

## **The National School Climate Standards Original 2010**

- 1. The school community has a shared vision and plan for promoting enhancing and sustaining a positive school climate.**
- 2. The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.**
- 3. The school community's practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students, (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 mechanisms for meeting this standard.**
- 4. The school community creates an environment where all members are welcomed, supported, and feel safe in school: emotionally, intellectually and physically.**
- 5. The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.**

**The Connecticut School Climate Standards  
(Rev. 2023)**

**(Adapted from the National School Climate Standards 2010)**

- 1. The school district community has a shared vision and plan for promoting enhancing and sustaining positive and restorative school climates in each of its schools.**
- 2. The school district sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and (b) works comprehensively to address barriers to teaching and learning, to reengage students, teachers and/or parents/guardians who have become disengaged.**
- 3. Each school community's practices are identified, prioritized and supported to (a) promote academic learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning and school-wide activities; (c) address barriers to teaching and learning and reengage those who have become disengaged; and (d) develop and sustain an appropriate restorative infrastructure to build capacity for meeting this standard.**
- 4. Each school community creates an environment where *all* members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically.**
- 5. Each school community develops meaningful and engaging practices, activities and norms that promote ethical, social/emotional and civic awareness and accountability, and a commitment to restorative justice.**