

Safe & Welcoming For Everyone

A 10 Minute Overview of Positive School Climates

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9 Common Elements of a Positive School Climate

Literature review of 30 years of research on Positive School Climates

Meetings with staff, students, parents, and community

MN Student Survey and Duluth Student and Staff Surveys

Aligned to MN Governor's Task Force on Bullying Prevention

Physical Environment	School Community	MTSS / Interventions & Supports
Health & Safety	Teamwork & Cooperation	Intercultural Effectiveness & Valuing Diversity
School, Family, & Community Partnerships	Professional Responsibilities & Values	Vision, Goals, & Planning

Federal & State; Positive School Climates

Every Student Succeeds Act

- States required to develop goals specific to School Climate
- District Report Cards will include School Climate Measures (OSS, ISS, Absenteeism, etc.)
- Broader use of title and other school funds to support school climate work

Safe and Supportive Schools Act

- Policy and professional development
- Prevention and Remediation of incidents
- Guidance and support from MDE

MDE School Climate Technical Assistance Center

- Developing guidance and support for District & Site Improvement Teams
- Using national research on school climates, student survey and discipline data
- Tools to do this work likely available during the 16-17 School Year (Tier 1 emphasis)

Three Primary Strategies for Achievement

Professional Learning Communities (PLCs)

Multi-Tiered System of Support (MTSS)

Positive School Climates

Kids are more successful in a safe and welcoming environment

Working at systemic change; mindset, host environment, practices, data

Teach behavior like we teach academics

Social / Emotional / Behavior / Cultural side of MTSS

PLCs and Positive School Climates

What do we want our students and staff to know and do?

How will we know if they know it / are doing it?

How do we work with students and staff who know it / do it?

How do we work with students and staff who don't know it / don't do it?

MTSS / PBIS & Positive School Climates

Academic Systems

Tier III
Individual Students/Very Small Group
High Intensity
Frequent Progress Monitoring

1-5%

Tier II
Some Students (at-risk)
Additional Instruction and Time
Small Group Interventions
Progress Monitoring

5-10%

Tier I
All Students
Universal Screening

80-90%

Behavioral Systems

Tier III
Individual Students
Intense, Durable Procedures

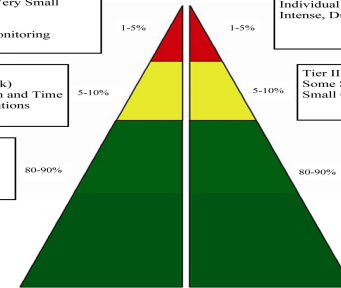
1-5%

Tier II
Some Students (at-risk)
Small Group Interventions

5-10%

Tier I
All Settings
All Students
Preventive
Proactive

80-90%



Tier 1

- *Common beliefs about behavior; adaptive, modeling and experience, teach it
- *Meaningful compliance with state laws; district policies, regulations, practices
- *School Leadership Teams in place and working on school climate
- *Intentionally developing relationships, community, and climate of learning
- *Social, Emotional, Cultural Learning embedded into the school day
- *Positively stated expectations are developed with students and staff
- *Expectations are posted, taught, and retaught; across settings
- *Behavior incidents are recorded, various data used to make decisions

Tier 2

Grouped Intervention

Selected kids receive extra support from school and community that is targeted to the identified needs of that group.

Examples include: 1st Witness, Txt4Life, Men As Peacemakers, Recess Groups, Therapy Groups, Skills Groups, WIN Interventions, After School Groups, Welcome Groups, Reteaching Groups, Formal and Informal Mediations, Saturday School, Class Supports and Interventions, Referral Rooms and Referral Walks, Etc.

Tier 3

Highly individualized supports and interventions

Coordination and provision of school, home, and community services with a kid or family. Often documented in a plan or multiple plans. There is a wide range of interventions at this level.

Examples include: Individual - Contracts, Behavior Plans, Learning Plans, and Education Plans. Individual counseling, therapy, skills sessions, referrals to community resources, and truancy and safety planning. Alternatives to suspension, restorative interventions, partnerships with individual families.

Some Efforts This Year

- *Improving behavioral systems at the elementary level
- *Exploration and initial implementation of Social / Emotional / Cultural Learning
- *Exploration and initial training for Check & Connect
- *Cultural Sharing as Professional Development on Staff Development days
- *Historical and Generational Trauma Series; Sam Simmons
- *MDE/PBIS Schools; 2 Sustaining, 1 Implementing, 2 Accepted (starting August)
- *Policy work; Attendance, Discipline, Restrictive Procedures
- *Online bullying reporting tool and improved number of reports made
- *Large number of community partnerships (1st Witness, Txt4Life, Co-located Therapists, St. Louis County Public Health, Social Services, Housing Programs, Universities, and many more)