Tips for LEAs on Addressing School Climate

1. What does school climate mean?

The four dimensions of school climate are:

- **Safety**: Ensuring a safe and successful learning environment with a balance of physical and psychological safety considerations.
- **Relationships**: Engaging students and building interconnections for learning.
- **Teaching and Learning**: Creating structures, policies and procedures that promote school environments conducive to learning and providing direct instruction to strengthen skills needed to promote pro-social behaviors.
- **External Environment**: Community and family engagement in supporting effective learning environments.

Additional resources can be found at:

- [http://schoolclimate.org/climate/](http://schoolclimate.org/climate/)

2. Why should LEAs care about school climate?

**Attention to School Climate can:**

- serve to increase engagement between, and with, students, parents and school personnel; and
- increase graduation rates and promote other positive outcomes;
- reduce the incidence of violence in schools;
- reduce bullying;
- be used as an indicator for accountability under the Every Student Succeeds Act (ESSA).
How can your LEA provide support and technical assistance to help schools in your district create a positive school climate?

- Develop a district-wide, multi-tiered system of supports for learning and behavior.
- Design communications programs for schools, working with their communities, to explain what the dimensions of school climate are and how they can be implemented.
- Help schools develop strategies to promote meaningful stakeholder engagement.
- Collect school climate data from educators, families and students.

How can your LEA use the data collected from your schools to improve positive school climate throughout your district?

- Improve program development.
- Make changes in curriculum.
- Provide professional development.
- Disseminate information on best practices.
- Develop model LEA policies and practices.
- Fund implementation of model programs.

How can your LEA use the data collected from your schools to improve positive school climate throughout your district?

See the attached chart on how your LEA can support school climate in your district.

Participating Organizations

American Federation of Teachers
Higher Education Consortium on Special Education
Learning First Alliance
National Association of Elementary School Principals
National Association of School Psychologists
National Association of Secondary School Principals

National Association of State Directors of Special Education
National Disability Rights Network
National Education Association
School Social Work Association of America
The Arc

The School Climate Consortium is a group of national organizations working to shine a spotlight on strategies to improve school climate. For more information, contact nancy.reder@nasdse.org.
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<tr>
<th><strong>Local Use of Title I Funds</strong></th>
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<td>• Implement interventions that will be used to support schools to address learning conditions in the ESSA plans.</td>
<td>• Provide professional development for educators, principals and other school leaders and specialized instructional support personnel in:</td>
<td>• Submit a needs assessment that will identify interventions and supports to improve school conditions for student learning and create a healthy and safe school environment.</td>
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<td>• Include implementation of a schoolwide multi-tiered system of supports to prevent and address behavioral problems in schools as required in the schoolwide needs assessments and the targeted assistance school program.</td>
<td>1) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;</td>
<td>• Hire sufficient school mental health professionals and other specialized instructional support personnel who can provide counseling and support services to improve school climate and safety.</td>
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<td>• Provide professional development for educators and school administrators on improving school conditions for learning and effective practices.</td>
<td>2) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community;</td>
<td>• Offer programs such as:</td>
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<td>3) forming partnerships between school-based mental health and public or private mental health organization programs; and</td>
<td>1) Drug, violence and crisis prevention;</td>
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<td>4) addressing issues related to conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.</td>
<td>2) Provide school-based mental health services and supports;</td>
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<td>• Develop mechanisms to improve school climate and working conditions, including periodic reporting and collecting feedback from educators, students and their families.</td>
<td>3) Bullying and harassment programs;</td>
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<td>4) Mentoring and school counseling;</td>
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<td>5) Locally-tailored plans to reduce exclusionary discipline practices; and</td>
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<td>6) Positive behavioral interventions and supports.</td>
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