



# SCHOOL CLIMATE

“If you want to go quickly, go alone. If you want to go far, go together.” –  
**African Proverb**

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Trauma Responsive Schools/Bullying Prevention Project



# WHAT GROUPS OR SPACES HAVE YOU FELT MOST COMFORTABLE OUTSIDE OF HOME? AND THE LEAST?

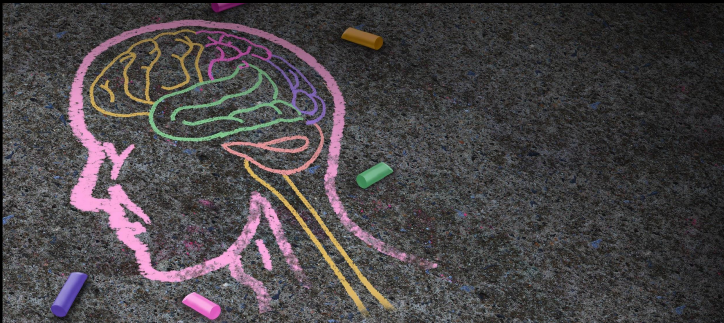


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# THE EFFICACY OF TARGETING SCHOOL CLIMATE



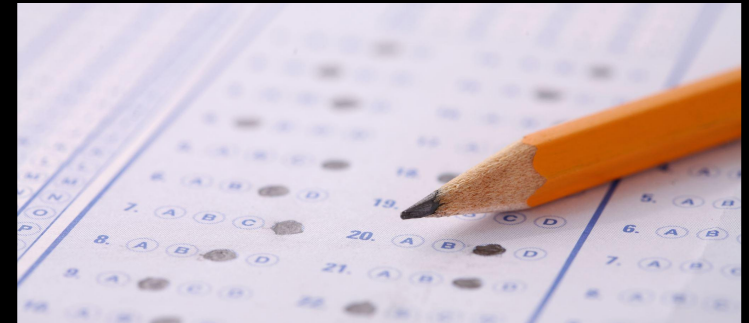
## Mental Health

- Lower substance use
- Improved self-esteem
- Reduced psychiatric problems



## Behavioral Outcomes

- Decreased absenteeism and suspension
- Improved risk prevention
- Reduced aggression and harassment



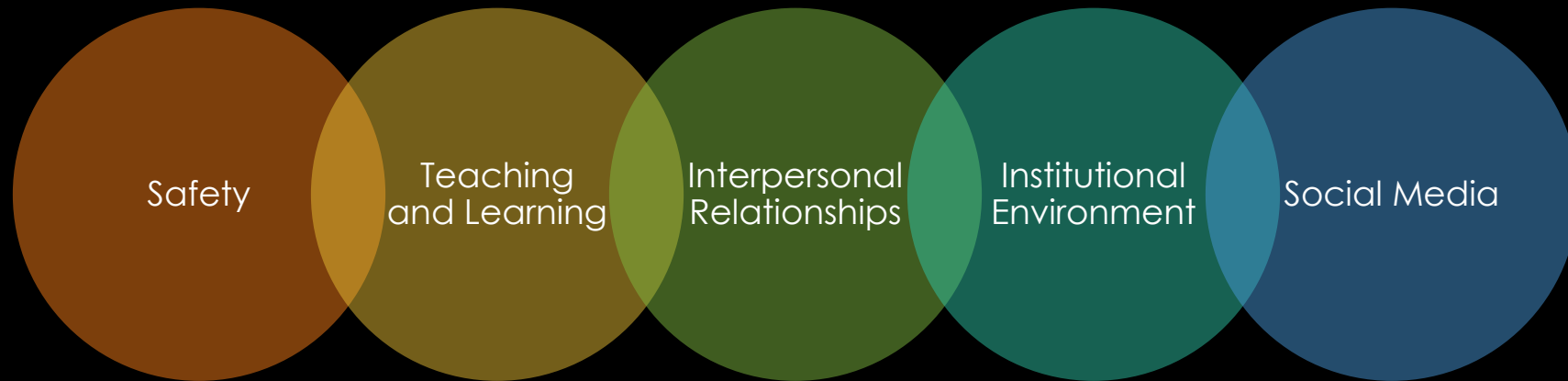
## Academic Outcomes

- Protective against impact of low SES on academics
- Predictive of reading, writing, and math achievement
- Reduced dropout rates



# WHAT IS SCHOOL CLIMATE?

“Based on patterns of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.” - *National Council for School Climate (2007)*



**ALWAYS  
REMEMBER,  
SAFETY FIRST**



Rules and Norms



Sense of Physical Security



Sense of Social-Emotional  
Security

# DEVELOPING NORMS





# STAFF NORMS

What are the norms for staff in the building?

What are the “hidden rules” that you know about. . .

1. Resolving conflict
2. Discussing personal matters
3. Addressing stressors
4. Interacting in the breakroom
5. About working with leadership

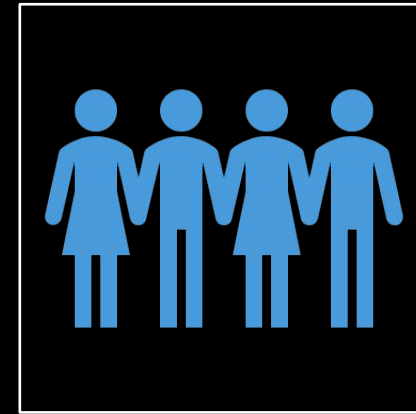
Consider, what is one thing that works and what is one thing you would want to see change?



# TEACHING AND LEARNING



Support for Learning



Social and Civic Learning



# CLASSROOM STRATEGIES



Keep clear, frequent communication and create a routine. Let students know routines may change but attempt to give them advance notice when possible



Present information and assignments in manageable pieces and a variety of formats



Reward effort to complete assignments, particularly when working on remote learning tasks

# SOCIAL-EMOTIONAL LEARNING

- SEL programming is one of the best tools for addressing school climate
  - Improved test scores by 11 to 17 percentile points (Payton et al., 2008)
  - Improved social emotional skills, behavior, and academic performance (Durlak et al., 2011)
  - Reduced victimization rates and more effective than targeted interventions (Espelage et al., 2015; Low & Ryzin, 2014; Smith & Low, 2013)



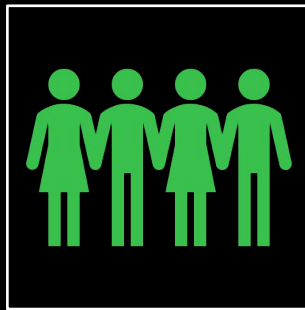




# SERVICE LEARNING



Community projects that take students outside of the classroom and apply skills



Service activities that allow students to practice contributing to the community



Working in teams to learn to collaborate and respect one another's role and unique contributions