style-type: none"> • Educators learn as many student names as possible; • Educators greet students when they enter classes; • Educators acknowledge students as they pass in the hallways; • Informal and/or formal mentoring (adult to student) relationships are established in school; • Opportunities for student activities are present during the school day (not exclusively before and after school); • At least 2 – 3 positive and personal interactions between school and home are conducted (phone calls, e-mails, etc.) prior 	<ul style="list-style-type: none"> • Seek input from students, family members and community through interviews, focus groups and surveys that review and provide feedback for existing activities and practices regarding what is working and what is not; • Student interest inventories. 	

<p>norms of learning and teaching that foster mutual respect and caring, safety and well-being, civil, pro-social, responsible behavior, and a psychological sense of community.</p>		<p>to any interactions occurring that are negative in nature;</p> <ul style="list-style-type: none"> • Homework assignments are fair, reasonable and not “high stakes;” • Individual classes work to create meaningful social contracts, which are reviewed regularly and collaboratively; 		
<p>2.4 Policies ensure the operational and capacity building mechanisms (including staff development) related to this standard are fully integrated into a school's infrastructure and are effectively implemented and sustained.</p>	<ul style="list-style-type: none"> • Commit resources to support the implementation of plans to ensure that policies are effectively implemented and sustained. 	<ul style="list-style-type: none"> • Require students to be paired with individual service projects; • Require every student to engage in at least one non-academic activity. 	<ul style="list-style-type: none"> • Conduct focus groups to assess degree to which there is capacity building with respect to achieving a safe and healthy school environment. 	

School Climate Standard #3

The school community's practices are identified, prioritized and supported to (a) enhance engagement in teaching, learning, and school-wide activities; (b) address barriers to learning and teaching and reengage those who have become disengaged; and (c) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.

INDICATORS	STRATEGIES THAT HELP TO ACTUALIZE AN INDICATOR (Numbers in this column indicate a corresponding sub-indicator)	CONCRETE SAMPLES OF ACTION STEPS	MEASUREMENT OPTIONS (Qualitative and quantitative)	SUPPORTING RESEARCH
<p>3.1 Specific practices are designed to <i>enhance engagement</i> of every student through classroom-based social, emotional, ethical and civic learning and in school-wide activities.</p>	<ul style="list-style-type: none"> • 3.1.1 Use interactive and experiential activities, such as group discussions, problem solving and role-playing, to engage students in learning and help them develop better interpersonal skills; • 3.1.2 Encourage students to participate in appropriate leadership positions in the classroom and school, and provide avenues for their voices and opinions to be heard; • 3.1.2 Develop interscholastic collaborations, clubs and other groups and support positive academic/sports related competition among and within schools; • 3.1.3 Consider using <i>The Responsive Classroom Assessment</i> (Northeast Foundation for Children, 2009) as a tool to help teachers evaluate their classroom practices; Add more examples- Dr. Brown's advice • 3.1.3 Allow for personalization of academic lessons by being flexible with instructional strategies; • 3.1.3 Implement 'empowerment' strategies such as service learning; • 3.1.3 Incorporate community-based 	<ul style="list-style-type: none"> • Identify and communicate to all educators the spectrum of learning styles; • Conduct on-going professional development to support all educators in meeting individual students learning styles; • Provide up-to-date information on child and adolescent brain development; • Provide regular opportunities for all students to engage in service to their class and school community (e.g., beautification efforts, mentoring/helping younger students, assisting in the library-media center/office, etc.) 	<ul style="list-style-type: none"> • Utilize school climate survey assessment; • Observe activities and behaviors in classroom settings; • Hold teacher meetings in small groups and discuss effective strategies to enhance engagement and their feelings of competency around solving problems; • Conduct individual student screenings for academic and social needs. 	<p>3.1.1 Battistich, Schaps, Watson & Solomon (1996); Greenberg, Kusche, Cook & Quamma (1995); Guthrie & Davis (2003); Klem & Connell (2004); Patton, Bond, Carlin, et al. (2006).</p> <p>3.1.2 Battistich, Solomon, Watson, Solomon & Schaps (1989); Bishop . J.H., Bishop, M., Bishop, M., et al.(2004); Hawkins, Catalano, Morrison, O'Donnell,</p>

	<p>classroom connections as a way to learn how to solve real world problems;</p> <ul style="list-style-type: none"> • 3.1.3 Use technology to link students to learning partners in other schools in the US and abroad. 			<p>Abbott & Day (1992); Hawkins & Weis (1985); Patton et al. (2006). 3.1.3 Legters et al. (2002).</p>
<p>3.2 Teachers and school administrators design specific classroom and school-wide practices are <i>designed to address barriers to learning and teaching and reengage those who have become disengaged.</i></p>	<ul style="list-style-type: none"> • 3.2.1 Encourage school staff to make a concerted effort to reach out to students who may be experiencing academic or social issues and refer them to other school officials as needed and other relevant collaborative youth-serving organizations and resources; • 3.2.1 Ensure that school staff members have an expert (e.g., school counselor, school psychologist) they can consult with about student issues they feel are beyond their expertise, and to whom they can refer students who need additional assistance; • 3.2.1 Apply a variety of classroom management strategies and teaching methods that are conducive to the diverse needs and learning styles of students. Examples of strategies include assessing student knowledge before teaching to explicit learning objectives, involving students in small cooperative learning groups, and organizing and structuring the classroom in ways that prevent disciplinary problems from occurring; • 3.2.2 Allow teachers to modify teaching methods already in place to promote engagement; • 3.2.2 Provide diverse opportunities for 	<ul style="list-style-type: none"> • Pair “disengaged” students with a younger student to mentor; • Pair “disengaged” students with an older student and/or adult who is their mentor; • Offer activity/homework/project choice (multiple options within each area); • Teachers attend targeted professional development in culturally responsive practices and teaching ELL students; • Establish Unified Sports Teams in all possible schools. 	<ul style="list-style-type: none"> • Review teachers’ lesson plans to ensure that a variety of teaching methods are being implemented; • Track student membership and involvement in school clubs, projects and extracurricular activities; • Administer a student survey that reveals their attitudes toward school and their desire to participate in social and civic activities; • Track the number of and severity of incident reports in schools; • Track and monitor the number and patterns of student self-referrals to the nurse and guidance offices, etc.; • Observe and monitor the number of student “tardies” and other incidents like sleeping in 	<p>3.2.1 Catalano, Haggerty, Oesterle, S Fleming & Hawkins (2004); Education Development Center (2008); Gambone, Klem, Summers, Akey & Sipe (2004); Hawkins, Catalano et al.(1992); Hawkins & Lam (1987); National Research Council and the Institute of Medicine (2004); Solomon, Watson, Delucchi, Schaps & Battistich (1988). 3.2.2 Klem et al.(2004); Legters et al.(2002);</p>

	<p>students to be meaningfully involved, learn and be recognized for individual accomplishments. These opportunities could include service learning, extracurricular activities and creative projects;</p> <ul style="list-style-type: none"> • 3.2.3 Establish relationships between mental health professionals and teachers as a way to help create a shared understanding of possible barriers to learning. 		<p>class;</p> <ul style="list-style-type: none"> • Conduct learning style inventories 	<p>Quint, Bloom, Black, Stephens & Akey (2005).</p>
<p>3.3 School leaders develop and sustaining a comprehensive system of learning supports by ensuring an appropriate operational infrastructure and capacity building mechanisms. (Note: not really sure what the focus of this 3.3 is exactly)</p>	<ul style="list-style-type: none"> • 3.3.3 Provide professional development programs and opportunities; • 3.3.4 Hold meetings involving all levels of the school community as an open forum to discuss strategies in place and their effectiveness; • 3.3.4 Develop partnerships between parents and school officials in an effort to address the interests and needs of each child’s development (discuss child’s behavior, grades, and accomplishments); • 3.3.4 Provide parent/guardian workshops about how to better support their child’s learning and development (including issues about behavior) while collaborating with the school • Encourage the creation of Professional Learning Communities (PLC’s) by teachers who work collaboratively to solve school problems; • Provide time for collaborative work among faculty/staff members. 	<ul style="list-style-type: none"> • Administrators hold regular meetings with parents/guardians and students to assess degree to which the systems of support are becoming part of the infrastructure; • Faculty regularly review “disengaged” students’ records and progress collaboratively. 	<ul style="list-style-type: none"> • Keep track of the number and variety of professional development workshops being provided by the school administration; • Create and maintain a comprehensive database of effective strategies and tools; • Assess parent/guardian satisfaction of their ability to work successfully and easily with the school; • (?) Convene interim progress report to track progress towards identified target behaviors, norms; • (?) Develop lists of students requiring the greatest amount of learning support and assign learning mentors or coaches to these students, assess declines in numbers of students requiring support over 	<p>3.3.3 Battistich et al. (1989).</p> <p>3.3.4 Catalano et al.(2004); Flay & Allred (2003); Hawkins, Catalano, et al.(1992); Lonczak, Abbott, Hawkins, Kosterman & Catalano (2002); Patrikakou, Weissberg, Redding, & Walberg (2005).</p>

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School Climate Standard #4

The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, and physically.

INDICATORS	STRATEGIES THAT HELP TO ACTUALIZE AN INDICATOR (Numbers in this column indicate a corresponding sub-indicator)	CONCRETE SAMPLES OF ACTION STEPS	MEASUREMENT OPTIONS (Qualitative and quantitative)	SUPPORTING RESEARCH
<p>4.1 School leaders promote comprehensive and evidence-based instructional and school wide improvement efforts designed to support students, school personnel and community members feeling welcomed, supported and safe in school: socially, emotionally and physically.</p>	<ul style="list-style-type: none"> • Generate and implement simple ways to <i>promote feelings of “connectedness”</i> in the school environment; when students are close to individuals at school, happy to be at school, feel a part of the school, feel they are treated fairly and feel safe -- physically, emotionally and intellectually --they are more likely to be successful academically and be healthier individuals; • Develop an environment in which asking questions and contributing to discussions is encouraged and explicitly promoted by teachers; • Apply reasonable and consistent <i>disciplinary policies</i> that are collectively agreed upon by students and staff and are fairly enforced; • Develop a <i>teacher-coaching program</i> that promotes problem solving and sharing in a supportive work environment; • Offer multiple <i>opportunities for parents</i> to be involved in meaningful school and classroom activities that can fit diverse schedules, skills and abilities; • Develop a family welcome and orientation program; 	<ul style="list-style-type: none"> • School climate improvement goals (SMART – specific, measurable, attainable, reasonable and timely) are articulated and concrete strategies identified and implemented to meet those goals; • School climate improvement goals are explicitly included in overall school/district improvement plans; • Schools/districts engage in explicit (vocal and visible) public relations campaign to promote concepts of connectedness and safety; • School signage is welcoming and in multiple languages as necessary; • Parent/guardians/ community bulletin board is prominently placed; • All student activities/ interests are showcased throughout school/showcases display 	<ul style="list-style-type: none"> • Observe interactions in classrooms and on school property; • Evaluate family-friendly policies and practices and the availability of resources available to support them; • Develop satisfaction surveys or a suggestion box for visitors; • Assess the levels of parent/ guardian participation of subgroups in school activities (i.e. by race, ethnicity, ELL and Title I). 	<p><u><i>Simple ways to promote “connectedness”</i></u> Fredericks, Blumenfeld, & Paris (2004);</p> <p>Quint et al.(2005).</p> <p><u><i>Disciplinary policies</i></u> Patton et al.(2006);</p> <p>Voisin, Salazar, Crosby, Diclemente & Yarber (2005);</p> <p><u><i>Teacher-coaching program</i></u> Battistich et al.(1989);</p> <p>Catalano et al.(2004);</p> <p>Hawkins et al.(1992);</p> <p>Lonczak et al.(2002).</p> <p><u><i>Opportunities for parents</i></u> Battistich (1997)</p>

	<ul style="list-style-type: none"> Disciplinary consequences are primarily educative rather than being punitive. 	<p>academics, sports, music, technology, etc. fairly);</p> <ul style="list-style-type: none"> Students are recognized for daily successes; Create and implement mentoring programs between adults/students and student/student; Monthly newsletters to home always include focus on school climate and strategies for parents/guardians to work collaboratively on climate; Involve students in active leadership roles specifically to assist in supervision of common areas in the school (playgrounds, outdoor fields, busses, hallways, cafeteria, bathrooms, etc.) 		<p>Battistich et al.(1997);</p> <p>Battistich et al.(1989);</p> <p>Epstein (2001);</p> <p>Epstein, Sanders, Simon, Salinas, Jansorm & Van Voorhis (2002);</p> <p>LoSciuto, Rajala, Townsend & Taylor (1996);</p> <p>Perry, Williams, Veblen-Mortenson et al.(1996);</p> <p>Slavin, Madden, Dolan & Wasik (1996).</p>
<p>4.2 Students, their families, school staff, and community stakeholders are regularly surveyed about and asked to indicate what the school should do to further enhance a welcoming, supportive, and safe environment.</p>	<ul style="list-style-type: none"> Encourage school and community members to have open and honest communication about the school environmental; Ask community members to make suggestions about simple ways to improve the physical environment of the school. 	<ul style="list-style-type: none"> Classroom meetings are regularly held; Building administrator regularly meets with students (lunch bunches, etc.); Create multi-age/grade level “advisory” groups that meet regularly as a vehicle to promote connectedness. 	<ul style="list-style-type: none"> Utilize school climate survey; Individual screens are conducted by teachers through conferences, counselors during regular meetings. 	<p>Blum, McNeely & Rinehart (2002);</p> <p>Safe Havens International (2004).</p>
<p>4.3 School leaders monitor and evaluate the</p>	<ul style="list-style-type: none"> Create and maintain a comprehensive database for the different school-wide interventions; 	<ul style="list-style-type: none"> Regularly revisit and monitor school-wide and specific school climate improvement goals; 	<ul style="list-style-type: none"> Utilize school climate survey; Observe interactions in 	

<p>interventions designed to support people feeling welcomed, supported and safe and use that data to improve relevant policies, practices, facilities, staff competencies, and accountability.</p>	<ul style="list-style-type: none"> • Assess and modify current policies and practices in an effort to improve the school environment; • Provide time for collaborative discussion and action planning. 	<ul style="list-style-type: none"> • School Administrators regularly conduct classroom walk-throughs and share best practice; • Devote regular time in faculty meetings for input and discussion. 	<p>classrooms and on school property.</p>	
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School Climate Standard #5				
The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.				
INDICATORS	STRATEGIES THAT HELP TO ACTUALIZE AN INDICATOR (Numbers in this column indicate a corresponding sub-indicator)	CONCRETE SAMPLES OF ACTION STEPS	MEASUREMENT OPTIONS (Qualitative and quantitative)	SUPPORTING RESEARCH
5.1 Students and staff model culturally responsive behavior. This reflects continuous learning that builds knowledge, awareness, skills, and the capacity to identify, understand, and respect the unique beliefs, values, customs, languages, and traditions of all members of the school community ³ .	<ul style="list-style-type: none"> • 5.1.1 Create a portfolio of classroom exercises that teachers can implement into their curriculums; • 5.1.1 Invite parents to share their cultural backgrounds and experiences by hosting programs within the school; • 5.1.2 Develop school-wide activities and field trips that give students and educators opportunities to learn about different cultures, people with disabilities, and topics such as arts or sports; • 5.1.2 Encourage open, respectful communication about differing viewpoints. Create opportunities for students to challenge and debate to teach respect for diverse opinions and perspectives; • Support educators acting as “living examples” of upstander behavior and being thoughtful adults in terms of social, 	<ul style="list-style-type: none"> • Schedule and present to all educators, parents/guardians and students information about legal rights and responsibilities (FERPA, IDEA Title VI, Title IX, relevant anti-bullying laws, etc.); • Create “handbooks” for all constituencies with information about legal rights and responsibilities, as above; • Schedule and provide research informed professional development to all school community members pertaining to 	<ul style="list-style-type: none"> • Develop a survey that assesses school-wide activities and their effectiveness; • Observe classroom interactions; • Have teachers submit a write-up of their lesson plans that address diversity at a regular interval; • Develop a system in which administrators come into classrooms to view a lesson plan in action and provide constructive feedback to the teacher; • Bring in cultural and diversity experts to evaluate existing academic 	<p>5.1.1 Peña (2000).</p> <p>5.1.2 Battistich et al.(1996); Battistich et al.(1989); Patton et al. (2006).</p>

³ This definition of culture competence has been adapted from the State of Ohio’s Governors Cabinet Council.

	<p>emotional, ethical and civic learning;</p> <ul style="list-style-type: none"> • Integrate current events, local, state, national and global affairs into the curriculum to promote awareness of social, political and civic issues. 		<p>formative and summative assessments for inherent biases.</p>	
<p>5.2 Relationships among and between staff and students are mutually respectful, supportive, and civil.</p>	<ul style="list-style-type: none"> • 5.2.1 Ensure that each child feels “connected” to a responsible and caring adult; • 5.2.2 Establish classroom norms and specific social contracts that help guide behavior and relationships; • 5.2.2 Develop an advisory board of students and teachers to discuss ongoing issues within the school community. For example, choose students from different friend groups (cliques) to represent various perspectives within the student body. 	<ul style="list-style-type: none"> • Pair adults in school to individual students; • Use of common courtesy is role modeled at all times and in all settings by all school community members (students, educators, family members); • Faculty/staff members are given professional development on listening skills and the anatomy of the conflict cycle. 	<ul style="list-style-type: none"> • Perform school “walk throughs”; • Utilize comprehensive school climate assessment; • Submit minutes from advisory meetings for review by the principal; • Assess membership on student advisory board to ensure equitable student representation. 	<p>5.2.2 Catalano et al.(2004); Hamre & Pianta (2005); Lonczak et al. (2002).</p>
<p>5.3 Students and staff are actively engaged in and celebrate milestones and accomplishments as they work to achieve meaningful school and community life and improvement efforts.</p>	<ul style="list-style-type: none"> • Develop some type of newsletter or method to disseminate information that addresses the accomplishments of the school and is distributed throughout the surrounding community; • Highlight special accomplishments by publicly displaying information and pictures of classroom activities; • Encourage intrinsic rewards for academic and extracurricular achievements by displaying student work and accomplishments to parents, other students and teachers. 	<ul style="list-style-type: none"> • Students and faculty/staff are regularly recognized (rather than being “rewarded”) for small and larger contributions to the school community (helping others, civic projects, personal improvement, role-modeling, mentoring, etc.) through newsletters, e-mail, notes home, bulletin boards, showcases, data walls, conferences, assemblies, phone calls, etc.). 	<ul style="list-style-type: none"> • Ensure the newsletter is distributed in a timely fashion and an archive is kept; • Require that classroom information displays are up-to-date; • Document student engagement and improved school climate in a final report that measures target behaviors at T2, end of cycle; • (?) Next steps include several options, i.e., re-engagement in another school climate cycle to expand behavioral targets 	<p>Bendtro, L., Brokenleg, M & Van Bockern, S. (2002); Bluestein, J. (2001); Blum, R. (2005); Catalano et al.(2004); Hawkins et al.(1992); Lonczak et al. (2002).</p>

			to include <u>academic</u> targets, especially for the vulnerable subgroups, establishment of standards in school culture, celebrating milestones, or implement assessment to study long-term benefits using internet-based surveys, interviews with key staff, long-term data on target behaviors, school documents, etc. for publication dissemination...	
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