

Safe and Supportive Schools Model of Climate

Alignment with

CEEA Student and Faculty/Staff Survey

		Culture of Excellence: Student Behaviors		Culture of Excellence: Faculty/Staff Practices	
Engagement	Academic Engagement	28)	Students push themselves to meet high standards.	2)	Faculty/staff have students study examples of high quality work and factors that contribute to that quality.
		32)	Students set goals for doing better in school and keep track of whether they are improving.	5)	Faculty/staff teach students how to set goals and keep track of their progress.
		33)	Students take pride in the quality of their work.	1)	Faculty/staff teach students how to manage their time.
		34)	Students show a can-do attitude when faced with a new challenge.	3)	Faculty/staff assign work requiring creativity or original thinking.
		36)	Students work hard to overcome their challenges.	7)	Faculty/staff challenge students to express and defend their ideas.
		37)	Students take initiative to get things done without being asked or reminded.	8)	Faculty/staff insist students revise their work until it meets the teacher's standard for quality.
		38)	Students continue trying hard, even when things are not easy.	10)	Faculty/staff help students discover and develop their talents.
		40)	Students are open to suggestions for improvement.	11)	Faculty/staff teach students different strategies for solving problems.
				13)	Faculty/staff give students opportunities to work on real-life challenges.
Academic Disengagement	Academic Disengagement	27)	Students often spend their time doing what they want to do, instead of what they should be doing.	4)	Faculty/staff provide feedback that helps students improve.
		29)	Students put off doing things they don't like to do.	6)	Faculty/staff help students learn from their mistakes.
		30)	Students do just enough to get by on their schoolwork.	9)	Faculty/staff help students understand and overcome their limitations.
		31)	Students dismiss new or unfamiliar ideas.	12)	Faculty/staff help students learn how and when to ask for help.
		35)	Students need constant reminding to do what they are supposed to do.	14)	Faculty/staff have students discuss the work presented by their peers.
		39)	Students fail to complete their homework.		
Academic Environment	Academically Rigorous Environment				

Engagement

Culture of Ethics: Student Behaviors	
Positive Relationships, Respect for Diversity	42) Students are willing to help, when they see someone having a problem.
	45) Students treat teachers and staff with respect, even when they disagree with them.
	46) Students would support you if you tried to do something good.
	53) Students care only about themselves.
	41) Students get picked on or excluded, if they are not part of the popular groups.
	43) Students work well with those from different ethnic, religious, cultural, or political perspectives.
	47) Students resolve conflicts without fighting, insults, or threats.
Positive Role Modeling, School Participation	44) Students try to stop their friends from spreading rumors or gossip about others.
	48) Students when seeing someone being picked on, try to stop it.
	49) Students take an active role in helping solve school problems.
	50) Students encourage each other to follow the rules.
	51) Students are willing to confront team members who are off task.
	54) Students help others on schoolwork, without letting them copy or cheat.
	52) Students cheat on tests and assignments.

Social Environment

Culture of Ethics: Faculty/Staff Practices	
Social Emotional Learning, Positive Behavior Supports	16) Faculty/staff help students learn how to manage their emotions.
	17) Faculty/staff establish clear expectations for how students should treat each other.
	18) Faculty/staff teach students how to apply ethical thinking to real-life challenges.
	19) Faculty/staff teach students how to solve conflicts fairly and peacefully.
	23) Faculty/staff challenge students to hold each other accountable for doing the right thing.
	15) Faculty/staff give students individual attention and assistance when they need it.
Participation	21) Faculty/staff help students understand and do what is right.
	20) Faculty/staff ask for student input when setting up rules.
	22) Faculty/staff provide students with opportunities to give input on class or school issues.
	24) Faculty/staff involve students in different leadership roles in the school.
	25) Faculty/staff take time to discuss important ethical issues in our school, community, or world.
	26) Faculty/staff involve students in various service projects or activities.

Student Health, Safety & Life Balance

Wellness

- 55) Students know how to balance their school and other commitments.
- 56) Students often do things that are unhealthy, even though they know they are bad for them.
- 57) Students think it's no big deal to use drugs and alcohol.

Faculty/Staff Support for and Engagement of Students

Environment

Faculty/Staff Support, Positive Relationships, Connection

- 58) Faculty involve students in shaping classroom norms and expectations.
- 59) Faculty/staff provide support for growth and improvement of all students.
- 60) Faculty/staff challenge all students to do their personal best.
- 61) Faculty/staff give students a voice in important school issues.
- 62) Faculty/staff help students feel safe and cared for.
- 63) Faculty/staff prevent negative student traditions or interactions, such as student hazing or peer cruelty.
- 64) Faculty/staff cultivate academic integrity among students.
- 65) Faculty/staff help students develop positive relationships among each other.
- 66) Faculty/staff are trusted by students.
- 67) Faculty/staff always treat students with respect.

Student Safety

Safety

Physical, Emotional Substance use

- 68) ... someone gets drunk or high.
- 69) ... someone verbally abuses or harasses another person.
- 70) ... someone steals from another person.
- 71) ... someone physically assaults another person.
- 72) ... someone uses e-mail, text messaging, or websites to bully or harass others.

Safe and Supportive Schools Model of Climate

Alignment with

CEEA Survey: Faculty/Staff Only Component

Professional Community: Leadership Practices

Environment

Professional Community: Leadership Practices	
Leadership	73) Fostering the culture of excellence and ethics is important to the building administrators.
	74) Good work is noticed and appreciated by the building administrators.
	75) Building administrators support and encourage faculty and staff.
	76) Building administrators are committed to the professional development of faculty and staff.
	77) Building administrators consistently seek input from faculty and staff.
	78) Building administrators involve faculty and staff in decision-making.

Professional Community: Faculty/Staff Beliefs & Behaviors

Engagement

Collegial Relationships, Supports for Quality Teaching and Development of Student Competencies

- | | |
|-----|---|
| 79) | Faculty and staff regularly study and discuss the research and practice of high quality teaching. |
| 80) | Faculty and staff show trust and respect for their colleagues. |
| 81) | Faculty and staff regularly observe and critique each other's work. |
| 82) | Faculty and staff engage in open dialogue with their colleagues about important issues facing the school. |
| 83) | Faculty and staff feel personally responsible for student achievement. |
| 84) | Faculty and staff feel personally responsible for developing students' emotional intelligence and ethical behavior. |
| 85) | Faculty and staff engage in continuous self-development. |
| 86) | Faculty and staff work together to improve the quality of their teaching. |
| 87) | Faculty and staff seek feedback on student work from their colleagues. |
| 88) | Faculty and staff regularly discuss the substance and application of school discipline policies. |
| 89) | Faculty and staff are comfortable discussing difficult or controversial school issues. |
| 90) | Faculty and staff study and discuss strategies for effective student engagement. |
| 91) | Faculty and staff study and discuss strategies for social-emotional learning and character development. |

School/Home Communication & Support

Environment

Engagement with & Services for Parents to Support Learning at Home

- | | |
|------|---|
| 92) | Faculty and staff do a good job educating parents about ways to support their children's learning at home. |
| 93) | Faculty and staff do a good job helping parents understand what social, emotional, and character skills their child needs to learn. |
| 94) | Faculty and staff work with parents when their child is having social, emotional, or character challenges. |
| 95) | Faculty and staff contact parents to let them know if their child has done something well or is making improvement. |
| 96) | Faculty do a good job teaching parents how to monitor their child's progress in school. |
| 97) | The school asks parents to volunteer at the school. |
| 98) | The school provides consistent and timely communication to parents. |
| 99) | The school invites parents to participate in school committees such as curriculum, budgets, and school improvement. |
| 100) | The school helps parents find services in the community to support student needs. |

Safe and Supportive Schools Model of Climate

Alignment with

CEEA Parent Survey

Parent Perceptions of School Climate & Culture

Environment	Academically Rigorous Environment, Academic Support	1) The school provides a rigorous academic curriculum.
		3) Teachers and staff are committed to maximizing my child's potential for success.
		6) The school does a good job teaching my child to be creative in their work.
		7) The school does a good job teaching my child organizational skills.
		4) Teachers and staff provide my child with additional support when needed.
	Wellness	9) The school does a good job teaching my child to make healthy choices.
Engagement	Positive Relationships, Respect for Diversity, Social Emotional Learning	5) Developing students' character is no less important to teachers and staff than academic learning.
		8) The school does a good job teaching my child to act responsibly.
		12) Students work together on school assignments, class projects or presentations.
		13) Students exclude those who are different (for example, kids who belong to a different race, religion, or culture).
		14) Students who are not part of the popular groups get picked on or excluded.
	School Participation	15) The school involves students in making decisions about things that affect them.
		10) Parents support the school's mission and policies.
	Safety	2) The school provides a safe environment.
		11) Incidents of peer cruelty (bullying or hazing) are rare in this school.

School Engaging Parents with their Child's Learning & School Activities

Support of Learning	16) The school identifies what I can do to help my child master the skills being learned at school.
	17) The school shows me how to monitor my child's progress in school.
	18) The school assigns my child homework that requires my input and/or participation.

Support of Social Emotional Learning	19) The school helps me understand what social and emotional skills my child needs to learn.
---	--

School Participation	20) The school sends home news about things happening at school.
	21) The school contacts me if my child is having social or emotional problems.
	22) The school contacts me to share if my child has done something well or improves.
	23) The school invites me to participate in programs and activities at the school.
	24) The school provides opportunities for me to volunteer at the school.
	25) The school PTA/PTO seeks my input.
26) The school invites me to participate in school committees such as curriculum, budgets, and school improvement	

Access to Services & Supports	27) The school provides information on community services and resources that I may want to use.
--	---

Parents Engaging with School Activities

School Participation	28) I regularly talk with my child's teacher at school, on the phone, or via email.
	29) I regularly attend special events at the school.
	30) I regularly volunteer at school or in my child's classroom.
	31) I regularly attend parent or school committee meetings.

Access to Services & Supports	32) I regularly use community services and resources to aid my child's development.
--	---

Support of Learning at Home: Practices Promoting Excellence	
Academic Challenges & Support	33) I encourage my child to set and pursue high goals in their life.
	34) I regularly discuss with my child their school assignments.
	35) I help my child review material and/or practice skills in preparation for a test.
	36) I help my child monitor progress toward their goals in school.
	37) I assist my child in preparing for class projects and presentations.
	38) I make sure my child's homework is done.
	39) I ask my child to redo work that is sloppy.
	40) I encourage my child to keep trying when s/he can't do something well.

Support of Learning at Home: Practices Promoting Ethics	
Positive Behavior Supports	41) I regularly talk with my child about their interests and concerns.
	42) I teach my child how to be honest and trustworthy.
	43) I encourage my child to do what is right even when it is difficult.
	44) I explain to my child the reasons for rules and/or consequences.
	45) I hold my child accountable for their actions.
	46) I teach my child how to treat others with respect and care.
	47) I teach my child how to solve conflicts fairly and peacefully.
	48) I monitor how my child and her/his peers treat each other.