



School Citizenship Education Climate Assessment

School climate refers to the impressions, beliefs, and expectations held by the members of the school community, including teachers, administrators, parents and community members. A positive school climate encourages mutual respect and teamwork among all members of the school community. It also provides an environment that supports students' personal and civic development as well as their academic achievement.

This survey is designed to measure the quality of the climate at your school. Each section relates to a key component of a positive school climate. When answering these questions, think about your school (or about *one* particular school in your district) *in this current school year*, and keep the following in mind:

- 1) There are no right or wrong answers in this survey. For each item, pick the one answer that you feel best describes your school using the responses provided.
- 2) Some items will ask whether you disagree or agree with a statement; others about the frequency that certain activities happen at your school.
- 3) If an item pertains to activities not offered at your school, choose "I don't know/Not applicable."

The questions in this survey were carefully selected to assess those aspects of citizenship climate most prevalent across schools. However, in realizing that all schools are unique and may foster its ideal climate in different ways, *we have also provided opportunities to list additional activities not captured in this assessment*. Each section culminates with an opportunity to describe additional activities that fall under the section's theme. Additionally, there is an opportunity at the end of the questionnaire to discuss aspects of your school's climate that you feel were not addressed in the seven main sections of the assessment.

For more information about the development of this assessment, visit www.ecs.org/qna

I am a: (choose one)

- | | |
|-------------------|--------------------------|
| Teacher | <input type="checkbox"/> |
| Administrator | <input type="checkbox"/> |
| District Official | <input type="checkbox"/> |
| Community Partner | <input type="checkbox"/> |
| Parent | <input type="checkbox"/> |
| Community Member | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

Grade level of students in school about whom you will respond (Check one or two that best apply):

- Kindergarten-Grade 2
- Grade 3-Grade 5
- Grade 6-Grade 8
- Grade 9-Grade 12

Section 1: Recognition of the Civic Purpose of Education

This section asks about your school's mission statement--a summary of your school's belief on how to best educate students.

The statements that follow relate to your school's *civic mission*.

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I Don't Know/ Does Not Apply</i>
1.1	The school has a statement about its civic purpose in its mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
1.2	The school has policies in place that focus on its civic mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
1.3	The school provides resources to achieve its civic mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
1.4	The school creates opportunities for teachers to collaborate to achieve its civic mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

The statements that follow ask about your school's mission specifically *in civic education*.

All grades in this school are engaged in education that builds a dedicated focus on...

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I Don't Know/ Does Not Apply</i>
1.5	Civics knowledge and skills--including the founding documents, civic institutions, and political processes in the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
1.6	The intellectual skills that enable citizens to take positions on public issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

1.7	The participatory skills that enable students to become active citizens in a democratic society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I Don't Know/ Does Not Apply</i>
1.8	The civic dispositions, or personal qualities, necessary for upholding the principles of a democratic society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

In what other ways do members of your school community work to foster a civic mission?

Section 2: Meaningful Learning of Civic-Related Knowledge

The statements in this section relate to how often students at your school do certain activities when they study topics related to citizenship education.

		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
2.1	Debate and discuss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.2	Role play, mock trials, mock hearings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.3	Visit with elected officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.4	Write letters to give opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.5	Read from a textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.6	Fill out worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.7	Write reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.8	Discuss current events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.9	Watch television/videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.10	Discuss television/videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.11	Read extra material not in the textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.12	Write longer answers to questions (more than a paragraph)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

In what other ways do members of your school community encourage students to learn civic-related knowledge and skills in a meaningful way?

Section 3: Cooperation and Collaboration

This section pertains to opportunities that students have in school to cooperate and collaborate with other students, teachers, and with members of the community. It also pertains to how the school as a whole collaborates with the surrounding community.

The statements that follow relate to what students learn in your school.

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I Don't Know/ Does Not Apply</i>
3.1	In this school students develop an understanding of people who have different ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.2	In this school students learn to cooperate in groups with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.3	In this school students learn to contribute to solving problems in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

The statements that follow relate to how teachers and students work together during service-learning activities.

		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
3.4	Students collaborate with adults to create and design projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.5	Students and adults develop implementation plans together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.6	Students collaborate with adults on how best to measure the success of projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.7	Students participate in the collection and evaluation of project data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

3.8 Students work with teachers in designing ways to reflect on their experiences.

The statements that follow relate to the relationship between the surrounding local community and your school.

		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
3.9	This school sends out invitations to the community to attend key school events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.10	Community members are invited to speak in classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.11	Volunteer efforts in this school are well-coordinated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.12	Effective partnerships with community-based organizations are in place at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.13	Community partners are involved in planning service events at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.14	Community partners are involved in helping students in this school reflect on service events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.15	Strong community support exists for the continuation of service-learning at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.16	Support for service-learning at this school exists at the district level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

In what other ways does your school encourage collaboration and cooperation among students, teachers, administrators, and/or community members?

Section 4: Trust and Positive Interactions

This section relates to the trust and respect that students and teachers show one another in your school.

The statements that follow relate to relationships among students in your school.

	<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
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Apply

4.1	Students engage in activities that aid in learning about diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
4.2	Teachers demonstrate an understanding of the importance of cooperation among diverse students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.3	Diverse students work with each other in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.4	Diverse students are chosen by adults to participate in important school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.5	Students get to know each other well in classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.6	Students enjoy participating with each other in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.7	Students in this school are interested in getting to know other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.8	Students enjoy working on projects together in classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.9	Students in this school develop strong bonds with one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

The statements that follow ask about relationships among teachers and students in your school.

		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
4.10	Teachers are available for students to express interests and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.11	Teachers help students to organize their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.12	Students display an interest in their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.13	Teachers go out of their way to help students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.14	Teachers assist students to catch up when they return from an absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

4.15 Teachers take a personal interest in students.

The statements that follow ask about relationships among teachers in your school.

		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
4.16	Teachers talk about practice to encourage civic mission of schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.17	Teachers can readily explain activities and lessons that support the civic mission of schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.18	Teachers enjoy developing and facilitating citizenship activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.19	Teachers are collaborative and show the ability to talk about practice in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

The following questions relate to how teachers interact with parents, volunteers, and other members of the community.

		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
4.20	Parents and volunteers support and participate in activities with students and teachers on the civic mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.21	Parents and volunteers in the community provide opportunities for citizenship education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.22	Parents and volunteers collaborate with students and teachers on civic matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.23	Parents and volunteers have a voice in the school operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.24	Parents and volunteers serve in educational activities in the community or the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

In what other ways do members of your school community foster interpersonal trust and positive interactions among one another?

Section 5: Students' Input and Participation Skills

This section asks whether students and student groups have opportunities to actively participate in decision-making processes in your school.

The following statements relate to students' participation in the life of this school.

		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
5.1	Students assist in decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
5.2	Students have a voice in school operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
5.3	Students assist in establishing school rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
5.4	Teachers are receptive to students' input about classroom learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
5.5	Students help decide how class time is spent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

The following statements relate more specifically to how student groups (e.g. student councils or other organizations) can help students to participate in school life.

		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
5.6	Electing student representatives to provide input enhances this school's operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
5.7	Positive changes occur in this school when students work together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
5.8	Organizing student groups to state their opinions helps solve problems in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
5.9	Students acting together have more influence on what goes on in this school than students acting alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

In what other ways do members of your school community take students' input into account when making decisions?

Section 6: Thoughtful and Respectful Dialogue about Issues

The statements in this section relate to students' experiences in their classrooms. When answering these questions, think especially of classes in which students discuss matters related to citizenship education and civic learning.

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I Don't Know/ Does Not Apply</i>
6.1	Students are encouraged to form opinions about issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
6.2	Students feel free to disagree openly with their teachers about political and social issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
6.3	Teachers respect students' opinions and encourage them to express them during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
6.4	Students feel free to express their opinions in class even when their opinions are different from those of most other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
6.5	Teachers encourage students to discuss political or social issues about which people have different opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
6.6	Teachers present several sides of an issue when explaining it in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

In what other ways do members of your school community encourage thoughtful and respectful dialogue about social issues?

Section 7: Engagement in and Learning about the Community

This section relates to how students' experiences in school, whether through co-curricular activities or through the classroom, teach them about the community and encourage them to be engaged in it.

The statements that follow ask about the availability and popularity of various co-curricular activities at your school. Which of the following activities are offered at your school? If offered, what is the level of participation in the activity among students?

		<i>Not Offered</i>	<i>Offered with Low Participation</i>	<i>Offered with Moderate Participation</i>	<i>Offered with High Participation</i>	<i>I Don't Know/ Does Not Apply</i>
7.1	A student council/ student government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.2	A group which prepares a school newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.3	A student exchange or partnership program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.4	An organization that promotes human rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.5	A group conducting service activities in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.6	A charity collecting money for a social cause.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

The statements that follow relate to your school's support for service-learning.

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I Don't Know/ Does Not Apply</i>
7.7	This school formally recognizes service-learning as part of its mission and/or vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.8	This school has written policies designed to support service-learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.9	Service-learning is incorporated into the school's curriculum guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.10	Service-learning at this school is linked to content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

The statements that follow relate to students' involvement in service-learning activities in their classes.

		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>

7.11	Students are asked to offer suggestions for topics and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.12	Students have primary responsibility for selecting projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.13	Students are engaged in background research on related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
		<i>Almost Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>I Don't Know/ Does Not Apply</i>
7.14	Students are expected to solve problems when they arise in projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.15	Students are responsible for public presentation of their projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

In what other ways do members of your school community help students use their knowledge to become engaged in the greater civic community?

Are there any other characteristics or practices in your school that help to define its climate for civic learning and citizenship?

Thank you for completing this assessment.

We hope that this information from this survey will be used not only for an initial measure of school climate over the most recent school year, but also to encourage and keep track of progress in creating a climate which will encourage the academic, civic, and social development of students in both the current school year and in the future.