



**CONNECTICUT**  
 ASSOCIATION OF SCHOOLS  
SERVING SCHOOLS AND THEIR LEADERS

**Center for Leadership and Innovation**

***Recognition of Positive School Climate Scoring Instrument***

**E-Evident      NI-Not yet implemented**

School Name \_\_\_\_\_  
 Principal \_\_\_\_\_  
 Principal's Email Address \_\_\_\_\_  
 School Address \_\_\_\_\_  
 City/Town/Zip \_\_\_\_\_

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

School	CAS	Indicator Standard	Possible Sources of Evidence
		Security policy and procedures to insure a safe productive climate are known, documented and practiced.	
		Safety practices and policies are regularly assessed to ensure continual refinement to meet needs.	
		Clear expectations for behavior are stated in positive terms. Expectations are consistent, well communicated, and result in consequences for those who do not adhere.	
		Parents are consulted or involved in decision making about school procedure	
		Mechanisms for communication are in place	
		Programs are in place to promote intergroup understanding and respect.	
		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.	

**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	Possible Sources of Evidence
		Content and curriculum aligned to 21 <sup>st</sup> century skills	
		Intervention framework is evident	
		Personalized learning is promoted	
		Civic responsibilities covered at all grade levels	
		Social emotional learning programs supported in school	
		The school is a place where collegial interaction and collaboration across grade levels and within grade levels is encouraged and enabled	

**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	Possible Sources of Evidence
		Instructional practices focus on cognitive as well as behavioral learning.	
		Opportunity for students to dialogue with staff or peers about interests, needs, choices, decision making)	
		Practices in place to support the enhancement of intrinsic motivation	
		School wide practices for reengagement of all stakeholders	
		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	Possible Sources of Evidence
		Signage supports a welcoming environment.	
		Adult interactions are respectful.	
		Operational infrastructure supports a welcoming climate.	
		Student work is displayed throughout the building.	

**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	Possible Sources of Evidence
		The school encourages students to contribute ideas for all school activities, school-wide service projects	
		There is at least one adult who knows and takes responsibility for each student.	
		School demonstrates a climate of cultural responsiveness.	

*Feel free to add or explain any area:*

Please email the completed rubric  
Cathy Prowe at CAS  
[cprowe@casciac.org](mailto:cprowe@casciac.org)