

### Climate Assignment

The National School Climate Council defines School Climate as “the quality and character of school life.” Increasing evidence demonstrates the correlation between a positive school climate and lower dropout rates, higher academic achievement, and the develop of academic, career and life skills necessary for success. As we work to develop a positive school climate, we will first work to create a shared understanding of what a positive school climate is as well as what it takes to develop a strong one. Given that, take a peek at the “is/is not” table in preparation for additional learning.

| <b>Developing a positive school climate is...</b>                                                                                               | <b>Developing a positive school climate is not...</b>                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Focused on how we develop relationships with students, as well as the relationships they develop with one another                               | Focused on how we manage students                                                                                                 |
| Established by working collaboratively and interdependently                                                                                     | Sustained with variability from classroom to classroom                                                                            |
| The result of clear norms and expectations in action that support shared values between staff, students, and families                           | Achieved by implementing cookie-cutter if/then responses to student behavior                                                      |
| Made possible through consistent teaching and modeling of what is expected. This includes elements such as the visible ways we treat each other | Established overnight. Students will need opportunities for feedback and may need to unlearn and relearn what is expected of them |
| The result of patterns of experience                                                                                                            | The result of a single experience                                                                                                 |
| Systemic, proactive, and ingrained in everything we do                                                                                          | Isolated, always reactive, and meant only for specific contexts                                                                   |
| Measurable and must be assessed through the voice of our staff, students, and families                                                          | Intangible or something we just “assume is in place”                                                                              |
| Necessary for students to feel safe, valued, engaged, and in a good mindset to learn                                                            | Something that’s “nice to have” once we get things like our curriculum or behavior management policies in place                   |
| Prioritizes the values and benefits of learning and the contributions of all members                                                            | Prioritizing and values compliance                                                                                                |

