Components of School Climate

This guide has been created as a resource for school teams and staff members to understand how various MPS approaches fit within an equitable school and classroom climate framework. Best practices are provided to all students in all settings to create a positive climate and culture supporting an educational community in which all students can learn.

Components of School Climate	Relationships & Community	Expectations & Procedures	Skill Development	Responding to Student Behavior	Systems of Acknowledgement
What it looks like:	• Community and relationship building is prioritized and there is a strong sense of welcoming within the space • Environment is holistic and individuals' minds, hearts, bodies, and spirit are supported/respected/ valued	• Culture is based on the guiding beliefs and expectations evident in the way the classroom or school operates • Routines are predictable and balance community needs • Shared decision making between staff, students, families and/or community is evident	• Cultivate student's strengths to participate as members of their school community • Prioritize empowering students to develop and maintain their own wellness • Support regulation and reflection	• Recognize the importance of holding oneself accountable to the expectations of the space, as well as the ability to hold one another accountable • Repair and heal relationships and community when harm has occurred, by giving voice to all impacted	• Celebrate the successes of individuals and the group • Create an environment that promotes joy • Acknowledge the value that individuals bring to the group

	Relationships & Community	Expectations & Procedures	Skill Development	Responding to Student Behavior	Systems of Acknowledgement
PBIS • Tiered framework • Create positive, predictable, safe and equitable learning environments • School-based teams use data to identify strengths, uncover needs, and monitor student progress	• Student centered activities • Validate and affirm student emotions, feelings, and perspectives	• Students participate in the creation of expectations and procedures • Behavior matrix posted and utilized • Define and teach of expectations and procedures • Pre-correction strategy	• Build and bridge student behavior to situational appropriate behaviors • Behavior lessons • Response and discussion protocols • Perspective taking	• Behavioral t-chart created and followed • Classroom strategies identified and utilized for classroom managed behaviors • Classroom behaviors documented in PLP Classroom Behavior in IC	• All students regularly verbally acknowledged • 5:1 praise for all students • Integration of acknowledgement system with student voice
Trauma-Sensitive Schools (TSS Values) • Safety (emotional, social, physical, academic) • Trust • Collaboration • Empowerment • Choice	• Be dependable and consistent • Listen nonjudgmentally and include students' voices when making decisions • Use student names as often as possible • Create a welcoming and inclusive classroom environment where student mistakes are treated as opportunities to learn. • Hold morning meetings	• Create safe environments that are predictable and consistent • Set boundaries but allow for flexibility when necessary • Honor student voice in the creation of expectations • Incorporate coping strategies into the classroom behavior matrix	• Provide consistency by giving students many opportunities to learn and practice new skills • Explicitly teach skills necessary for students to successfully meet expectations • Model prosocial skills, particularly emotion regulation	• Understand the function of behavior (students do well if they ***can*** versus if they want to) • Provide choices as well as opportunities for reflection • Provide sensory and self-regulation strategies • Communicate respectfully • Pause for self-reflection before responding	• Use specific and individualized positive reinforcement • Ensure that all students receive five positive interactions for each corrective interaction with adults
Social and Emotional Learning (CASEL's 5 Core Competencies) • Self-awareness • Self-management • Social awareness • Relationship skills • Responsible decision-making	• Develop relationships with students, staff, and families • Cultivate positive relationships among students by providing opportunities for teamwork, positive communication, and social engagement • Show empathy by listening to students' concerns and trying to understand their perspectives	• Construct expectations to support the development of self-discipline and self-motivation • Involve students in setting expectations to help them understand social and ethical norms for behavior • Embed SEL curriculum language into expectations	• Teach SEL skills necessary for students to successfully meeting expectations, such as identifying emotions, impulse control, stress management, and empathy • Model the use of skills such as emotion regulation and conflict resolution • Consistently use an SEL curriculum (such as Second Step)	• Help students apply the subskills of responsible decision-making: identifying problems, analyzing situations, solving problems, reflecting, evaluating, and ethical responsibility • Guide students to identify their emotions, and connect them to the behavior • Support students in strengthening the prosocial skills of impulse control, self-discipline, goal setting	• Build students' self-confidence, self-efficacy, and self-motivation by acknowledging their strengths • Provide feedback about student social and emotional skill application

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Restorative Practices • A way of being that is rooted in indigenous wisdom and teachings and refers to all the things we do to build, maintain and repair relationships • Honors cultures and identities, ensures all voices are valued and fosters meaningful connections among school community members • Naturally creates cultures where everyone is accountable and supported in striving to be their authentic selves socially, emotionally and academically	• Cultivating relationships within ourselves, one another and the wider community • Community is developed through a balanced process of getting acquainted, building relationships, addressing issues and developing plans/solutions • Balance all parts of who we are by supporting individual and community physical, mental, emotional and spiritual needs	• Identify collective values • Develop shared agreements based on collective values and define what they look like, sound like and feel like • Continuously check-in about how agreements are being followed and revise as needed • Address issues and harm done when agreements aren't followed to maintain healthy community	• Restorative communication • Small impromptu conferences • Community building circles • Circles for addressing issues • Circles for repairing and healing harm • Circles for reengaging community	• Focuses on harm done, impact, and unmet needs instead of broken rules or defining people by their behavior • Uses a repair or healing harm process to understand and own impact, accept responsibility and take action to meet the needs of those impacted • Requires a referral system for requesting responsive practices, preconference, and follow-up process	• Spends time caring for individual and community physical, mental, emotional and spiritual needs • Celebrates the whole person • Celebrates community and accomplishments
Mindfulness • Purposeful awareness of self (thoughts, emotions, physical feelings) • Purposeful awareness of environment (pay attention to senses) • Without judgment • Includes formal (guided activities) and informal practices (paying attention to daily activities such as eating, walking, etc.)	• Model and practice mindfulness with all students/whole class • Have students lead mindfulness activities (mindful mentors) • Cultivate kindness through mindful activities • Cultivate an atmosphere of safety, trust, and acceptance	• Co-create agreements involving student voice for use during mindful practices (could be called "mindful promises") • Integrate extra time into procedures • Integrate visual reminders of mindful practices into setting	• Implement mindfulness curriculum • Have students lead mindfulness activities (mindful mentors) • Teach, model, and foster collective use of mindfulness language (such as "flipping your lid," "being present," "mindful body/position")	• Begin the day with a mindful moment • Use mindful practices after transitions • Help students and staff to identify triggers • Provide strategies to help self-regulate: designated calming area, mindful breathing, internal body scan, counting to calm mindful movement, check-ins	• Recognize students' use of mindful practices • Use mindfulness practices as a part of school-wide recognition events • Incorporate practices of intentional gratitude • Incorporate positive affirmations and acknowledgment

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Culturally Responsive Practices (WI DPI CRP Wheel of Will, Fill & Skill) • "Will" helps us develop a desire to lead and engage in equity work by building self-awareness and our belief that all students will learn • During "fill," we gain cultural knowledge about the communities we serve • "Skill" is a time to apply our knowledge to transform our educational system for equity	• Validate, affirm, build, and bridge (VABB) students' home language and culture • Communicate that you are aware of and interested in your students as individuals • Create brave spaces that encourage students to express their opinions and ideas • Ensure that the classroom climate is physically and emotionally inviting	• Co-creating expectations, procedures, and agreements • Using strategic hand signals, protocols for responding, protocols for discussing, movement activities, and extended collaboration activities • Use teachable moments to practice situational appropriateness • Display anchor charts to help everyone remember expectations, procedures, and agreements • Engage students in modeling and practicing expectations, procedures, and shared agreements	• Utilizing Build & Bridge as part of Validate/Affirm & Build/Bridge (VABB) • Connections to home/community expectations and culture made throughout the day	• Encourage communal ways to develop systems to hold self and others accountable • Serve as a model of sensitivity and high ideals for each student • Develop ways to use constructive feedback that considers community contexts to foster accountability	• Encourage communal ways to acknowledge students as valuable citizens in the class environment and school community • Provide opportunities for all students to be celebrated or to "shine" • Encourage students to acknowledge and recognize their peers
Antiracism • Courageous Conversations about Race • Culturally Responsive Problem Solving • Interrupting bias • Positive framing • Critical reflective practices • Elevating student voice • Freedom dreaming • Examining the presence of whiteness	• Build relationships that validate and affirm students' race and racial backgrounds • Ensure students see themselves in classroom imaging • Engage in two-way communication with families • Provide opportunities for genuine conversations about race	• Ensure expectations, procedures and agreements are co-created with student voice • Make connections to students' home and community cultural norms • Interrupt personal bias throughout the process of creating expectations. Gradual release of control models used. • Call and response attention signals	• Students taught situational appropriateness of behaviors. • Use of Courageous Conversation Compass in conversation with students. • Ensure the student is centered throughout the process	• Culturally appropriate behaviors and situationally appropriate behaviors are defined • Staff members utilize VABB • Use of a neutral tone. • A variety of re-direction strategies are used • Student dignity and respect for racial, cultural, and linguistic backgrounds are maintained	• Positive framing of all aspects of education. • Allow for student voice to recognize peers • All students receive 5:1 positive to corrective feedback • Students and families have input on what acknowledgements have value to them • Engage in "freedom dreaming" with students