



**Chesterfield Township School District  
School Climate Plan  
July 2019– June 2022**

## School Climate Plan

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## **School Climate Committee Background**

One of the items identified in the Chesterfield School Five Year Strategic Plan was a revision of the school code of conduct and discipline procedures. Presently, district goal 2 is to 'establish a school district community culture and climate focused on the development of the whole-child: socially, emotionally, and academically.'

## **School Climate Committee Members**

*Jessica Wszolek*

*Alice Thompson*

*Jaclyn Halaw*

*Laura Bond*

*Cindy McNally*

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*Judy Schwartz*

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*Valerie Lydon*

*Melody Khalifa*

*Michael Mazzoni*

***Sincere thanks go out to this group!***

## **School Climate Objectives**

- We will provide a safe and caring school for students and staff.
- We will promote respectful interactions between all members of the school community.
- We will develop students' social and emotional competencies.
- We will honor student and staff achievements.
- We will provide opportunities for older students to mentor younger students.
- We will seek student input and engage students in discussions about school climate.
- We will encourage strong connections between staff and students.
- We will create a sense of belonging and inclusion in our school community.
- We will have clear and frequent communications between the school and parents to build a positive relationship.
- We will listen to and support staff when they have suggestions, complaints or concerns.
- We will show staff that they are valued and appreciated.

## School Climate Goals & Action Plans

**Goal #1: The Chesterfield Township School District has a positive and inclusive school climate that is welcoming to students, staff, parents, and the community.**

Strategies & Action Steps	Who is responsible for implementation	Timeline	Resources	Indicators of Effectiveness
Establish School Climate Team (SCT) to monitor implementation of School Climate Plan	Superintendent Principal	Meets 5 times per year (or as needed) starting in 2019-2020 school year	School Climate and discipline data	Agendas & meeting minutes Modifications to implementation plan
Collect and analyze data to determine effectiveness of climate initiative: <ul style="list-style-type: none"> <li>● Administrative Discipline Referrals</li> <li>● HIB violations</li> <li>● Student Attendance</li> <li>● Staff Attendance</li> <li>● Climate surveys from students, staff, and parents</li> </ul>	Administrative team SCT	Spring 2019 - ongoing	School Climate and discipline data	<b>Behavior Metrics:</b> Decrease in referrals Decrease in HIB and Non-HIB violations Increase in attendance Improved results from climate surveys
Offer Responsive Classroom training to all teaching staff to build staff capacity for implementing social-emotional learning (SEL).	Principal Director of C & I	Summer 2019-ongoing	Responsive Training materials	List of staff members, date of training, description of training
Incorporate the three signature Social Emotional Learning (SEL) Practices throughout the school district. (Welcoming Inclusion Activities, Engaging Strategies, Optimistic Closure)	All staff	Beginning September 2019 - ongoing	SEL Playbook, Responsive Classroom Training	Lesson Plans, staff pd agendas
Adjust school schedule to build in 15 minutes each morning for Welcoming Inclusion Activities (i.e. Morning Meetings, Sunshine	Principal	Beginning September 2019 - ongoing	N/A	School Schedule

Circles, CPR - Circle of Power & Respect)				
Establish School Assembly & Event Committee to plan School-wide events supporting SEL implementation	Administrative Team	Summer 2019 - September 2019	N/A	List of assemblies & events with descriptions
Establish a Student Advisory monthly meeting where the administrators can meet with students to build a positive, open relationship and hear their feedback on school climate	Administrative Team	October 2019	N/A	Agenda and sign-in sheet
Use our school mascot, the Chesterfield Dragon, to build a sense of belonging and school pride <ul style="list-style-type: none"> <li>• Purchase new mascot graphics bundle to use in school communications</li> <li>• Incorporate the Mottos: “Chesterfield Dragons SOAR to new heights” and “Dragon PRIDE starts inside” to reinforce positive behavior expectations throughout the school facility</li> <li>• Begin to establish grade-level traditions around Dragon pride. (i.e. Dragon Reading Buddies, Dragon School Song, etc)</li> </ul>	Administrative Team School Staff	Summer 2019 through 2021	Mascot Junction dragon mascot graphics, SOAR behavior matrix	School communications with new mascot branding
Establish student & staff recognition programs for exemplary contributions to our school community (i.e. Recognition of BOE meetings, Teacher of the Year, etc.)	Administrative Team School Staff	January 2020	N/A	Board Meeting Agendas Faculty Meeting Agendas
Support SEL implementation by hosting staff meetings where teachers can discuss challenges and successes with colleagues.	Administrative Team	September 2019	Responsive Classroom Materials  Second Step Materials	Grade Level Meeting Agendas Faculty Meeting Agendas

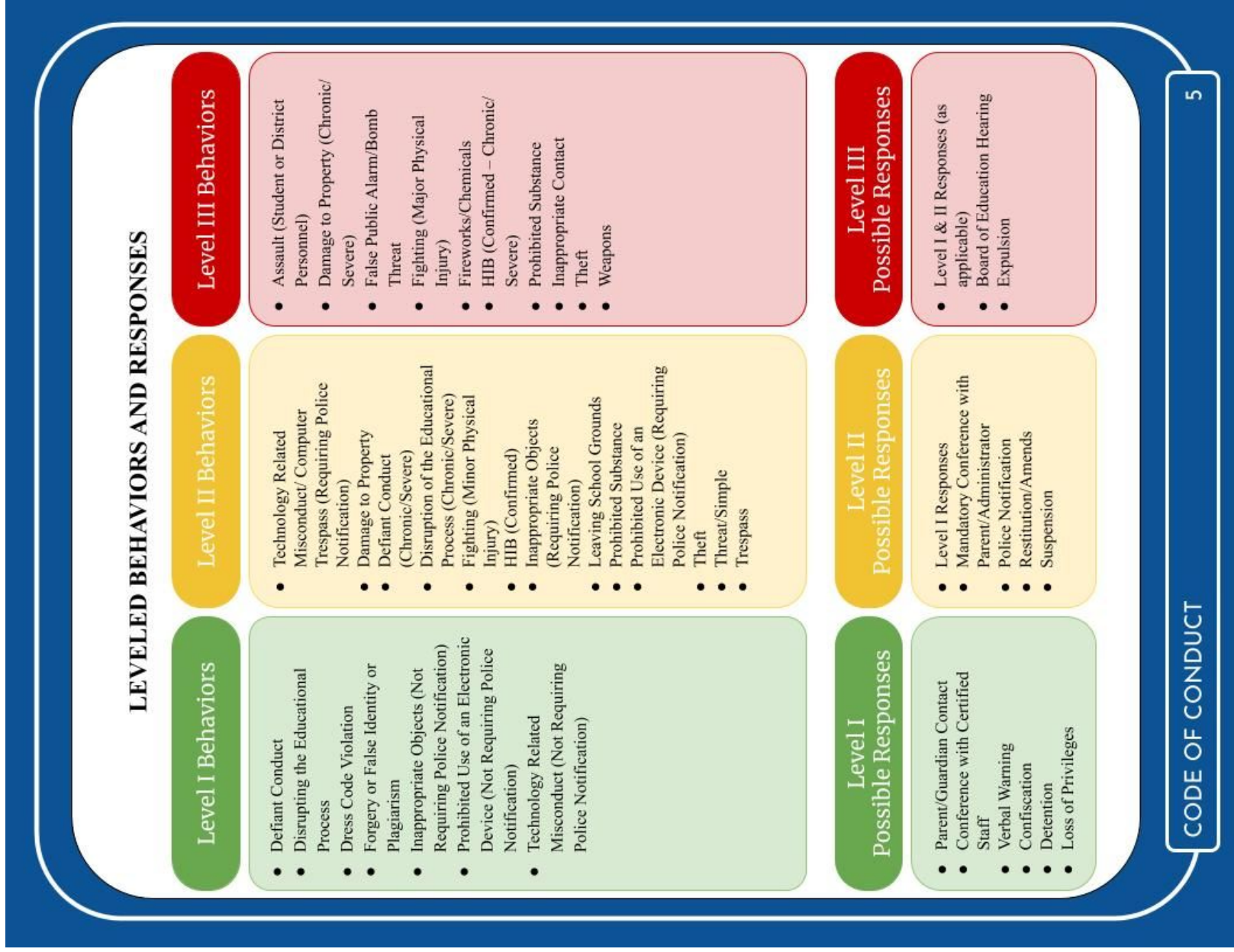
**Goal #2: The Chesterfield Township School District provides a physically and emotionally safe learning environment with clear expectations for behavior and tiered behavioral interventions & supports.**

Strategies & Action Steps	Who is responsible for implementation	Timeline	Resources	Evidence of Effectiveness
Align the Student Code of Conduct with current research on effective behavior management, positive behavior interventions. Review and revise code of conduct again after Responsive Classroom training to ensure alignment.	Administrative Team SCT	May 2019 - 2022	Release time for staff	Updated Student Code of Conduct
Expand school-wide behavior supports through strategies such as Responsive Classroom interactive modeling, explicit instruction on procedures, classroom rule creation, problem-solving conferences	Administrative Team School Staff	Summer 2019	SOAR Behavior Matrix, SOAR behavior charts	Review of behavior metrics
Train staff on revised Code of Conduct, Tiered Behavioral Supports, & Administrative Disciplinary Referral procedures.	Administrative Team School Staff	May 2019 - September 2019	Summer Responsive Classroom Training  2019-2020 staff in-service	Review of behavior metrics  Staff Climate Survey
Implement newly revised administrative disciplinary referral form and log all referrals into Genesis	Administrative Team Main Office Staff	September 2019	N/A	Electronic Review of behavior metrics from Genesis
Reduce the use of exclusionary disciplinary measures like lunch/recess detentions and suspensions	Administrative Team All Staff	September 2019	Responsive Classroom training	Review of behavior metrics
Establish before and after school detentions as a possible consequence for Tier 1	Administrative Team	September 2019	Electronic Calendar for	Review of behavior metrics

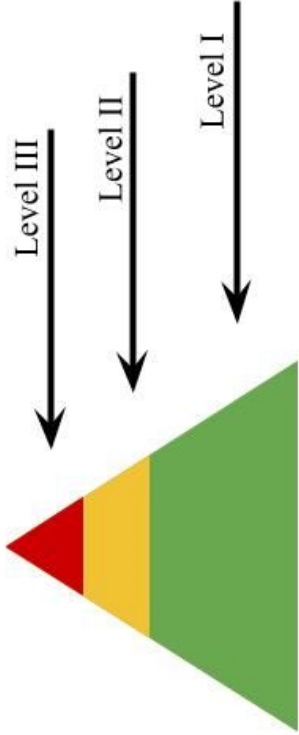
administrative referrals for the purpose of conducting student problem solving conferences, using restorative justice practices, and facilitating apologies.			schedule  Posted Positions for staff	
Create a Positive Behavior Training Team (PBTT) made of teacher leaders, instructional coach, CST members to receive advanced professional development and turn-key training in high-need situations.	Administrative Team PBTT	Spring 2020	Professional Development Training as needed	PLC agendas, faculty meeting agendas
Provide staff with training from Responsive Classroom entitled "Strategies to Prevent Bullying".	Administrative Team	February/March 2020	Strategies to Prevent Bullying Resource book  Book - How to Bullyproof Your Classroom	Review of behavior metrics



# Positive Behavior Interventions and Supports (PBIS)



## BEHAVIOR LEVELS, SUPPORTS AND RESPONSES



Level	Staff	Purpose	Example
III Supports	Student Support Team	Facilitate wrap around services for all students that engage in chronic or severe behaviors	Family Conferencing, Referral to Community Services, Reintegration Plan
	Building Administrator	Safety and security of all staff and students	Suspension, possible police notification, possible board hearing
II Supports	School Counselors and CST Managers	Reteach School Rules and Expectations, Development of problem solving skills, provide counseling on social-emotional skills	Problem Solving Conference, small group counseling
	Behaviorist and Student Assistance Counselor	Lessen problem behaviors and replace with more positive ones, Provide counseling on social-emotional skills	Behavior intervention plan, small group counseling
	Building Administrator	Lessen student problem behavior and promote positive behavior in the future	Notification of guardian, detention, possible suspension
I Supports	Administration, Staff, School Climate Team	Improve School Climate and develop social-emotional learning skills	School expectations, rules, and standard operating procedures
	School Counselors and CST Case Managers	Reteach Expectations, rehearse positive behaviors, facilitate remediation	Classroom Guidance lessons, reflection activity, problem solving conference
I Responses	Classroom Teachers	Address student problem behavior and keep students engaged in learning	Logical consequences, verbal prompt, redirection, and reminders
	Building Administrator	Address student problem behavior and return student to classroom ready to learn	Notification of Student Guardian, Conferencing with Administrator

## PBIS & Chesterfield Dragons

Goal: Use our school mascot, the Chesterfield Dragon, to build a sense of belonging & school pride while reinforcing positive behavior expectations.

Mascot	Our school mascot is a dragon. The dragon represents strength, respect, loyalty, and always striving to do your best.
Mottos	Chesterfield Dragons SOAR to new heights. Dragon PRIDE starts inside.
Behavior Expectations: S.O.A.R.	<p>Dragons are Safe, Open-minded, Appreciative, and Respectful.</p> <p>SAFE: We use self-control. We follow all rules and instructions.          OPEN-MINDED: We try new tasks even if they are challenging. We learn from our mistakes.          APPRECIATIVE: We honor our differences. We show kindness to everyone.          RESPECTFUL: We take care of ourselves, others, and our school.</p>
Character Traits: P.R.I.D.E.	<p>Preparation, Responsibility, Integrity, Determination, Excellence</p> <p>PREPARATION: Be ready to learn and participate in my education.          RESPONSIBILITY: Be responsible for my learning and demonstrates respect to other students, staff and visitors          INTEGRITY: Do the right thing even when no one is watching. Be accountable for my actions and the consequences that follow.          DETERMINATION: Exhibit a determined attitude to do my best in all tasks. Show effort and try even when the task is difficult.          EXCELLENCE: Push myself to achieve excellence in all I do!</p>
Incorporating other student activities & creating grade-level dragon traditions	<p>Reading Buddies --&gt; Dragon Reading Buddies</p> <ul style="list-style-type: none"> <li>● Occasionally, older students can model Dragon Behavior or Dragon Character Traits in books shared with younger reading buddies</li> </ul> <p>Dragon Tales</p> <ul style="list-style-type: none"> <li>● Older students can create and share their own skits or stories featuring Dragons that model Dragon Behavior, Character Traits, or school problems/conflict resolution.</li> </ul>





## Chesterfield Dragons **SOAR** to new heights

Dragons are:

**Safe**

**Open-Minded**

**Appreciative**

**Respectful**



## **SOAR BEHAVIOR IN THE LUNCHROOM**

### **SAFE**

We use self-control.  
We follow all rules and instructions.

### **OPEN-MINDED**

We try new tasks even if they are challenging.  
We learn from our mistakes.

### **APPRECIATIVE**

We honor our differences. We show kindness to everyone.

### **RESPECTFUL**

We take care of ourselves, others, and our school.

### **Be Safe**

We use self-control. We follow all rules and instructions.

### **Be Open-Minded**

We try new tasks even if they are challenging. We learn from our mistakes.

### **Be Appreciative**

We honor our differences. We show kindness to everyone.

### **Be Respectful**

We respect ourselves, others, and the school community.

### **LOOKS LIKE** 👁️👁️

Waiting in line  
Eating your own food  
Cleaning up after yourself

### **SOUNDS LIKE** 🗣️

Using polite words  
Using a calm voice

### **FEELS LIKE** ❤️

Safe  
Friendly

	<b>S</b> <b>Be Safe</b> We use self-control. We follow all rules and instructions.	<b>O</b> <b>Be Open-Minded</b> We try new tasks even if they are challenging. We learn from our mistakes.	<b>A</b> <b>Be Appreciative</b> We honor our differences. We show kindness to everyone.	<b>R</b> <b>Be Respectful</b> We take care of ourselves, others, and our school.
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Only eat your food</li> <li>• Chew carefully</li> <li>• Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Include others in your conversations.</li> <li>• Try foods in your lunch; you might like it.</li> </ul>	<ul style="list-style-type: none"> <li>• Say please and thank you.</li> <li>• Use kind and polite words</li> </ul>	<ul style="list-style-type: none"> <li>• Follow adult directions</li> <li>• Clean up after yourself</li> <li>• Practice good manners</li> </ul>
<b>Playground/Recess</b>	<ul style="list-style-type: none"> <li>• Keep hands and feet to yourself</li> <li>• Use equipment safely</li> <li>• Stay in designated areas</li> <li>• Seek adult assistance when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Include all who want to play.</li> <li>• Invite others to join in play.</li> <li>• Try new games and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind and polite words</li> <li>• Accept skill differences and kindly teach rules to others</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> <li>• Line up when the whistle blows or when you are told</li> <li>• Problem-solve conflicts</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• Take a direct path to your destination</li> <li>• Walk facing forward</li> <li>• Hold materials safely</li> <li>• Stay to the right and in a single file line</li> </ul>	<ul style="list-style-type: none"> <li>• Look at student work with your eyes only</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite language</li> <li>• Smile to greet people</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for directions before walking</li> <li>• Walk quietly so others students can continue learning</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>• Use facilities correctly and quickly.</li> <li>• Wash and dry your hands</li> <li>• Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• If an adult needs to check on you, answer politely.</li> </ul>	<ul style="list-style-type: none"> <li>• Conversations should be brief, polite, and quiet</li> <li>• Give other students privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Return to your class quietly</li> <li>• If anything is broken, report it to the teacher.</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Wear seatbelt</li> <li>• Face forward</li> <li>• Sit in your assigned seat</li> <li>• Keep voice calm and quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Include others to join in your quiet conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind and polite words</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the bus driver and/or aide</li> <li>• Keep bus clean</li> </ul>
<b>Walkers</b>	<ul style="list-style-type: none"> <li>• Walk or bike carefully taking a direct route</li> <li>• Cross streets by crossing guards</li> </ul>	<ul style="list-style-type: none"> <li>• Include others to walk with you in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind and polite words</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the crossing guards</li> </ul>

## **District Policies and Recommendations for Updates**

The following district policies are related to the work of the School Climate Committee:

### **Policy & Regulation 1312 COMMUNITY COMPLAINTS AND INQUIRIES**

#### **Policy 3542.1 WELLNESS AND NUTRITION**

### **Policy & Regulation 4151/4251 ATTENDANCE PATTERNS**

#### **Policy 5114 SUSPENSION AND EXPULSION**

Recommendations for updates: Consider removing non-violent behaviors from list of infractions that would warrant a suspension or expulsion. Research has shown that suspending students for non-violent classroom misconduct does not benefit either the suspended students or their peers. District-level policy reforms designed to reduce the use of suspensions should be coupled with intensive school-level supports for schools struggling the most with student misconduct.

### **Policy & Regulation 5131 CONDUCT/DISCIPLINE**

Recommendations for updates: Update Regulation to include newly revised Code of Conduct

#### **5131.1 HARASSMENT, INTIMIDATION AND BULLYING**

#### **5131.2 VIOLATION OF SCHOOL BUS REGULATIONS**

#### **5131.5 VANDALISM/VIOLENCE**

#### **5142 STUDENT SAFETY**

## Social & Emotional Learning

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is the premier organization for social-emotional learning (SEL). CASEL collaborates with leading experts and support districts, schools, and states nationwide to drive research, guide practice, and inform policy. CASEL has identified five core competencies for SEL and a framework for implementation guidance. **(Figure 1)**

Research overwhelmingly supports the positive impact of social-emotional learning programs. In a 2011 meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. **(Figure 2)**

The CASEL Guide provides a systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The Guide also shares best-practice guidelines for district and school teams on how to select and implement SEL programs. **Responsive Classroom was designated in the CASEL Guide as a SElect program and rated as one of the most “well-designed evidence-based social and emotional learning (SEL) programs.”**

### Research & Resources

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011), [The impact of enhancing students' social](#)

[and emotional learning: A meta-analysis of school-based universal interventions](#). Child Development, 82: 405–432.

Brian H. Smith & Sabina Low (2013) [The Role of Social-Emotional Learning In Bullying Prevention Efforts](#), Theory Into Practice, 52:4, 280-287.

Social and Emotional Learning and Bullying Prevention

[https://www.casel.org/wp-content/uploads/2016/01/3\\_SEL\\_and\\_Bullying\\_Prevention\\_2009.pdf](https://www.casel.org/wp-content/uploads/2016/01/3_SEL_and_Bullying_Prevention_2009.pdf)

CASEL Guide to Effective Social and Emotional Learning Programs

<http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf>

CASEL 3 Signature SEL Practices Playbook

[https://schoolguide.casel.org/uploads/2018/12/CASEL\\_SEL-3-Signature-Practices-Playbook-V3.pdf](https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf)

CASEL Indicators of Schoolwide SEL

[https://schoolguide.casel.org/uploads/2019/03/Indicators-of-Schoolwide-SEL-Observation-Protocol-JS\\_.docx](https://schoolguide.casel.org/uploads/2019/03/Indicators-of-Schoolwide-SEL-Observation-Protocol-JS_.docx)



## Framework for Systemic Social and Emotional Learning

Systemic SEL is promoted across multiple contexts every day. SEL is more than just a program or lesson. It is about how teaching and learning happens, as well as what you teach and where you learn. CASEL's widely used framework identifies five core competencies that when prioritized across settings – districts, schools, classrooms, families, and the wider community – can educate hearts, inspire minds, and help students navigate the world more effectively.

**Self-awareness:** Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

**Self-management:** Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

**Social awareness:** Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

**Relationship skills:** Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

**Responsible decision-making:** Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.



**Figure 1: CASEL Framework and SEL Competencies**

THE VERDICT IS IN:  
**SEL**  
MATTERS

A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning.

Check out these incredible findings!



**9%**  
improvement  
in prosocial  
behavior



**9%**  
improvement in  
attitudes about  
self, others,  
and school



**9%**  
reduction  
in problem  
behaviors



**10%**  
reduction  
in emotional  
distress



**11%**  
increase in  
standardized  
achievement  
test scores



**23%**  
increase in  
social and  
emotional  
skills

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82 (1), 405-432.

Figure 2: Meta-analysis Positive Impacts of SEL

## **Responsive Classroom Overview, Recommendation, & Rationale**

The School Climate Committee recommends Responsive Classroom as the SEL program for the Chesterfield School District to adopt and implement with fidelity.

The Responsive Classroom approach is designed to create classrooms that are responsive to children's physical, emotional, social, and intellectual needs through developmentally appropriate educational experiences in kindergarten through sixth grade. Responsive Classroom was developed by the Center for Responsive Schools, Inc., a not-for-profit 501(c)3 organization.

The approach incorporates ten essential teaching practices and practical strategies including morning meetings, rule creation, interactive modeling, positive teacher language, logical consequences, guided academic discovery, academic choice, classroom organization, collaborative problem solving, and guidelines for working with families. Teachers are encouraged to connect with parents individually on a regular basis in order to share updates and expectations about the child's development or to collaboratively address any difficulties the child may be experiencing.

### Guiding Principles

The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven principles guide this approach

- The social and emotional curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn.
- Great cognitive growth occurs through social interaction.
- To be successful academically and socially, children need to learn a set of social and emotional skills: cooperation, assertiveness, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach is as important as knowing the children we teach.
- How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

### Classroom Practices and Strategies

Responsive Classroom is an approach to teaching based on the belief that integrating academic and social-emotional skills

creates an environment where students can do their best learning. The Responsive Classroom approach consists of a set of practices and strategies that build academic and social-emotional competencies. This approach works well with many other programs and can be introduced gradually into a teacher's practice.

These core classroom practices are the heart of the Responsive Classroom approach:







- Interactive Modeling—An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
- Teacher Language—The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- Logical Consequences—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- Interactive Learning Structures— Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways
- Morning Meeting—Everyone in the classroom gathers in a circle for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
- Establishing Rules—Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- Energizers—Short, playful, whole-group activities that are used as breaks in lessons.
- Quiet Time—A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.
- Closing Circle—A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

The Responsive Classroom® has been selected by CASEL as a SElect program. **(Figure 3)**

To be included in the 2013 CASEL Guide and designated as CASEL SElect, programs had to:

- Be well-designed classroom-based programs that systematically promote students' social and emotional competence, provide opportunities for practice, and offer multi-year programming.

- Deliver high-quality training and other implementation supports, including initial training and ongoing support to ensure sound implementation.
- Be evidence-based with at least one carefully conducted evaluation that documents positive impacts on student behavior and/or academic performance.

Grade Range Covered	K-6	<b>KEY</b>  Minimal  Adequate  Extensive
Grade-by-Grade Sequence	✓	
Average Number of Sessions Per Year	n/a	
Classroom Approach to Teaching SEL	Teacher instructional practices	
Opportunities to Practice Social and Emotional Skills		
Classroom-Wide Context		
School-Wide Context		
Family Context		
Community Context		
Tools for Monitoring Implementation	✓	
Tools for Measuring Student Behavior	✓	

**Figure 3: CASEL Guide - Rating of Responsive Classroom**

### **Responsive Classroom: Evidence of Effectiveness and Research**

Brock, L. L., Nishida, K. K., Chiong, C., Grimm, K. J., & Rimm-Kaufman, S. E. (2008). Children’s perceptions of the social environment and social and academic performance: A longitudinal analysis of the Responsive Classroom approach. *Journal of School Psychology, 46*, 129-149.

Rimm-Kaufman, S. E., & Chiu, Y. I. (2007). Promoting social and academic competence in the classroom: An intervention study examining the contribution of the Responsive Classroom approach. *Psychology in the Schools, 44*, 397-413.

Rimm-Kaufman, S. E., Fan, X., Chiu, Y. I., & You, W. (2007). The contribution of the Responsive Classroom approach on children’s academic achievement: Results of a three-year longitudinal study. *Journal of School Psychology, 45*, 401-421.

Rimm-Kaufman, S. E., & Sawyer, B. E. (2004). Primary grade teachers' self-efficacy beliefs, attitudes toward teaching, and discipline and teaching practice priorities in relation to the "Responsive Classroom" approach. *The Elementary School Journal*, 104, 321-341.

Sawyer, L. B. E. & Rimm-Kauffman, S. E. (2007). Teacher collaboration in the context of the Responsive Classroom approach. *Teachers and Teaching: theory and practice*, 13, 211-245

## **Resources:**

NJ Department of Education School Climate Strategy Resource Guide, December 2018

<https://www.state.nj.us/education/students/safety/sandp/climate/SCTP%20Strategy%20Resource.pdf>

National Center on Safe and Supported Learning Environments

<https://safesupportivelearning.ed.gov/safe-and-healthy-students/school-climate>

National Commission on Social, Emotional, and Academic Development: A Practice Agenda in Support of How Learning Happens. The Aspen Institute

[http://nationathope.org/wp-content/uploads/aspen\\_practice\\_final\\_web\\_optimized.pdf](http://nationathope.org/wp-content/uploads/aspen_practice_final_web_optimized.pdf)

Social Emotional Learning Alliance for New Jersey

<https://sel4nj.org/resources/for-educators/>

New Jersey School Boards Association: Task Force on the Impact of Health and Wellness on Student Achievement Final Report

<https://www.njsba.org/wp-content/uploads/2016/11/Health-and-Wellness-Report-revised-Nov-2016.pdf>

New Jersey School Climate Strategy Resource Guide: School Climate Transformation Project

<https://www.state.nj.us/education/students/safety/sandp/climate/SCTP%20Strategy%20Resource.pdf>

NJ DOE School Climate Survey

<https://www.nj.gov/education/students/safety/behavior/njscs/>