



# NJ SCHOOL CLIMATE IMPROVEMENT SURVEY

## Findings & Recommendations

Representatives from the 2025-2026

Pascack Valley & Pascack Hills

School Climate Teams

NEW JERSEY  
SCI SURVEY

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New Jersey School Climate Improvement

**PLATFORM**



New Jersey School Climate Improvement

## SURVEY

### NJ SCID Survey Domains

#### Student Sense of Belonging *(Students only)*

Students' perceptions that they are valued for who they are and feel connected to the school community

#### Leadership Support *(Staff only)*

Perceptions of practices by administrators and other leaders that promote positive relationships, cohesion, and trust at work

#### Organizational Resources and Supports *(Staff only)*

Perceptions of school- and district-level structures (e.g., policy, procedures, time) and supports (e.g., resources and professional development) that promote growth, collaboration, productivity, and successful performance at work

#### Collegial Support *(Staff only)*

Perceptions of professional relationships that promote trust, respect, and support among colleagues for facilitating workplace satisfaction

#### Family Support and Engagement *(Staff & Parents/Caregivers)*

Perceptions of support and engagement of parents/caregivers, as well as the perceived quality of relationships between staff and parents/caregivers

### All Respondent Groups *(Students Grades 3-5; Students Grades 6-12; Staff; and Parents/Caregivers)*

#### Academic Culture and Classroom Practices

Perceptions of school-wide academic expectations, student motivation, equity and access, and students' experiences in classrooms as indicated by the proportion of teachers who engage in practices to foster engagement

#### Supportive Staff-Student Relationships

Perceptions of quality relationships between staff and students which feature inclusion, respect, care, and support; and perceptions regarding adults' support and respect for students from diverse social and cultural backgrounds

#### Supports for Student Social and Emotional Learning

Perceptions of school-wide and instructional practices that promote the development of students' social and emotional skills, as well as availability of resources and supports to help parents/caregivers talk to their children about emotions

#### Behavioral Expectations

Perceptions of school-wide behavioral expectations as being clearly established and reinforced; perceived by members of the community as fair, culturally responsive, and inclusive of diverse perspectives

#### Negative Student Interpersonal Behaviors

Perceptions of the occurrence of various types of negative interpersonal behaviors among students and perceived victimization based on students' identities and backgrounds

#### Prosocial Student Interpersonal Behaviors

Perceptions of the occurrence of prosocial and inclusive behaviors, including empathy, perspective-taking, helpful behaviors, and conflict resolution, as well as getting along well with students from diverse backgrounds and inclusion of students with disabilities

#### Student Voice and Involvement

Perceptions of conditions in school that support student voice, including listening to and valuing students' ideas and opinions, student leadership opportunities, and student interest and involvement in school activities and events

#### Sense of Physical Safety

Perceptions of physical safety and the organizational procedures across school contexts and conditions that support a sense of safety and preparedness among the school community

Note: Diversity, Equity, and Inclusion-focused items are integrated within domains given their importance across all aspects of school life.



**Supportive Staff-Student Relationships**



**Student Sense of Belonging**



Domain	Overall Mean		
	Students Grades 6-12	Staff	Parents/Caregivers
<b>Supports for Student Social and Emotional Learning</b>	<b>2.66</b> 676 respondents	<b>2.85</b> 61 respondents	<b>2.84</b> 109 respondents
<b>Academic Culture and Classroom Practices</b>	<b>2.67</b> 740 respondents	<b>2.75</b> 66 respondents	<b>3.09</b> 163 respondents
<b>Supportive Staff-Student Relationships</b>	<b>3.03</b> 691 respondents	<b>3.27</b> 66 respondents	<b>3.08</b> 114 respondents
<b>Prosocial Student Interpersonal Behaviors</b>	<b>2.75</b> 686 respondents	<b>2.86</b> 60 respondents	<b>2.99</b> 111 respondents

# SCHOOL CLIMATE TEAMS





New Jersey School Climate Improvement

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New Jersey School Climate Improvement

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# FINDINGS

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Of the participants who completed the survey...

- 97% of students indicated that they have chances to participate in clubs, groups, or other activities at school; the same percentage of parents agreed
- 91% of students and 95% of parents agree that most or all teachers expect students to work hard
- 94% of parents respect the teachers and staff at their child's school, 87% say their child's school shares updates and information in effective ways, and 85% agree that schools provide mental health resources to students and their families

## FINDINGS II

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Both schools agree on three primary areas of focus:

- Prosocial student interpersonal behaviors
- Supports for student social and emotional learning
- Academic culture and classroom practices

# PROSOCIAL STUDENT INTERPERSONAL BEHAVIORS

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- Perceptions of the occurrence of prosocial and inclusive behaviors, including empathy, perspective-taking, helpful behaviors, and conflict resolution, as well as getting along well with students from diverse backgrounds and inclusion of students with disabilities
- Example Item:
  - Students at this school discuss different points of view in a respectful way.

# SUPPORTS FOR STUDENT SOCIAL AND EMOTIONAL LEARNING

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- Perceptions of school-wide and instructional practices that promote the development of students' social and emotional skills, as well as availability of resources and supports to help parents/caregivers talk to their children about emotions
- Example item:
  - Students learn to resolve problems.

# ACADEMIC CULTURE AND CLASSROOM PRACTICES

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- Perceptions of school-wide academic expectations, student motivation, equity and access, and students' experiences in classrooms as indicated by the proportion of teachers who engage in practices to foster engagement
- Example items:
  - Teachers teach about topics I like.
  - Teachers explain how schoolwork will help me in the future.
  - Teachers give me chances to pick from different types of assignments.

## FINDINGS III

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Students generally have positive perceptions around school culture and climate, but there are some exceptions, and some domains where different student groups experience our schools differently.

# NEGATIVE STUDENT INTERPERSONAL BEHAVIORS

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- Perceptions of the occurrence of various types of negative interpersonal behaviors among students and perceived victimization based on students' identities and backgrounds
- Example items:
  - Students leave other students out of groups or activities on purpose.
  - Students are mean to each other online or through text.
  - Students pick on each other because of: their race, ethnicity, or nationality.
  - Students pick on each other because of: their academic or learning ability.

# INDIVIDUAL ITEMS

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## Supportive Staff-Student Relationships

- In this school I can talk to an adult I trust.
- I think adults in my school really care about me.
- Adults in my school: want to get to know me.

## Student Sense of Belonging

- I feel like I belong at this school.
- I can be myself at this school.
- People at this school appreciate me for who I am.

# PRIOR RECOMMENDATIONS

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- Advisory, with a focus on social & emotional learning
- Curricular attention to multiple perspectives
- Qualitative data gathering
- Publicization and communication re: extracurriculars
- Faculty training
- Student training re: upstanding



HILLS

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- Build a culture where student feedback is part of the decision making process (new state cell phone laws, AI policies)
- Request qualitative feedback
- Ongoing training on upstanding, cultural responsiveness
- Advisory



VALLEY

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- Expand successful mentoring experiences, share with other clubs/teams, PV Pals (focus on 9th)
- Continual improvement on club schedule
- Advisory
- Classroom reminders/highlights
  - Key items from handbook
  - Schedule for math center, writing center, makeup room, etc.
- Student involvement
  - Who's meaningfully involved and who's not
  - How to improve

# PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT BOARD APPROVED EQUITY VISION STATEMENT

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The Pascack Valley Regional High School District fosters a culture of inclusivity where students are empowered to be their whole, authentic selves. Multiple expressions of identity (e.g. race, nationality, religion, language, social class, ability, sexual orientation, and gender identity) are considered assets for learning and enhance the richness of the educational experience for everyone.