Pennsylvania School Climate Standards

1. **The education community* has a shared vision and coordinated plan for promoting, enhancing and sustaining a positive school climate*. All members understand their individual role while applying a systemic approach to developing a positive school climate.**

   a) School policies and practices support school, family, youth and community members working together to establish a safe and productive learning community.
   b) Schools gather accurate and reliable data* about school climate from students, school personnel and parents / guardians for continuous improvement and share it regularly with the school community.
   c) Capacity building is developed over time to enable all school community members to meet school climate standards.

2. **The education community provides a safe and secure learning environment that promotes health and wellness.**

   a) Policies and mission and vision statements that promote social, emotional, ethical and civic, as well as intellectual skills and dispositions are developed and institutionalized.
   b) 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.
   c) 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 norms of learning and teaching that foster mutual respect and caring; engagement; safety and well

being; civil, pro social, responsible behavior; and a psychological sense of community.

d) Policies ensure the operational and capacity building mechanisms (including staff and student development) related to this standards are fully integrated into a school's infrastructure and are effectively implemented and sustained.

e) Clear and consistent boundaries (school rules) are developed for all members of the community that support positive school climate.

f) Policies promote evaluating, monitoring, and securing the physical environment for safety: social, emotional, intellectual and physical.

g) Policies are in place to Implement and monitor physical health and wellness.

3. **The education community promotes an environment that recognizes and understands diversity and builds positive citizenship where all members are welcomed, safe, engaged, and supported.**

a) 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, intellectually, and physically.

b) Students, their families, school staff, and community stakeholders are regularly surveyed and are asked to indicate what the school should do to further enhance a welcoming, supportive, and safe environment.

c) School leaders monitor and evaluate the prevention and intervention strategies designed to support people feeling welcomed, supported and safe and use that data to improve relevant policies, practices, facilities, staff competencies and accountability.

4. **The education community meaningfully and proactively engages its larger community* to create and sustain positive school climate.**
   a) The educational community proactively engages students in a meaningful way.
   b) Students and staff model culturally responsive and ethical 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.
   c) Relationships among and between staff and students are mutually respectful, supportive, ethical, and civil.
   d) Students and staff are actively engaged in celebrating milestones and accomplishments as they work to achieve meaningful school and community life.
   e) The education community creates and maintains purposeful outreach and communication of shared vision and plan with the larger community.

5. **The education community and its partners provide a nurturing learning environment that specifically promotes the acquisition of social, emotional, behavioral, civic, ethical, and academic competencies.**
   a) Specific practices are designed to enhance engagement of every student through classroom-based social, emotional, ethical and civic learning and in school-wide activities.
   b) Teachers and school administrators design specific classroom and school-wide practices to address barriers of learning and teaching and reengage those who have become disengaged.
   c) School leaders develop and sustain a comprehensive system of learning supports by ensuring an appropriate operational infrastructure that incorporates capacity building mechanisms.
   d) Adults within the educational community will serve as role models regarding social, emotional, behavioral, ethical, civic, and academic competencies.

Related Definitions

- **School climate** refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

- **A sustainable, positive school climate** fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes:
  - Norms, values and expectations that support people feeling socially, emotionally and physically safe.
  - People are engaged and respected.
  - Students, families and educators work together to develop, live and contribute to a shared school vision.
  - Educators' model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
  - Each person contributes to the operations of the school and the care of the physical environment.

- **Education Community**: including all those in the school, around the school, and coming through the school;

    Defined for Standard 1 – Four Layers –
        Superintendent / CEO; Governing Board
        School Leadership / Principal
        Classroom Teachers / Support Staff
        Students and Their Families

- **Larger Community**: including, but not limited to businesses; support agencies; institutions of higher education; faith-based organizations; law enforcement agencies; service communities; healthcare providers; local government agencies; childcare providers

- **Accurate and Reliable Data**: including an assessment of various aspects of safety (e.g. rules and norms; sense of social-emotional-intellectual safety as well as physical safety), Teaching and Learning (e.g. social, emotional and civic learning; support for learning; leadership); Interpersonal Relationships (e.g. respect for diversity; social support that adults provide for students; social support for students provide for students; professional relationships); and, the Institutional Environment (school connectedness / engaging; physical surrounding).

Pennsylvania Student Interpersonal Skills Standards

1. **Develop self-awareness and self-management skills to achieve school and life successes.**

   (A) Identify and manage one's emotions and behavior.
   (B) Recognize personal qualities and external supports.
   (C) Demonstrate skills related to achieving personal, civic and academic goals.

2. **Use social-awareness and interpersonal skills to establish and maintain positive relationships and respect for cultural diversity.**

   (A) Respect and recognize the feelings and perspectives of others.
   (B) Respect and recognize individual and group similarities and differences.
   (C) Use communication and social skills to interact effectively with others.
   (D) Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
   (E) Create societal norms which encourage active engagement in creating healthy relationships (upstanders vs. bystanders) and promoting positive -responsibility as an observer of 'negative behavior'.

3. **Demonstrate decision-making skills and responsible behavior in individual, family, school, and community contexts.**

   (A) Consider civic, safety, and societal factors in making decisions.
   (B) Apply decision-making skills to deal responsibly with daily academic and social situations.
   (C) Contribute to the well-being of one's school and community.