



School Climate Standards

PA State Board of Education
January 28, 2010

"The most important single ingredient in the formula for success is knowing how to get along with people."
Theodore Roosevelt

Introduction to School Climate

What is School Climate?

School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

School climate sets the tone for all the learning and teaching done in the school environment.

National School Climate Council at the Center for Social and Emotional Education, NYC

Major Components to School Climate

- Safety
- Teaching and Learning
- Interpersonal Relationships
- Institutional Environment

Positive School Climate Promotes

- Safe and Secure Learning Environment
- Student Achievement
- School Success
- Effective Risk Prevention
- Positive Youth Development
- Increased Teacher Retention

Goals of the State Board of Education

- High School Reform
- Student Health and Wellness
- School Safety
- Teacher Effectiveness

Focus on Safety; Student Health and Wellness

Led to the Creation of a School Climate Committee

School Climate Committee

- Center for Social and Emotional Education/National School Climate Council
- American Institutes for Research – Washington D.C.
- Pennsylvania Parent Teacher Association
- State American Federation of Teachers
- Education Law Center - Philadelphia
- Pennsylvania Association of Elementary and Secondary School Principals
- Pennsylvania Association of School Administrators
- Pennsylvania Commission on Crime and Delinquency
- Exceptionality Programs – Bloomsburg University

School Climate Committee

- Center for Schools and Communities
- Professor of Human Development and Psychology – Penn State
- Pittsburgh Federation of Teachers
- Windber Research Institute
- Coordinator of Special Education – York College
- LEAP-Kids (Law Education and Peace for Kids)
- Pennsylvania Bar Association
- Pennsylvania School Board Association
- Pennsylvania Training and Technical Assistance Network

School Climate Committee

- State College Area School District
- Pennsylvania State Education Association
- Pennsylvania Intermediate Unit – IU20
- Departments of Health
- Department of Public Welfare
- Duquesne University
- School District of Philadelphia
- State Board of Education
- Staff – Department of Education

Analysis of National / State Standards

- National School Climate Standards (National School Climate Council)
- Social and Emotional Conditions for Learning (American Institute for Research)
- PTA Standards for Family-School Partnerships
- Ohio School Climate Guidelines

Other Standards - Continued

- Illinois Social and Emotional Learning Standards
- KIPP (Knowledge is Power Program) Standards
- Pennsylvania Standards for Kindergarten

Creation of Matrix

School Climate Standards								
	FTA Standards for Family-School Partnerships	National School Climate Standards	Ohio School Climate Guidelines	Social and Emotional Conditions for Learning (American Institute for Research)	PA Standards for Kindergarten	Illinois Social and Emotional Learning Standards	KIPP Standards	Pennsylvania School Climate Standards (draft)
Standard 1	Welcoming all families into the school community. (Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.)	The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.	Schools, parents and communities together bolster academic achievement.	Students are self-	25.1: Self Concept (Identify) Children see themselves as valuable and worthwhile individuals in their homes, classrooms and communities.	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, and (C) Demonstrate skills related to achieving personal and academic goals.	Values and Expectations: The values and expectations of the school community provide a safe and secure learning environment that promotes health and wellness.	The education community provides a safe and secure learning environment that promotes health and wellness.

- Identification of Commonalities
- Focal Areas

History of Standards Development

- October - School Climate Stakeholders Kick-Off Meeting
- December – Working Meeting of the Stakeholders – Developing School Climate Draft Standards
- January – Working Meeting of the Stakeholders – Developing Student Interpersonal Skill Draft Standards

Pennsylvania Standards

- School Climate Standards
- Interpersonal Skills Standards

School Climate Standards (Focus on Systems)

- The education community provides a safe and secure learning environment that promotes health and wellness.
- The educational 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.
- The educational community promotes an environment that recognizes and understands diversity and builds positive citizenship where all members are welcomed, safe, engaged, and supported.

School Climate Standards (Focus on Systems)

- The educational community meaningfully and proactively engages its larger community to create and sustain a positive school climate.
- The education community and its partners provide a nurturing learning environment that specifically promotes the acquisition of social, emotional, behavioral, ethical, and academic competencies.

Interpersonal Skills Standards (Focus on Students)

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships and respect for cultural diversity.
- Demonstrate decision-making skills and responsible behavior in individual, family, school, and community contexts.

School Climate Standards



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School Climate and Interpersonal Skills Standards

Parent Engagement Curriculum Framework

SWPBS Decision Making Framework

<p>Standard 1 The education community* provides a safe and secure learning environment that promotes health and wellness.</p>	<p>Concept Ensuring an intellectually, emotionally and physically safe school environment</p>	<p>Universal – Tier 1 School and classroom wide systems for all students, staff, and all settings</p>
<p>Descriptor E Clear and consistent boundaries (school rules) are developed for all members of the community that support positive school climate</p>	<p>Competency (schools) Engage the school community on establishing safe school expectations, including a system for on-going education and communication</p>	<p>Universal School Wide Expectations Clear and consistent school expectations and behaviors (school rules), which are developed by, taught to, and positively reinforced by the school community</p>

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Next Steps

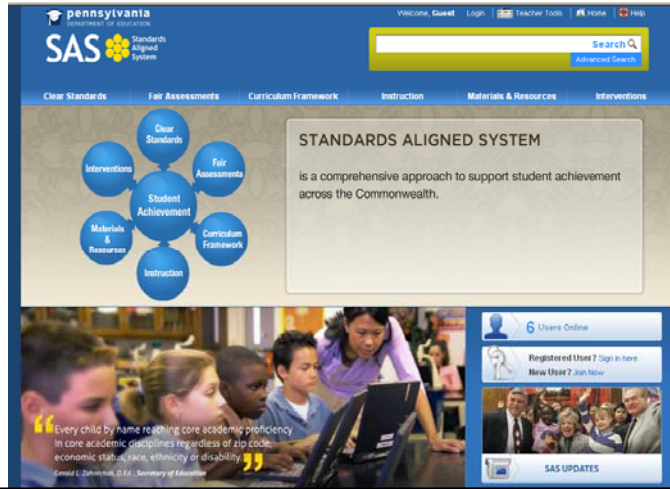
Regulatory Process

- Introduction via Roundtables for the Purpose of Public Comment
- Draft Regulations
- Proposed for Adoption

Integration of Standards within the Standards Aligned System

- Curriculum Frameworks
- Assessments
- Materials and Resources
- Instruction
- Interventions

Review of Standards Aligned Systems (SAS)



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