Connecticut Association of Schools
Middle Level Exemplary School Climate
Self Assessment Scoring Instrument

School _____

Street address _____

Town, State, Zip _____

e-mail _____

This document is intended as a school self-assessment instrument for *CAS Exemplary School Climate* certification. A collaborative and inclusive process should be used in the collection of the data and the completion of the application. Please download and fill out the form completely and accurately. Each item should be assigned a point value in column one from 0 to the maximum of 3. Please remember that the certification is designed to recognize **CAS member middle** schools with exemplary school climate**.**

Possible Pts.   0= Never; 1= Rarely; 2= Often; 3= Always

School   CAS   Documentation   Characteristics
                                (For CAS Use)

The school provides a safe and healthy environment

School	CAS	Documentation (For CAS Use)	Characteristics
			Security procedures are known, documented and practiced; i.e. lockdown, evacuation etc.
			The school is safe from outside threats, i.e. locked outside doors, visitor identification, and requirements for visitors to report to the office
			Teachers are visible in the hallways during passing time
			Restrooms show evidence of monitoring and upkeep
			Clear expectations for behavior are stated in positive terms. Expectations are consistent, well communicated, and result in consequences for those who do not adhere. (Look for clearly articulated layers of disciplinary consequences administered by teachers and administrators.)
			Curricula supports the establishment and maintenance of healthy eating patterns and a physically active lifestyle for students.(Look for evidence of "Healthy and Active Life" content standards in the curriculum)
			Food offerings in the cafeteria and vending machines promote healthy lifestyles (Look for healthy alternatives to high sugar, high carbohydrate, high fat, and snack foods in menu choices and vending machines)
			Students feel connected to the school; i.e., all students are included in the lunchroom, activities and classrooms
			Programs are in place to promote intergroup understanding and respect; i.e. (Look for anti-bullying programs, developmental guidance lessons, diversity programs).
			Teachers feel safe and supported in behavior management. (Teachers report a high degree of satisfaction with policy and procedure)
			Students, parents and the community express satisfaction with student safety. (Look for surveys and other vehicles for feedback)
			There are documented mechanisms in place for settling disputes. (Look for programs such as peer mediation, conflict resolution programs and an appeals process)

			Student-adult interactions are characterized by mutual respect. (Look for friendly, personal interactions during transitions, passing time and in public areas of the school).
			Peer interactions are characterized by respect (Look for positive results on student surveys; anti-bullying programs and participation in activities such as "Don't Laugh at Me" or "Respect Me."
			Teacher and student dress shows evidence of self-respect. (Look for evidence that teacher dress sets a positive tone, that there are clear expectations for dress for both students and teachers, and the dress code is enforced.)
			There is at least one adult who knows and takes responsibility for each student (look for evidence of goal setting with adults, advisor/advisee and small group engagement with students; also staff/student mentoring programs, student support center, big brother-big sister, Student Assistant Teams).
			There is some form of advisor-advisee (Look for advisor-advisee programs, extended homerooms, and small group meetings about social / emotional / school issues. Look for regular meeting times. Look for curriculum or topic outlines tied to developmental guidance. Look for high percent of, and variety of adult staff involved. Look for high staff to student ratio)

The school welcomes students and visitors

			Signs are user-friendly;" welcome" rather than "do not" (Look for multi-language signs (where appropriate)posted on doors and in hallways that use positive, affirmative language to direct, suggest, and/or recommend)
			The office staff and/or security people are friendly and helpful (Look for someone who greets visitors courteously and quickly. Observe how promptly and courteously office staff interacts with visitors and how thoroughly they address questions and give directions)
			There are convenient parent and visitor parking spaces. (Look for clear directions leading to convenient parking areas with well marked signs and visible spaces for visitors and handicapped drivers).
			School grounds are well maintained. (Look for trimmed lawns,; a neat, finished look, an absence of litter and adequate lighting
			The building is clean and cheerful. (Look for clean shiny floors, well-maintained bathrooms.
			Student work is displayed throughout the building (Look for evidence of current student work displayed in the classrooms, hallways, library, cafeteria and school offices {If no student work, ask "why"})
			There are programs/processes to welcome new students and families into the school. (Look for student groups dedicated to peer orientation; materials and procedures to welcome new students and families such as breakfast/programs or neighborhood meetings)
			There are supportive transition programs. Components include curricular information from elementary to middle and middle to high school (Look for orientation programs for students and parents, transition team meetings among faculties, documentation reflective of parent and student concerns for acclimation to a new school.)

Stakeholders are involved in planning and decision-making

			There is a formal advisory group or climate committee that works collegially with administrators to improve climate. (look for agendas and minutes; student government involvement)
			Faculty members have input into the development of school rules and disciplinary procedures. (Look for shared decision-making procedures)
			Teams make team decisions on their own (look for demonstrable examples of autonomy; evidence of diversity in team expectations, rules, schedules and activities.)
			Students have input in selecting activities, field trips, social functions (Look for all-team meetings, surveys, student leadership roles)
			Students have input in the development of school and team rules (Look for process for involving students in handbook revision, evidence of student input in team/classroom rules, advisory groups, regular meetings between decision-makers and students, student council or government,)

Parents, the community at large and students are involved in their school

			Parents feel welcome in the school (Look for parents in classrooms, on field trips, parent conferences during the school day, library volunteers, parent's resource center)
			There a PTO/ PTA or similar group (Look for regularly scheduled meetings, parent group activities, opportunities for parent involvement in school service; regular meetings as evidenced by agenda /minutes)
			Parents are consulted or involved in decision making about school procedure (Look for newsletter articles inviting feedback, parent/ teacher or parent/administrator forums, surveys, parent representation on school improvement teams)
			The school promotes outreach into the community (Look for school/business partnerships, community service projects, school/senior citizen initiatives, community participation in community or civic events such as parades and patriotic ceremonies. Look for community leaders as speakers in school; shadow day programs, student art displays in public buildings and libraries.)
			Mechanisms for communication are in place (Look for newsletters, phone chains, school and teacher web sites, e-mail access to school administrators and teachers; cable TV.)

The school encourages active student participation in a variety of programs

			There are a variety of after-school activities programs (Look for intramurals, clubs, activity nights; documentation to include monthly calendars, message boards, student/parent handbooks or website.)
			There are programs in place to honor and recognize diversity (Look for exchange programs, international celebrations, extensive world language programs, Black History month celebrations, research projects/field trips on ethnic backgrounds, library displays on diversity, special dramatic multi-cultural presentations/programs, and facilitated conversations about diversity.)
			The school recognizes and rewards good citizenship (Look for formal programs such as DAR, "Catch Someone Doing Something Good," presidential and secretary of state awards, citizen of the month, citizenship component on report cards, school wide character education programs and character elements in the school mission statement.)
			There are opportunities for student leadership in a variety of venues. (Look for student government, variety of student-led clubs, guides, sports etc.)
			The school recognizes and rewards academic excellence (Look for student of the month awards programs, honor roll, breakfast recognition, citizenship assembly programs, privileges for good citizens, scholar leader displays.)
			Total Points

Form Completed by:_____

Please describe the process used in the completion of this application _____

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Signature of Principal _____

Date_____

Please complete and return to:

Mr. Earle G. Bidwell
Connecticut Association of Schools
30 Realty Drive
Cheshire, CT 06410