Yoga 4 Classrooms™
Assessment of Support
National School Climate Standards

Standard 1	Standard 2
The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.	*The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge and dispositions and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.*
Encourages and supports communication between teachers, staff, students and their families to establish a shared vision and plan for promoting, enhancing and sustaining a positive school climate	Supports standards for social, emotional, ethical and civic learning which are fully integrated into the classroom and school
Encourages and supports communication between teachers, staff, students and their families to share goals, benchmarks and progress	Encourages understanding and support of individual student circumstances and differences, including differences related to race, gender, religion, etc.
Establishes empathetic and compassionate modes of conduct	Promotes mutual respect, caring and a psychological sense of community
Encourages thoughtful assessment of appropriate behaviors and constructive means of managing conflict	Improves engagement in learning by helping students to self-regulate their behavior, activity level, focus and anxiety
Encourages respect for the school environment, faculty, staff and students	Promotes student and teacher commitment to personal health and wellbeing
Engages students in the care and preservation of the school property and environment	Builds and sustains community within the classroom and the school
Encourages cooperation between students, teachers and staff	
Focuses on positive development of children and youth in the school, the community and the home	
Empowers students to discover and implement prevention and positive intervention strategies when dealing with conflict	

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Standard 3	Standard 4
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.	*The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.*
Curriculum instruction and practice supports cognitive and behavioral learning as well as social, emotional, ethical and civic engagement	Encourages a classroom and school environment where all students, staff and teachers feel welcomed, supported and safe
Fosters communication between students and teachers, such that students are able to emphasize interests and needs, express options and choices and play a meaningful role in decision-making (especially in regards to their own needs and wellbeing)	Provides conflict resolution strategies to minimize bullying and create an environment where all students feel safe and supported
Minimizes coercive interactions (bullying)	Provides understanding of diversity and encourages school members to openly accept and welcome others regardless of differences in race, faith, gender, etc.
Improves student participation, learning and enjoyment of classroom activities, enrichment activities and extracurricular activities (including sports)	Enables students to communicate their needs in order to improve and maintain a state of wellbeing
Maximizes feelings of competence, self-esteem, self-determination and connectedness to others	Encourages a greater awareness of responsibility for one's words and actions, and an improved understanding of the impact one's words and actions might have on others
Promotes healthy physical, mental, emotion and social development	
Encourages early intervention to resolve conflict	
Provides classroom management practices for maximum engagement and reengagement of all students	
Provides opportunities for students to assume leadership roles	

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Standard 3	Standard 4
Addresses physical, mental, emotional and social barriers to learning and teaching in order to keep students engaged and reengage those who have become disengaged	
Supports academic priorities of schools by improving learning readiness through physical, mental and emotional self-regulation	
Provides alternate and engaging means for students and teachers to access academic curriculum	

Standard 5
The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.

Provides greater understanding of diversity so that students and staff model culturally responsive and ethical behavior
Provides continuous practice and learning to build self-knowledge; awareness of self and others; skills; and the capacity to identify, understand and respect the unique beliefs and values of all members of the school community
Promotes curiosity, inquiry into and celebration of diverse beliefs
Encourages opportunities to provide service and support to others in meaningful and engaging ways, both within the school and in the larger community
Encourages relationships among staff and students that are mutually respectful, supportive, ethical and civil
Supports responsible and positive peer relationships
Encourages connections between students and caring, responsible adults within the school
Encourages authentic student-driven opportunities for reconcilliation and problem-solving
Supports disciplinary procedures that are respectful of all individuals

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Standard 5
Encourages celebration of milestones and accomplishments as students and staff work together to achieve meaningful school and community life