

**Connecticut Association of Schools K-8  
Recognition of Positive School Climate Scoring Instrument  
P-present      NI-Not yet implemented**

**School name** \_\_\_\_\_ **Principal** \_\_\_\_\_

**1. The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.**

School	CAS	Indicator Standard	Suggested Sources of Evidence
		Security policy and procedures to insure a safe productive climate are known, documented and practiced.	logs of practice, locked doors, visitor identification, employee name tags
		Safety practices and policies are regularly assessed to ensure continual refinement to meet needs.	schedule /meeting notes crisis plan, surveys, parent input
		Clear expectations for behavior are stated in positive terms. Expectations are consistent, well communicated, and result in consequences for those who do not adhere.	posted expectations, referral slips, referral process
		Parents are consulted or involved in decision making about school procedure	newsletter inviting feedback, parent/teacher or parent/administrator forums, surveys and parent representation on school improvement teams.
		Mechanisms for communication are in place	newsletters, phone chains, school and teacher web sites, and e-mail access to school administrators and teachers; cable TV
		Programs are in place to promote intergroup understanding and respect.	anti-bullying programs, developmental guidance lessons, character education, and diversity programs
		There is a screening mechanism and procedure for volunteers/mentors.	
		There is a formal advisory group or committee that works collegially with administrators to improve climate.	agenda, meeting notes, schedules

**2. The school community sets polices 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.**

School	CAS	Indicator Standard	Suggested Sources of Evidence
		Content and curriculum aligned to 21 <sup>st</sup> century skills	21 <sup>st</sup> century skills identified and embedded in curriculum
		Intervention framework is evident	SRBI clearly articulated and implemented
		Personalized learning is promoted	evidence of student choice, goal setting templates, student portfolio, Naviance
		Civic responsibilities covered at all grade levels	community involvement activities
		Social emotional learning programs supported in school	list:
		The school is a place where collegial interaction and collaboration across grade levels and within grade levels is encouraged and enabled	Common Planning Time

**3. The school community practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development, (b) enhance engagement in teaching, learning, and school-wide activities (c) address barriers to learning and teaching and reengage those who have become disengaged and (d) develop and sustain an appropriate operational infrastructure and capacity building**

School	CAS	Indicator Standard	Suggested Sources of Evidence
		Instructional practices focus on cognitive as well as behavioral learning.	lesson plans, behavioral expectations with teaching strategies
		Opportunity for students to dialogue with staff or peers about interests, needs, choices, decision making)	small group opportunity, Socratic seminar, peer mentors, peer mediation processes, developmental guidance
		Practices in place to support the enhancement of intrinsic motivation	recognition for exhibiting positive social, ethical behaviors
		School wide practices for reengagement of all stakeholders	designated times, personnel and materials to support engagement. Documentation of school/home and community agency collaboration (family nights, clubs etc.). parent liaison, family resource centers
		School community utilizes Restorative Justice practices	

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

School	CAS	Indicator Standard	Suggested Sources of Evidence
		Signage supports a welcoming environment.	list samples of signage: multi-language signs, where appropriate, posted on doors and in hallways that use positive, affirmative language to direct, suggest, and/or recommend.
		Adult interactions are respectful.	visitors greeted quickly and with courtesy.
		Operational infrastructure supports a welcoming climate.	building is clean and maintained. Grounds are groomed and free of any safety issues.
		Student work is displayed throughout the building.	list samples of work displayed:

**5. The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.**

School	CAS	Indicator Standard	Suggested Sources of Evidence
		The school encourages students to contribute ideas for all school activities, school-wide service projects	look for student leadership evidence :community service
		There is at least one adult who knows and takes responsibility for each student.	small group lists, goals, schedules, look for evidence of goal setting with adults, advisor/advisee and small group engagement with students, staff/student mentoring programs, student support center, and student assistant teams.
		School demonstrates a climate of cultural responsiveness.	literature displays, posters, signs, embedded activities that recognize diversity of school population

**Feel free to add to or explain any area:**