



2016-2017 HCDE Innovation Zone 13 Dimensions of School Climate¹

Each student, staff member, and guest in our learning environments deserves to be healthy, safe, engaged, supported and challenged². The following Dimensions outline the scope of school climate in the HCDE Innovation Zone, in order to support statewide efforts to better foster effective conditions for learning.

Dimensions	Major Indicators
Domain 1: Safety	
1. Behavioral Expectations	Positive behavioral expectations for all students and adults are clear, consistent, and implemented; procedures that address challenging behaviors (i.e., physical violence, bullying, harassment, and teasing) are clear, consistent and implemented.
2. Health and Wellness Expectations	Healthy school climate expectations for all students (i.e. wellness policies, alcohol, tobacco, and other drug-use prohibition policies; health services referral systems; opportunities for physical activity) are clear, consistent and implemented.
3. Sense of Physical Security	All students and adults feel physically safe and secure in their learning environment.
4. Sense of Social-Emotional Security	All students and adults feel socially and emotionally safe and secure in their learning environment; all students feel valued within their learning environment.
Domain 2: Physical Environment	
5. School Connectedness & Community Engagement	All students, staff, families, and community stakeholders are involved with and connected to the learning environment; all students have meaningful opportunities to engage within their community.
6. Physical Surroundings	Facilities, equipment, and supplies are clean, safe and secure, approximately accessible, and health enhancing (i.e., free access to drinking water, safe zones for walking and biking).
Domain 3: Teaching and Learning	
7. Support for Learning	Teachers and staff demonstrate instructional practices that support all students (i.e., trauma-informed practice; varied opportunities to demonstrate knowledge and skills; high academic expectations; promotion of healthy social-emotional development).
8. Social Skills Development	Learning environments support the development of healthy social skills (i.e., effective listening; conflict resolution; self-reflection and emotional regulation; empathy; personal responsibility; and ethical decision-making).
9. Student Engagement and Self-Direction	Students are actively engaged in identifying their learning goals, and consistently connect those goals to the learning standards and experiences present in their learning environment.
Domain 4: Interpersonal Relationships	
10. Respect for Diversity	Respect for individual differences (i.e., physical, social, cognitive, economic) is embedded in all levels of the learning environment (interpersonal relationships, school policies, curricula, etc.).
11. Social Supports for Students	Schools demonstrate, teach, and promote supportive and caring relationships (educator to student, student to educator, and student to student); schools provide families and students with opportunities to develop supportive and caring relationships.
12. Leadership	School leaders establish and communicate a clear and sustainable vision of positive school culture and climate; school leaders are accessible to school staff, and supportive of staff's development and professional needs.
13. Professional Relationships	School climate supports staff working and learning together effectively; all staff feel valued and respected by their peers.

1. Adapted from the National School Climate Center's 12 Dimensions of School Climate
2. Adopted from wholechildeducation.org; ASCD (2014)