TOOLKIT
SECOND EDITION

Climate
Connection

WestEd

California Department of
EDUCATION

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Introduction

What is the Climate Connection Toolkit?

The *Climate Connection Toolkit* outlines no- and low-cost practical strategies for examining your school's climate. School climate is defined herein as the social and physical environment of your school, reflecting the school's values, norms, and relationships between teachers, students, and other school community members. The *Toolkit* is designed to extend the utility of a series of *What Works Briefs* for school climate improvement designed for California's Safe and Supportive Schools (S3) initiative, which thoroughly outline research-derived recommendations for universal and targeted school climate improvement policies, practices, and programs (available for download at: http://californias3. wested.org/tools). Specifically, the self-contained activities described within the *Climate Connection Toolkit*, some of which were inspired by California's Safe and Supportive Schools (S3) grantees, are organized to assist school personnel in their ongoing efforts to improve the quality of relationships shared within and between adult and student groups on their campuses.

Why use the Climate Connection Toolkit?

Students, parents, and staff members create and sustain a school's climate through the day-to-day language and behavior they use to interact with one another. In other words, school climate is the product of school norms, or expected patterns of behavior shared by the group. Norms may be stated explicitly—in school rules or policies, for example—but, more often, norms are communicated implicitly through the ongoing, daily experiences of school community members.

From the first day of fall through the end of spring, school administrators, teachers, and support staff are busy working to install and implement new school-wide and classroom programs and curricula. Because they spend such a great deal of time in this perpetual implementation cycle, little time is left to attend to the norms that undergird the success of these implementation efforts. Rather, norms are accidental; relationships between and among school adults and students are left to chance.

An iceberg provides a helpful illustration for the relationship between school norms, school programs, and curricula (Figure 1). Consider which part of the iceberg tends to sink ships? The portion beneath the surface, of course! Without paying attention to the below-the-surface norms and values shared in the school setting, the successful implementation of programmatic interventions is bound to suffer and, in the worst case, fail.

Observing and intervening with school norms is not expensive, though it does take a deliberate focus by committed members of the school community. The *Climate Connection Toolkit* provides school adults with no- or low-cost strategies to examine existing norms and to cultivate new norms that nourish positive interpersonal relationships, improve school safety, and encourage shared responsibility for the school environment.

Figure 1. School Climate: Below the Surface

Programs & Curricula

Norms & Values
expressed in
day-to-day
experiences
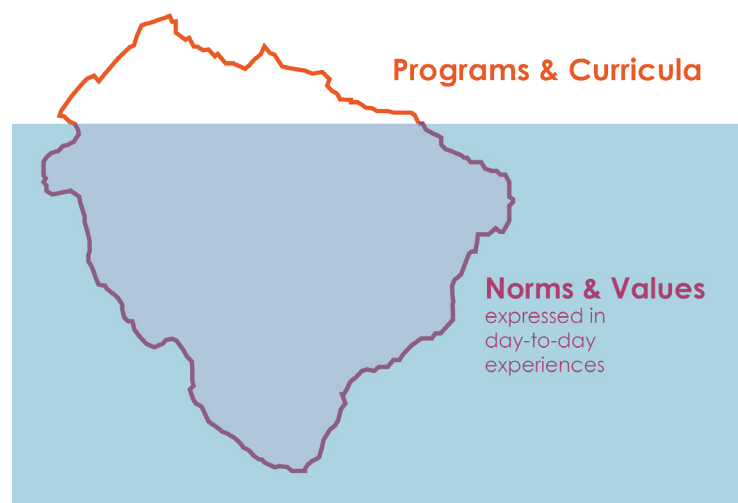
How is the Climate Connection Toolkit Organized?

The *Climate Connection Toolkit* includes thirteen activities, each of which can be implemented as stand–alone events, or incorporated together into a series. Users will find that every activity is outlined in detail, including the activity's description and rationale; materials, space, and time requirements; and step–by–step procedures for facilitation in a school setting. All *Toolkit* activities are designed with busy school day schedules in mind; each can be implemented in a brief period of time, without need for ongoing committee deliberation or long–term planning. For those users who wish to integrate the *Toolkit* activities into broader school climate improvement efforts, tips and ideas for extensions are described. The Climate Connection Toolkit concludes with a final section describing straightforward strategies that do no require elaboration in step–by–step format.

Who should use the Climate Connection Toolkit?

Activities contained within the *Climate Connection Toolkit* are designed for use by school adults wishing to encourage their schools to define, examine, and build norms that nourish positive relationships on campus. School administrators do not have to facilitate the *Toolkit* activities themselves; nevertheless, obtaining buy–in from members of this stakeholder group is essential. Administrators can help assure the success of these activities by communicating to participants the ways in which they are anchored to broader school improvement efforts.

How can you contribute to the Climate Connection Toolkit?

Please consider sharing your ideas for low– and no–cost school climate–building activities and strategies with others. Also, if you have implemented one or more *Toolkit* activities at your school, we welcome your feedback.

Please submit all ideas and feedback to Meagan O'Malley at momalle@wested.org for inclusion in future editions of the Climate Connection Toolkit.

ACTIVITY 1 "I Identify" Postcards

What

Students take photos representing their school identity. Postcards are created using these photos and the postcards are then shared with the school community. Eventually, postcards are mailed out to parents and local community members.

Why

Students have varied school experiences and, in the process of interacting with teachers, peers, and the physical school environment, they gather ideas about who they are as individuals. This activity provides an opportunity for students to reflect on their school identity—how they see themselves in the school space—and to share that identity with others.

What You Need

Materials

1. Cameras (disposable cameras, digital cameras, or cell phone cameras)
2. Funds for photo printing
3. Cardstock

Who

» Students (no maximum number)

Space

» A classroom space or similar

Time

» Preparation: 1 hour
» Facilitation: 3 hours
» Follow-up: 1 hour

How You Do It

Prepare	1. Meet with leadership to explain the purpose of the activity and the need to represent all student experiences, not just "ideal" ones. Make sure that leadership supports this effort before proceeding.
	2. Recruit students. Select a cross-section of the school; avoid selecting only "school leaders." Conducting the activity with a group of approximately 50 students at a time is generally recommended, although this activity can be done with an entire school, if preferred.
	3. Gather necessary materials.
	4. Determine funding source for photo printing, which can be done online at low cost.
Do It!	**Part I: Photo Gathering**
	1. Convene students.
	2. Give students the prompt: "Who are you at this high school?" This prompt is intentionally vague so as to allow for students to report whatever elements of their school identities are most salient to them.
	3. Encourage students' authentic experience by explaining that the only photos that won't be displayed are those that show violence, substance abuse, or gang affiliations. This is especially important to ensure that students are able to express identities that don't represent the "ideal student." Encourage students to talk with you if they would like more clarification about the prompt.
	4. Over the course of one week, have students take photos that they feel answer the prompt. Photos can be of physical locations or activities; the student does not have to be in the photo. Provide disposable cameras, access to digital cameras, or have students use their cell phone cameras.
	Part II: Photo Processing & Display
	1. After the week is over, ask students to select the one photo they feel best captures the prompt, "Who are you at this high school?"
	2. Collect digital files of the photos selected by students.
	3. Have photos printed as postcards. Photos can be sent to major photo-processing companies for transfer to postcards at reasonable rates, or they can be glued to cardstock.
	4. Distribute postcards back to students.
	5. Have students write on the back of the postcards their personal explanation for the photo they took, answering the question, "Why does this photo represent who you are at this high school?"
	6. Hang postcards from the ceiling using string and tape or tacks so that both sides are visible. Consider a location that is monitored by adults regularly but is regularly used by staff and students, such as the library or media room.
Follow–Up & Follow–Through	1. Host a Gallery Walk for staff and parents.
	2. With permission from the participants, mail postcards home to parents or out to community members. Recipients receive unique postcards representing the school. This effort builds school identity and connection.

Tips, Modifications & Extensions	» Consider having adults also participate in the activity by creating their own postcards following the same prompt. » If faces are visible in the photos, you will want to make sure you have clearance to distribute photos. Many schools have waivers signed at the beginning of the school year. If you are uncertain, do not distribute photos where faces are visible. » Use this activity as a launch point for a dialogue with students about school improvement. For instance, consider conducting a Climate Conversation (Activity #5) to discuss the implications of lessons learned in this activity. » If you have the funding to support hiring an outside consultant, consider contracting an organization that has expertise in Photo Voice or Participatory Photography, the principles of which provide the foundation for this activity. For instance, College Park High School worked with The AjA Project (ajaproject.org).
Success Example	Students at College Park High School examined their relationship with their school by taking photographs of the places on campus where they felt the most and least comfortable. From their photos, students, staff and community members learned that good locations are associated with feelings of acceptance, support and creativity. Bad locations are associated with feelings of superficiality and anxiety, and being judged or bullied. For more information about College Park High School's project, please contact Carol Teltschick at carol@wordspark.net

ACTIVITY 2 — Culture Keepers

What

Members of the school community identify and articulate the characteristics of a desired school and classroom culture, and upper-grade students are trained as Culture Keepers to serve as mentors to freshmen and new students.

Why

Establishing clearly defined and agreed-upon school and classroom culture expectations, and building a cadre of peer leaders who explicitly communicate and model those expectations, allows community members to begin to recognize and expect shared, positive community norms.

What You Need

Materials

1. Chart paper
2. Red pens for each participant
3. Green pens for each participant
4. 6 Index cards per participant
5. Note paper for all participants
6. Red dot stickers
7. Examples of Culture Statements (See Tools, p. 11)
8. Snacks

Who

» Approximately 30 participants, including a cross-section of:
   » Teachers, administrators, coaches
   » Classified staff, certificated staff, security personnel
   » Students by race/ethnicity, age/grade, gender, academic performance, school participation levels
   » Parents, community members

Space

» Meeting room large enough for all participants
» Room should be equipped with tables for small group work

Time

» Preparation: 30 minutes
» Facilitation: 4 hours
» Follow-up: 2 hours

How You Do It

Prepare	» Recruit approximately 30 participants, including equal numbers of staff, students, and parents. Try to include a cross–section of these stakeholder groups. Represented should be different subgroups of staff (e.g., classified staff, certificated staff, security personnel) and students (e.g., age, ethnicity, level of school involvement).
Do It!	**Part I** 1. Ask participants to join their stakeholder groups (e.g., parents, teachers, students, administrators, security personnel) to form small groups. 2. Provide each participant with a red pen, a green pen, and six index cards. Ask each participant to write down three things that are working and three things that are not working in their school. Things that are working are written in green pen. Things that are not working are written in red pen. One index card is used for each idea. 3. Have small groups sort through their ideas to identify themes or categories. Ask small groups to identify at least one theme from what is working and at least one theme from what is not working. **Part II** 1. Form new small groups so that each group has at least one representative from each stakeholder group. 2. Ask all participants to share their first group's findings with their new group and write down the common findings on chart paper. **Part III** 1. Consolidate the small group findings into one list of all findings. 2. Give all participants three red dot stickers. 3. Ask all participants to place a red dot next to the three findings that are most important to develop as part of school improvement efforts. 4. Refine the list to the five findings with the most dots. 5. Ask the large group to divide into small groups of no more than five people. Each group should include staff, students, and parents. 6. Share Culture Statement example (Tools, p. 11) and stress that culture statements should be written in behavioral terms, meaning things you can see, what people say and do, rather than things that you can't see, what people think or like. 7. Assign each small group to one finding and ask that they write a Culture Statement to address it.

Do It! (continued)	**Part IV**
	1. Collect Culture Statements from the small groups.
	2. Edit the statements for grammar/spelling, but in order to ensure that the voice of participants is not modified, do not change any language.
	3. Poll all members of the school, including all staff and students, to determine which Culture Statements represent the school's "best self."
	4. After the top three to five Culture Statements have been identified, print up posters, cards, t-shirts, banners, with the culture statements on them. Repeat the statements every day by including it with the flag solute or in your morning messages.
	Part V
	1. Select a group of advanced students (11th/12th grade) to be Culture Keepers.
	2. Divide the Culture Keepers into small groups.
	3. Give each group one of the Culture Statements.
	4. Ask each small group to create a lesson plan for teaching younger students about the Culture Statement. Make sure the lesson plan focuses on behaviors, feelings and personal experiences.
	5. Ask the small groups to share their plans with the larger group.
	6. Consolidate all the lesson plans into a Culture Statement Curriculum.
Follow–Up & Follow–Through	1. Assign Culture Keepers to deliver the Culture Statement Curriculum to students in lower grades (9th/10th grade).
	2. Observe Culture Keepers and provide feedback on their presentations.
	3. Meet regularly with Culture Keepers to support them in modeling the behavior outlined in the culture statements and to troubleshoot any challenges that arise.
Tips, Modifications & Extensions	» Polling can be done using paper and pencil voting or using online applications (e.g., SurveyMonkey). Three to five statements that are accepted by the majority of the school community should be retained as Culture Statements.
	» Members of the school community organize a monthly evening celebration of the school's Culture Statements to support and strengthen the school's culture.
	» Ideally, conduct this activity before the start of each school year. This way Culture Statements are visible throughout the school at the start of the school year and Culture Keepers are able to visit classrooms in the first week of school.
	» Have Culture Keepers visit feeder middle schools to address 8th grade students before they transition to the high school.
	» Consider promoting Culture Statements by providing incentives to students and staff who model them.
	» Incorporate your Culture Statements into all school events, including athletic events and school rallies and assemblies.

Success Example

"Through Culture Keepers we've been able to build personal relationships with freshman. At the beginning of the year there was a freshman whose behavior in the class was disruptive and had problems with the teachers. Culture Keepers were there to help him get his behavior in line. A group of boys started off crazy and then we stepped in and asked them to think about how they wanted to be. We tried to help them find a better way to be with teachers. A boy yells at teachers and the Culture Keepers go in and help the students change their behavior. Some teachers will actually come and ask for Culture Keepers to come and help with the class. It's very successful. It really changes the behavior of the freshman. Culture Keepers actually reach out to 9th graders and teachers see this as a better way to a better future." —Student, Oakland Technical High School

"The First Friday Community Celebrations were new this year and based on the Pillars of Community at Oakland Tech. We have games, booths and music centered around the Pillars from 3:30 to 6:30 on the First Friday of each month. The kids really turned out and it has improved the school community. We also held Chivalry Challenges where we stood in rain, held open doors, have a nice day and gave compliments to other students.." —Student, Oakland Technical High School

Tool for ACTIVITY 2: Culture Keepers

Example: Culture Statements

» We use our words to express ourselves positively and encourage each other, because we all deserve to be heard and respected.

» We honor each other's personal space, because what is play or affection to one person can be harassment to another.

» We commit to keeping each other focused, because we can't excel in our education if we're distracted by noise and side conversations.

» We collaborate and build a supportive community, because a culture of individualism and blame leaves us divided and alone.

» Our staff will be fair, engaging, and build stronger relationships with us, because we believe it will help us learn better.

Source: Oakland Technical High School

ACTIVITY 3 Report Card Chats

What

Students engage in semi-structured, brief conversations about their academic achievement and school involvement with adults, including non-instructional school staff and volunteers from the local community.

Why

Although schools often wish to involve the local community in school life, they often lack structured opportunities for doing so. The Report Card Chat capitalizes on the strengths of the local community by requesting they engage in brief positive, encouraging conversations with students and providing a structure for doing so. Through participating in the Report Card Chat, students are provided an opportunity to have a one-to-one conversation with members of the local community, such as local police or firefighters, whom they may otherwise never have the opportunity to meet.

What You Need

Materials

1. Report card print outs for all participating students
2. 10 Copies of Supporting Students (see Tools, p. 16)
3. 100 Copies of Chat Record (see Tools, p. 17)
4. Snacks

Who

» Student Participants. Select a group of students based on pre-planned criteria, such as an entire class (e.g., all 10th grade students), current academic achievement (e.g., 9th grade students with 1 or more failing grade after the first semester), or school involvement (e.g., 11th grade students who have never participated in extracurricular school activities). Consider conducting the first chat with a small group of students (i.e., no more than 100), and expanding over time.

» Student Coordinators. Select a group of approximately 10 students to help coordinate the day. If your school has a Peer Leadership group, this is a natural activity for them to help coordinate.

» Community volunteers. Recruit community volunteers to participate. One volunteer can realistically participate in 6 chats in a single hour (i.e., if you have 100 students to see over two hours, you will need about 9 volunteers). Volunteers can be drawn from various local community agencies, including faith-based organizations, municipal agencies (e.g., police department, fire department, local businesses), youth-serving agencies (e.g., Boys & Girls Club, YMCA), and local colleges

Space

» Obtain a room large enough to fit both students and adult volunteers comfortably. Enough space should be available to allow student-adult conversations to go on undisturbed by background noise.

Time

» Preparation: Varies depending on existing relationships with local community. More preparation time will be needed if volunteer recruitment is new to the school.

» Facilitation: Varies from 1-3 hours, depending on number of students participating and number of volunteers available.

» Follow-up: Varies depending on number of Chat Records returned. It can take up to 4 hours to sort through Chat Records and to send referrals to appropriate school personnel.

How You Do It

Prepare	1. Approach local community agencies, including faith-based organizations, municipal agencies (e.g., police department, fire department, local businesses), youth-serving agencies (e.g., Boys & Girls Club, YMCA), and local colleges to request volunteers.
	2. Send an email to all volunteers to provide information on the date, location, and time of the Report Card Chat. Select dates that occur one to two weeks after a grade-reporting period.
	3. In consultation with school leadership, choose a high needs student group (e.g., at-risk 11th grade students, all 9th grade) to target for the Report Card Chat. Use the school's student information system to obtain a list of students that meet the established criteria.
	4. At least one week in advance, announce Report Card Chat date and time to teachers and other school staff.
	5. Obtain report cards or progress reports for all participating students.
	6. Confidentiality laws may apply to this activity. Consult with school leadership to determine if and when confidentiality agreements need to be signed by volunteers.
	7. Prepare a list of available resources to support students socially and academically at school and local community.
	8. On the day of the event, prepare a space for the Report Card Chat. Tables should be set up in a horse shoe-type pattern, with adults on the outside and students on the inside.
Do It!	**Step I: Select Student Participants**
	1. If the school deems it necessary, provide parental permission slips to selected students. Consider providing an incentive for students to return signed permission slips.
	Step II: Train Student Coordinators
	1. Provide assignments to student coordinators. Assignments may include: arranging and refreshing a snack table, monitoring chat time, and overseeing the flow of students to adult volunteers.
	Step III: Train Volunteer "Chatters"
	1. As advised by your school district, have all volunteers agree in writing to maintain the confidentiality of students. Explain the importance of maintaining student confidentiality.
	2. Remind volunteers that the purpose of the Report Card Chat is to provide students with a brief, encouraging conversation. Give volunteers the Supporting Students Tool (Tool, p. 16) and explain that their primary role for this activity is to be non-judgmental and positive at all times. Reiterate the value of their participation and thank them.
	3. Provide all volunteers with the resource list that you prepared in advance. Volunteers will refer to this during their chats.
	4. Seat volunteers on the outer edge of the tables, which are organized into a horse shoe shape.

Do It!	**Step IV: Conduct Chats**
	1. When students enter the room, give them their report card print outs and assign them to an adult volunteer, who will already be seated. Students sit across the table from the adult volunteers, on the inside of the table.
	2. Allow no more than 10 minutes for each Report Card Chat. Exceptions can be made in special circumstances where concluding the chat would feel unnatural (e.g., a student brings up the illness of family member), although it is generally advised that the chat be concluded within the 10 minute time frame and a referral be made for trained professionals to follow-up as needed.
	3. Walk around the room, providing guidance or redirection if an adult volunteer is not following the guidelines outlined in the Supporting Students Tool (Tool, p. 16).
	4. Ask adult volunteers to turn in a Chat Record (Tool, p. 17) for any student that they feel the school staff should follow-up with after the chats have concluded.
Follow–Up & Follow–Through	» Send an email thanking adult volunteers.
	» Within one week, pull together all Chat Records (Tool, p. 17).
	» Based on the notes outlined in the Chat Record, refer students to appropriate resources. For instance, all students with social-emotional needs might be referred to the school's Student Assistance Team.
Tips, Modifications & Extensions	» Good people to coordinate this activity are community liaisons, such as social workers, who tend to be aware of local community resources and connected to school resources.
	» Consider using existing peer leadership-type groups to help coordinate the day.
	» Be mindful when selecting volunteers. Select from reputable local agencies. Follow all school district screening procedures when selecting volunteers.
Success Example	"Garey High School's Report Card Chats engage professionals and leaders from all walks of life in the surrounding community for the sole purpose of uplifting and encouraging our young men and women. Our students are often inspired and comforted to know that our superintendent, local business owners, and community leaders have taken time out of their busy schedule to connect with them about the academic progress and future plans. Our Report Card Chats let's our students know they are supported by caring adults and reinforces our goal of student engagement." —Mr. Stacey E. Wilkins, Principal, Garey High School

Tools for ⒜ ACTIVITY ③ : Report Card Chats

Tool: Supporting Students

What is the primary reason we've asked you to be here today? The primary purpose of a Report Card Chat is to have a positive and encouraging conversation with a young person from our community.

Why do students bring their report cards? Report cards are a starting point for a conversation; they give you information that helps you encourage the student. You can talk about other positive things too, like a student's hobbies and interests.

How will you encourage students today? Always look for strengths and bright spots!

If the student has good grades: After you congratulate the student, you may want to ask the following types of questions:

» Why is it important to you to get good grades?

» What have you done to get good grades?

» What do you plan to do in the future? How will getting good grades help with your future plans?

If the student has one or more Ds and/or Fs: First, look for the better grades and recognize those. Then, consider these strategies:

» Ask, "You are getting a good grade in X class. What do you like about that class? What do you do in that class that helps you get a good grade?"

» Remind student that there is still time to improve other grades.

» Look at other elements of the report card, such as attendance and citizenship. Provide recognition of any bright spot you see!

» Look at your Resources List to suggest resources to the student.

If the student has all Ds and/or Fs: Acknowledge that the student may have given up hope or may feel disengaged from school, then consider these strategies:

» Look at other elements of the report card, such as attendance and citizenship. Provide recognition of any bright spot you see!

» Ask, "What is getting in the way of your success at school?"

» Remind student that there is still time to improve other grades.

» If you experienced similar difficulties at school and you feel comfortable, share your own story.

» Look at your Resources List to suggest resources to the student.

If the student does not wish to discuss their grades, that's o.k. Consider the following conversation starters:

» What are your hobbies? What do you like to do outside of school?

» Who is the person you are closest to in your family?

» Do you have a best friend? What do you like and him or her? What types of things do you do together?

If the student is still not interested in participating, that's o.k. Please sit quietly and wait for facilitator to pass by. Facilitator will excuse the student. The student will not be punished choosing not to participate.

Tool: Chat Record

Please complete this Chat Record for any student that you feel the school staff should follow-up with after Report Card chats have concluded.

Date:	
Your Name:	
Your Organization:	
Student Name:	
Student Grade:	

Strengths	*Concerns*	*Comments*

ACTIVITY 4 Connect the Dots

What

School adults create a *socio–gram*, a graphic or visual representation of the social links students share with staff, to identify students who do not have a personal connection with at least one adult at school, and connect those students with a staff member.

Why

Every connection made between individuals improves the likelihood that students and school adults will feel safe and supported on campus. Researchers call this *school connectedness.*

What You Need

Materials

1. One Socio–gram Statement (see Tools, p. 20)
2. Wall Chart of Staff and Students example (see Tools, p. 20)
3. Wall Chart of Staff and Students template (see Tools, p. 21)
4. Colored dot stickers

Who

» All school staff at a staff meeting

Space

» Meeting room large enough for all participants

Time

» Preparation: 1 hour
» Facilitation: 2.5 hours
» Follow–Up: Ongoing

How You Do It

Prepare	1. Select a socio-gram statement.
	2. Create a Wall Chart of Staff and Students using the example and template.
Do It!	1. Staff will place sticky dot under each students' name for whom the socio-gram statement is true for him/her.
	2. The students with no dots will be connected with a school adult volunteer. Although all school adults will participate in identifying students, only adults who volunteer will be asked to reach out to students.
	3. The staff member will check in with student on a regular basis. The rate of check-ins may be pre-determined (e.g., one time/week) or can be left open to the judgment of the staff member. Check-ins should be friendly and social in nature; they should feel non-threatening and non-punitive to the student.
Follow-Up & Follow-Through	1. Hold a follow-up meeting of adult volunteers approximately two weeks after the initial exercise to discuss progress and challenges encountered.
	2. To maintain momentum, hold additional follow-up meetings on a regular basis, either in-person or via email/phone.
Tips, Modifications & Extensions	» For large comprehensive high schools that have thousands of students, start with a smaller subset of students such as:
	» one grade level of students such as all 9th grade students
	» students who are habitually tardy
	» students who are habitually absent
	» students who are in danger of not graduating
	» other subset of students that might fall through the cracks
	» To incorporate evidence into your efforts, try comparing before and after data such as:
	» tardy/absent rates prior to the adult check-ins vs. the number after
	» grades of students prior to the adult check-ins vs. the grades after
	» To incorporate record keeping into your efforts, use "check-in cards" to keep track of adult-student check-in meetings:
	» The student will initial the check in card each time the staff member checks in with them.
	» The facilitator will review the check in cards with staff on a regular basis.

Tools for **ACTIVITY 4**: Connect the Dots

Tool: Socio-gram Statements

A *socio-gram* is a graphic or visual representation of the social links shared within a social group. In this case, a socio-gram is a visual chart of the social links a student shares with school adults. For this activity, start with a statement that defines the types of social connections your school would like to encourage school adults to share with students. You may use the following examples, or create your own:

1. I have a strong enough connection to these students that they would come to me for help with a personal problem.

2. I know these students well enough to call them by name when I see them outside of class.

3. I know at least one detail of these students' home lives.

Example: Wall Chart of Staff and Students

SOCIO-GRAM:

I have a strong enough connection to these students that they would come to me for help with a personal problem.

		STUDENT								
		Lauren	Sonia	Eric	Jose	Pei	Trinity	Talia	Marco	Tony	Tameka
STAFF	Ms. Izu						x	x		x	x
	Mr. Haas	x			x			x			x
	Ms. Jain		x		x	x			x		x

Template: Wall Chart of Staff and Students

SOCIO–GRAM:

	STUDENT				
	1.	2.	3.	4.	5.
STAFF 5.					
4.					
3.					
2.					
1.					

ACTIVITY 5 — Climate Conversations

What

In a casual yet structured setting, students facilitate small group discussions with other students and staff about specific school climate concerns on campus.

Why

The Climate Conversation provides a structured opportunity for students to meaningfully participate in school improvement discussions and for stakeholder groups to share their school climate improvement ideas.

What You Need

Materials

1. White butcher paper: 1 full roll
2. Markers: 10 sets
3. 3 colored candies (or alternative centerpiece using three colors)
4. Lunch or snacks

Who

» 10 student facilitators (1 per table)
» 50 or more student participants (at least 5 per table)
» 10 or more school adults (at least 1 per table)

Space

» A space large enough to hold all participants comfortably and where a lunch meal can be served.

Time

» Preparation: 4-6 hours
» Facilitation: 3 hours
» Follow-up: Varies depending on meeting length and presentation efforts

How You Do It

Prepare	1. Choose one staff member to serve as the facilitator of the Climate Conversation.
	2. Choose approximately five additional staff members to serve as greeters and food servers.
	3. Several days prior to the Climate Conversation, select approximately ten students to be trained as table facilitators during the event. Train students on how to keep the flow of communication going at their table, how to make sure every voice is heard, and how to ensure that participants are respectful of one another.
	4. Recruit Climate Conversation participants. Successful Climate Conversations have approximately fifty student participants, distributed equally across ten tables.
	5. Determine location for Climate Conversation.
	6. Select three climate-related themes for the discussion. Topics may include: school connectedness, violence prevention, student voice, staff-student relationships, and/or bullying prevention. The three topics may correspond with areas that the school is focusing on in local school improvement plans.
	7. Determine at least one conversation-encouraging question to ask for each theme. For examples of questions, see Tool, p. 25.
	8. Set up the room.
	» Mark each table with three colors to represent the three themes that students are going to be asked to consider. Tables can be marked in various ways, such as three colors of flowers or three colors of candies as centerpieces.
	» Cover tables with butcher paper and place a set of markers on each table.
	» Place a large piece of white butcher paper on a wall that is visible throughout the room.
	9. Prepare lunch. Set up a buffet style table with items for lunch.
Do It!	**Part I**
	1. Have staff members arrive before students and when students arrive, staff members should welcome and greet them, serve them lunch and show them to their tables. This is a powerful and immediate way to set the tone for the rest of the afternoon.
	2. Students are given time to enjoy their lunch while staff roam the room and visit with students.
	3. After lunch, the principal or another administrator can formally begin the Climate Conversation process by welcoming the group and thanking everyone for attending. It is helpful if this person's message to the students reinforces what has already been established at lunch: students are valued and the staff is eager to understand their perspectives. The principal can close by asking students to be open and honest during the entire process.

Do It! (continued)	**Part II** 1. The teacher who is facilitating the event will introduce himself and his role and then ask the students to notice the three colors on the tables. 2. To get them thinking about the topics, students are given post-it notes and asked to define what each of those three topics means to them. Once students have filled out their post-it notes, they display them on the large piece of butcher paper for all students to have the opportunity to see. 3. The adult facilitator explains that she will be asking three to four questions and each table group will have a discussion around each question, specifically about how it relates to one of the three larger topics. The student facilitators will manage the conversations at their tables and also record notes on the butcher paper that is covering the tables. 4. The adult facilitator announces the first discussion question and directs the groups to begin their conversations. The groups are given 20 minutes for their first discussion. 5. When all groups have finished their conversations, the table facilitators report major findings out to the entire group. 6. After the first question, the table facilitators remain at the table while the other students are asked to move to another table in order to mix up the dynamics at each table group. This method continues for questions two and three. 7. At the close of the day, students and staff take time to reflect on the experience and discuss any themes that have emerged during the various discussions. Students are told that school leaders will meet to develop priorities based on what the students shared at the Climate Conversation.
Follow–Up & Follow–Through	» Members of school leadership (e.g., school improvement team) meet to develop an action plan which is then shared with the entire school community.
Tips, Modifications & Extensions	» Consider using the World Café method for this activity (http://www.theworldcafe.com) » During the report out phase, consider using a graphic artist to visually record student perspectives on a giant poster. For an example, please see http://jeannelking.com/portfolio_item/madison-high-school-world-cafe/
Success Example	"After participating in this process, I feel like I have a better understanding of student perspectives and I am eager to take action based upon what I heard today." —Teacher, Madison High School "This was a powerful experience. I felt valued, respected and appreciated." —Student, Madison High School "The more we have these sorts of conversations, the more this school will change for the better." —Staff member, Madison High School

Tool for ACTIVITY 5: Climate Conversations

Tool: Sample Climate Conversation Questions

School Connectedness

» What makes you feel like you are a part of this school? What makes you feel like you belong here?

School Safety & Violence Prevention

» What makes some students start fights on campus? What could help reduce fights on campus?

» What makes you feel safe on campus? Are there places where you feel less safe—if yes, why?

Student Voice

» Describe a time where you felt like your opinions and ideas really mattered to the school? What did the school do to encourage you to share your opinions and ideas?

» What are some ways that students can help make the school a better place to learn and make friends?

Staff-Student Relationships

» How do you know when an adult at school cares about you? What do they say and do?

» Think of a teacher or other school adult that you feel connected to. What does that person say and do to make you feel like they care about you?

Bullying Prevention

» What makes some students bully other students? What could the school do to help? What could other students do to help?

6 "That's Who We Are"

What

Members of the school community create a motivational, confirming message to be repeated daily.

Why

Establishing a motivational, confirming message helps community members start to attribute positive experiences to the behavior and effort of their friends, colleagues, and to themselves. Repeating a motivational, confirming message regularly helps school community members attend more carefully to the experiences during the day that confirm that message. As the number of experiences accumulates, the community starts to expect positive experiences from the school because "that's who we are."

What You Need

Materials

1. Chart paper
2. Red dot stickers
3. Note paper for all participants
4. Pencils/pens and marker
5. School Climate Prompt (see Tools, p. 28)
6. Using the Language of Behavior (see Tools, p. 28)
7. Example of a Daily Message (see Tools, p. 28)
8. Snacks

Who

» A cross-section of staff, students, and parents
» Individuals representing different staff stakeholder groups (e.g., classified staff, certified staff, security personnel)
» Individuals representing different student groups (e.g., age, ethnicity, level of school involvement)
» No "pre-set" number of participants

Space

» Meeting room large enough for all participants
» Room should be equipped with tables for small group work

Time

» Preparation: 30 minutes
» Facilitation: 2 hours
» Follow-Up: 2 hours

How You Do It

Prepare	» Recruit staff, students, and parents to participate. Try to include a cross–section of staff, students, and parents. Represented should be different subgroups of staff (e.g., classified staff, certificated staff, security personnel) and students (e.g., age, ethnicity, level of school involvement).
Do It!	1. Using the School Climate Prompt, ask the group what a positive school climate means to them.
	2. Have each person write down 5 key words.
	3. Write all key words on chart paper. Do not leave any key words out and do not judge the quality of any key words.
	4. Give all participants 3 red dot stickers.
	5. Ask all participants to put a red dot next to the three school climate words that are most important to them.
	6. Refine the list to the 5 words with the most red dots, herein referred to as "hot words."
	7. Ask the large group to divide into small groups of no more than 5 people. Each group should include staff, students, and parents.
	8. Share the example daily message and stress that daily messages should be written in *behavioral terms*, meaning things you can see, such as what people say and do, rather than things that you can't see, such as what people think or like. To demonstrate how to make a statement using behavioral terms, refer to the "Using the Language of Behavior" examples.
	9. Ask the small groups to write a climate–focused daily message based on the five hot words.
Follow–Up & Follow–Through	1. Collect all the climate–focused daily messages from the small groups.
	2. Edit daily messages for grammar/spelling, but in order to ensure that the voice of participants is not modified, *do not* change any language.
	3. Poll all members of the school, including all staff and students about which daily message they would like to use for the year.
	4. After a daily message is selected, repeat it *every day* by including it with the flag salute or in your morning messages.
	5. Brainstorm with students and staff to incorporate those messages into the daily school practices. Examples may include publishing the daily message on the school website and newsletter; posting the message in classrooms; sponsoring student–led events that promote the message; and/or providing recognition to students and staff who embody the message.
Tips, Modifications & Extensions	» Polling can be done through paper and pencil voting during lunch periods or online through applications such as SurveyMonkey.
	» If a year seems too long, select a new daily message mid–year. A good time to make a switch is at the start of the spring semester.

Tool for **ACTIVITY 6**: "That's Who We Are"

Tool: School Climate Prompt

When you think of a school with a positive climate—a school that is a positive place where you want to come each day—what do you think of? What does the school look like? How do people talk to each other? How do people work with one another?

Example: Using the Language of Behavior

When you consider whether a message is written in *behavioral terms,* you should ask the following question: Does the message reflect something you could see and/or hear? Thoughts, feelings, and ideas are typically not stated in behavioral terms, but they are often pulled from experiences that have a behavioral component. See the below examples for how to turn common school climate sentiments into behavioral statements.

Not Behavioral	Behavioral: You can see and/or hear it
Teachers are nice to students.	Teachers smile and say hello and they check in with students about their families and grades.
Students are respectful to each other.	Students do not use profanity toward one another and they help one another with class work.
Everyone cares about the campus.	Students and staff throw their trash in the garbage and pick up trash when it is on the ground. The school is free of graffiti.

Example: Daily Message

At California High School, students and adults say hello to one another in the hallways, keep a clean campus by picking up after themselves, and help one another whenever they can.

7

I Belong Map

What

Students create maps that provide a visual representation of the experiences and places on campus that encourage a sense of school belonging, and engage in a discussion of how to address those places or experiences that reduce belonging.

Why

The feeling of school belonging is generally considered an invisible psychological and emotional experience. Nevertheless, school belonging, also referred to as school connectedness, is positively related to students' academic and personal outcomes, including school completion and academic achievement. This activity allows school community members to visualize the locations on school campus where students do or do not feel they belong in order to build awareness of the types of school supports that promote belonging.

What You Need

Materials	Who
1. Index Cards	» 20-30 Students
2. Colored Markers or Pencils	
3. Legal-Sized Paper (8 ½ x 14")	
4. Pencils	

Space	Time
» One meeting room for all participants. An ideal space would have tables large enough for students to complete art projects.	» Preparation: 30 minutes
	» Facilitation:
	» Part I: 2 hours
	» Part II: 1 hour
	» Part III: 1 hour
	» Follow-up: 1-2 hours (varies depending on presentation duration)

How You Do It

Prepare	1. Request 20-30 student volunteers. This is a good activity to do with a whole class. 2. Gather necessary materials. 3. This activity requires that students leave the classroom to "tour" the school. Consider any permissions or supervision requirements.
Do It!	**Part I: Finding What's Working** 1. To get them thinking about the problem, ask students the following question: » When you walk around the school, what do you see or hear that makes you feel like you belong here? 2. If students are stuck, consider suggesting: » Signs and information in my home language; » My schoolwork and/or art on the walls; » Welcoming messages and signs; » Pictures on the wall of students that look like me. 3. Ask students to walk around the campus to observe places where they feel like they belong. Remind them to look for the things that they just mentioned during idea generation. 4. Have students draw 'belonging maps' showing the places on campus where they feel they belong and why. Students can make these maps as elaborate as they wish. 5. Post belonging maps in a highly trafficked area for other school community members to view. If they are not comfortable with sharing, students may choose not to put their names on their map and/or choose not to have their map displayed. **Part II: Identifying Concerns** 1. Ask: What do you see or hear (or not see or hear) that makes you feel less like you belong here? 2. Have students write each answer on a different index card. 3. Divide the large group into small groups of 5-7 students each. 4. Have the small groups put all their cards into a single pile and mix them up. 5. Have small groups sort out their cards by categories or themes. 6. Ask the small group to label each of the categories or themes. 7. Ask each small group to report out the themes they identified. 8. Transfer all categories or themes from all groups to a poster sheet of paper. You are likely to find that the same themes emerge from different small groups. **Part III: Finding Fixes** 1. Assign one category or theme to each small group. 2. Ask the group to write down all their ideas for addressing the category or theme. Specifically, ask them to think of low or no cost ways to address the category or theme. 3. Have small groups report out their ideas. 4. Collect all ideas for presentation to school administrators and other groups

Follow–Up & Follow–Through	1. Present major findings to instructional staff, such as during a Professional Learning Community meeting or a departmental meeting. 2. Present major findings to school leadership. 3. Report progress back to students.
Tips, Modifications & Extensions	» Ask school administrator to come for an in-person presentation by the participating students. » Engage the students in ongoing student voice by empowering them with resources (e.g., decision-making power and access to funding) to address the issues they bring up.

ACTIVITY 8 Observing Ourselves

What

School staff members pair with students to reflect on their expectations about interpersonal interactions on campus, systematically observe these interactions, and identify ways to increase and strengthen positive interactions and reduce or eliminate negative ones.

Why

All individuals who share a school environment, including staff and students, hold beliefs and expectations about how individuals interact with one other and with the school environment. Making careful, deliberate observations of these interactions helps challenge personal expectations and encourages critical thinking about ways to improve the relational atmosphere of the school.

What You Need

Materials

1. Example Observation Sign–up Grid (see Tools, p. 34)
2. Copies of Observation Log (see Tools, p. 35)
3. Copies of Completed Observation Log (see Tools, p. 36)
4. Copies of Reflection Questions (see Tools, p. 37)
5. Poster Paper

Who

» Equal numbers of students and adults
» No "pre–set" number of participants

Space

» One meeting room large enough for all participants
» Room should be equipped with tables for small group work

Time

» Preparation: 1 hour
» Facilitation: 3 to 5 hours (varies depending on number of scheduled observation intervals)
» Follow–Up: 2 hours

How You Do It

Prepare	1. Recruit equal number of staff and students.
	2. Make copies of Sign–Up Grid, sample and blank Observation Logs, and Reflection Questions.
	3. Schedule a brief 45–minute meeting for all participants.
Do It!	1. At the meeting, describe the "What" and "Why" of the activity.
	2. Pair one student with one school adult.
	3. Give the pairs a copy of the sample Observation Log and discuss the examples listed.
	4. Share the Sign–up Grid and ask the pairs to either volunteer for a time or suggest a time that is not listed.
	5. Give the pairs a blank Observation Log.
	6. Ask each pair to consider two to three behaviors they *expect* to see in that space and two to three behaviors they *hope* to see in that space. If there is consensus between the two members of the pair, then they can both document the same expected and/or hoped for behaviors during their observation interval. If they expect and/or hope for different behaviors, then they can document different behaviors during the interval.
	7. Ask each member of the pair to record the number of times they see each "expected" and "hoped for" behavior exhibited during each observation interval. Each member of the pair does his/her own recording.
	8. Give the pairs a copy of the Reflection Questions for use after the observation period.
Follow–Up & Follow–Through	1. After the time period for observations has ended, reconvene all participants for a one-hour reflection meeting,
	2. With their observation partners, ask participants to share their observations and discuss their findings using the reflection questions. Allow 20 minutes for this activity.
	3. Ask each dyad to share out to the larger group their "Ah–Ha" moments from participating in this activity. Record responses on poster paper. Allow 30 minutes for this activity.
Tips, Modifications & Extensions	» Use the observations to open up a dialogue about norms on campus with the greater school community. Record the "Ah–Ha" moments observers shared during the reflection meeting, de–identify them to protect the anonymity of the observers, and share them at community meetings, such as staff meetings and/or assemblies. Students may also be interested in planning skits based on what they observed and present the skits on morning video messages or at an assembly.
	» Tie this activity to the "I Noticed" Activity by asking adults and students to look for the "wished for" norms.

Tools for ⑧ACTIVITY: Observing Ourselves

Example: Observation Sign-Up Grid

	Main Office	Hallway A	Hallway B	Quad	Bus Pick-Up/Drop-off
Before School (7:30–7:45 a.m.)					
Passing Period 1 (10:00–10:15 a.m.)					
Lunch (12:00–12:15 p.m.)			Tommy J. & Ms. Jones		
Passing Period 2 (2:00–2:15 p.m.)		Sam R. & Mr. Simms			Carey S. & Mr. Pike
After School (3:30–3:45 p.m.)					

Template: Observation Log

Date: Location: Time Start: Time End:

	Description	Tally	Final Count
Expected Behavior 1			
"Hoped For" Behavior 1			
Expected Behavior 2			
"Hoped For" Behavior 2			

Definitions

Expected Behavior: What would you expect to see during the selected observation space/time? Usually this is based on what you have experienced before in this space/time. Expected behaviors can be "negative" or "positive" depending on your experience. Sometimes adults and students have different expected behaviors, and that's o.k.

Hoped For Behavior: When you imagine an excellent school where people work together and treat each other kindly, what behavior would you imagine seeing during the selected observation space/time? A "hoped for" behavior should be "positive"; sometimes it is helpful to imagine the opposite of the expected behavior.

Example: Completed Observation Log

Date:	Location:		Time Start:	Time End:
9/15/13	Quad		12:00 p.m.	12:15 p.m.

	Description	Tally	Final Count
Expected Behavior 1	Students throw trash on the floor.	lllll lllll	10
"Hoped For" Behavior 1	Students pick up trash from floor and put it in trashcans.	llll	4
Expected Behavior 2	Adults talk sternly to students.	lll	3
"Hoped For" Behavior 2	Adults smile and make eye contact with students.	lllll	5

Definitions

Expected Behavior: What would you expect to see during the selected observation space/time? Usually this is based on what you have experienced before in this space/time. Expected behaviors can be "negative" or "positive" depending on your experience. Sometimes adults and students have different expected behaviors, and that's o.k.

Hoped For Behavior: When you imagine an excellent school where people work together and treat each other kindly, what behavior would you imagine seeing during the selected observation space/time? A "hoped for" behavior should be "positive"; sometimes it is helpful to imagine the opposite of the expected behavior.

Tool: Reflection Questions for "Observing Ourselves"

» How were your observation logs similar?

» How were your observations logs different?

» Did anything surprise you about your observation? If yes, what? If no, why not?

» What good thing would you like to highlight about your observation?

» If you observed something upsetting, how would you like it changed in the future? What could prevent it from happening again?

» What did you learn from doing the observation with your partner?

ACTIVITY 9 Every Space is a Safe Space

What

Members of the school community identify isolated areas of the campus and take steps to make those areas open and safe.

Why

Isolated areas on a school campus are invitations for risky student behaviors. Repurposing isolated areas for open and supervised use reduces opportunities for risk behaviors on campus and promotes feelings of safety for all students. As the number of safe and supervised areas on school campus grows the community starts to expect that every place is safe on school campus.

What You Need

Materials

1. Maps of the school divided into sections (e.g., by quadrants or by hallways)
2. Clipboards and note paper for all participants
3. Sticky chart paper and markers for each team
4. Snacks

Who

» Approximately 20 participants, including a cross-section of:
   » Teachers, administrators, coaches
   » Classified staff, certificated staff, security personnel
   » Students by race/ethnicity, age/grade, gender, academic performance, school participation levels
   » Parents, community members

Space

» Meeting room large enough for all participants
» Room should be equipped with tables for small group work

Time

» Preparation: 30 minutes
» Facilitation: 2 hours
» Follow-up: 2 hours

How You Do It

Prepare	
	» Recruit approximately 20 participants, including equal numbers of staff, students, and parents. Try to include a cross–section of staff, students, and parents. Represented should be different subgroups of staff (e.g., classified staff, certificated staff, security personnel) and students (e.g., age, ethnicity, level of school involvement).

Do It!	
	1. Divide the large group into smaller teams of 3 to 5 individuals, each with a cross–section of staff, students, and parents.
	2. Give all participants a clipboard, notepaper, pen, and map of the school.
	3. Assign each team to a section of the school campus.
	4. Ask teams to visit their assigned section of the school campus and identify any isolated or unsafe areas in their section of the campus.
	5. Ask the teams to return to the meeting room to list the isolated or unsafe areas as well as strategies to make the area safe, including repurposing it or adding additional security measures.
	6. Ask the small groups to share their lists and improvement strategies with the large group.
	7. Poll all members of the group about which area they would like to make their top priority.
	8. After the top priority is selected, prioritize remaining isolated or unsafe areas.

Follow–Up & Follow–Through	
	1. Assign responsibility for addressing the top priority area to a small group of volunteers. This group should include an administrator who can make financial and policy decisions, teachers, staff, students and parents.
	2. Consider bringing the team back together in 6 to 8 weeks to discuss progress and problem-solve barriers and challenges.

Success Example	
	"The Bathrooms where kids used to smoke weed have been closed and turned into teacher bathrooms. They chopped down bushes where kids would smoke and now there is no place to hide to smoke weed. Campus Supervisors are everywhere and they can see all areas of the campus. From 9th to 12th grade it has improved 200% at least. Kids used to smoke on buses. I haven't seen it this whole year. It is dramatically better. Campus Supervisors are on it." —Student, Lower Lake High School

Centered Listening

What

Staff engage in the art of listening, a deceptively challenging skill that requires conscious practice and effort.

Why

Centered listening is at the core of building healthy collegial relationships, the keystone of a positive school climate. Colleagues need to feel that their ideas and opinions matter and are worthy of attention. Moreover, sustained listening practice benefits students, who interpret adults' focused listening as a sign that adults at school care about them and value their unique contributions.

What You Need

Materials	Who
1. Copies of Instructions for Centered Listening (see Tools, p. 42) 2. Copies of Reflection Questions for Centered Listening (see Tools, p. 42)	» Staff at a staff meeting
Space	**Time**
» Meeting room large enough for all participants	» Preparation: 30 minutes » Facilitation: 10 to 30 minutes » Follow-Up: None

How You Do It

Prepare	1. Create PowerPoint slide with Instructions for Centered Listening, or make copies of the instructions.
	2. Make copies of the Reflection Questions for Centered Listening.
	3. Select a School Climate Prompt from the list provided or create your own.
Do It!	1. Divide the staff into groups of three.
	2. Project the PowerPoint 'Instructions for Centered Listening' slide, or hand out paper copies of instructions.
	3. Describe the instructions aloud to the group.
	4. (2 minutes) Person 1 (Speaker) turns to person 2 (Listener) and tells person 2 about something meaningful to him/her. Person 2 listens actively for the full 1 minute. Person 3 (Reflector) tries not to listen in.
	» Speaker's job: Answer the school climate prompt.
	» Listener's job: Listen carefully. Try to avoid a dialogue. Just listen and provide nonverbal indications that you are listening (e.g., nodding, smiling).
	» Reflector's job: Try not to listen while the Speaker is speaking. Then listen carefully as the Listener reflects back to you. Ask the Speaker at least one follow-up question about what you heard.
	5. (30 seconds) Listener turns to Reflector to tell Reflector what they heard the Speaker say.
	6. Person 3 becomes Speaker, person 1 becomes Listener, and person 2 becomes Reflector.
	7. Repeat procedures 1 & 2 in new arrangement.
	8. Person 2 becomes Speaker, person 3 becomes Listener, and person 1 becomes Reflector.
	9. Repeat procedures 1 & 2 in new arrangement.
	10. Ask the triads to answer the Reflection Questions for Centered Listening.
	11. Ask for volunteers to share their answers to the Reflection Questions for Centered Listening with the whole staff.
Follow–Up & Follow–Through	» None
Tips, Modifications & Extensions	» Come back to this exercise as often as needed. You might consider starting every meeting with this activity.
	» For an additional challenge, increase the listening time to 5 minutes.
	» Encourage staff to conduct this exercise with students.

Tools for ACTIVITY 10: Centered Listening

Tool: Instructions for Centered Listening

1. (2 minutes) Person 1 (Speaker) turns to person 2 (Listener) and tells person 2 about something meaningful to him/her. Person 2 listens actively for the full 1 minute. Person 3 (Reflector) tries not to listen in.

    » Speaker's job: Answer the school climate prompt.

    » Listener's job: Listen carefully. Try to avoid a dialogue. Just listen and provide nonverbal indications that you are listening (e.g., nodding, smiling).

    » Reflector's job: Try not to listen while the Speaker is speaking. Then listen carefully as the Listener reflects back to you. Ask the Speaker at least one follow-up question about what you heard.

2. (30 seconds) Listener turns to Reflector to tell Reflector what they heard the Speaker say.

3. Person 3 becomes Speaker, person 1 becomes Listener, and person 2 becomes Reflector.

4. Repeat procedures 1 & 2 in new arrangement.

5. Person 2 becomes Speaker, person 3 becomes Listener, and person 1 becomes Reflector.

6. Repeat procedures 1 & 2 in new arrangement.

Tool: Reflection Questions for Centered Listening

» What did two full minutes of listening feel like? For the listener? For the speaker? Was it easy or hard? Was it comfortable or uncomfortable?

» What does this activity remind us about listening? (i.e., that it's a skill that requires practice, that it makes others feel comfortable and at-ease, that it is unusual)

Tool: School Climate Prompts for Centered Listening

» What is something you are proud of that others would not know if they just looked at you?

» What is your favorite quality in [school name] students? What is your favorite quality in [School name] adults? Give an example of a time when you saw someone demonstrate that quality and/or you demonstrated that quality yourself.

» If you could tell one person (or a group of people) at school how much you appreciate them, who would it be and why?

» What do you hope for the future of students and staff at X High School?

» What inspires you to work with youth at [school name]?

From Passing to Connecting

What

Staff make eye contact with, smile at, and say hello to students during passing periods.

Why

Every positive connection made between staff and students, no matter how small, improves the interpersonal atmosphere of the school. Students often report they know adults care when adults make eye contact, smile, say hello, ask about the students' weekend, or call students by name.

What You Need

Materials	Who
1. Passing Period Sign–Up Grid (see Tools, p. 45) 2. From Passing to Connecting Note Card example (see Tools, p. 46) 3. From Passing to Connecting Note Card template (see Tools, p. 47)	» All school staff at a staff meeting
Space	**Time**
» Meeting room large enough for all participants	» Preparation: 30 minutes » Facilitation: 10 to 30 minutes » Follow–Up: Each passing period

How You Do It

Prepare	1. Create a monthly sign up grid using the Passing Period Sign–Up Grid example. 2. Create From Passing to Connecting Note Cards with directions using the example and template.
Do It!	1. At a faculty meeting, describe the "What" and "Why" of the activity. 2. Explain: 　» It doesn't matter how many students you connect with during each passing period. Just be there! 　» Purposefully making small, positive connections with students during passing period will help keep the focus on creating a positive atmosphere at school. 　» Other schools have found that simply making connections with students during passing period significantly improves students' feelings of safety and reduces the number of discipline referrals. 3. Ask staff to sign up on the sign up grid. 4. Tell staff that prior to the day of they signed up for, they will receive a note card with reminders about how to connect with students during passing period. 5. The facilitator will collect the note cards at the end of the day and check in with the staff about how it went.
Follow–Up & Follow–Through	1. Facilitator provides staff with note cards prior to the day that they've signed up for. Passing out the note cards to staff is a way to both connect with staff and to demonstrate the importance of connecting with students. 2. Staff will connect with students in their chosen location during their chosen time. 3. Facilitator collects note cards at the end of the day and asks staff: 　» How did it go? 　» Did you notice anything different?
Tips, Modifications & Extensions	» Provide volunteers with identification to wear during their Passing Period, such as t–shirts or buttons. Staff who have not yet signed up to participate may be encouraged and motivated by seeing their peers. » Compare before and after data, such as the number of discipline referrals from a traditional Passing Period to the number of referrals from "Connecting Period." » Provide incentives for staff members who sign up to participate. Incentives don't need to be for tangible objects (e.g., gift cards), but could include meaningful, school climate–building things like the opportunity to be drawn in a raffle for an instructional period covered by the principal or pre–paid lunch with a colleague or student.

Tools for **ACTIVITY 11**: From Passing to Connecting

Example: Passing Period Sign–Up Grid

MARCH	Main Office	Hallway A	Hallway B	Quad	Bus Pick–Up/Drop–off
Before School (7:30–7:45 a.m.)	Mr. Rogers				
Passing Period 1 (8:50–9:00 a.m.)					
Passing Period 2 (9:50–10:00 a.m.)					
Passing Period 3 (10:50–11:00 a.m.)			Ms. Jones		
Passing Period 4 (11:50 a.m.–12:00 p.m.)		Mr. Simms			Mr. Pike
After Lunch (12:50–1:00 p.m.)			Ms. Hernandez		

Example: From Passing to Connecting Note Card

You signed up to connect with students!

MARCH

month

Name: Mr. Rogers

Place: Main Office

Date: March 15

Time: Before School (7:30–7:45 a.m.)

Remember, connecting with students can be easy!

» Make eye contact

» Smile

» Say hello

» Ask about the students' weekend

» Call students by name

» Have FUN!!!

Notes (optional):

(Note from Facilitator) March 15 is the 7:45 A.M. school-wide assembly. All students should be going to the gym.

(Note to Facilitator) John Doe (10th grade) arrived on time and went to the assembly without an argument.

Template: From Passing to Connecting Note Card

You signed up to connect with students!

_____
month

Name:

Place:

Date:

Time:

Remember, connecting with students can be easy!

» Make eye contact

» Smile

» Say hello

» Ask about the students' weekend

» Call students by name

» Have FUN!!!

Notes (optional):

ACTIVITY 12 "I Noticed"

What

School adults provide encouragement to one another by adding "I Noticed" cards to a public bulletin board.

Why

Opportunities to "notice" colleagues' contributions and strengths are often missed due to busy adult schedules. An unobtrusive way to encourage one another is by starting an "I Noticed" board that encourages staff members who display the behaviors and language that support a positive interpersonal atmosphere on campus.

What You Need

Materials

1. Index cards
2. Copies of "I Noticed" example statements and cards (see Tools, p. 50)
3. Bulletin board in the staff room if it is meant for only staff, or the main office if it is meant for all to see
4. "I Noticed" cards pre-printed with school's selected norm messages (see Tools, p. 51)

Who

» All school adults

Space

» Meeting room large enough for all participants

Time

» Preparation: 30 minutes
» Facilitation: 1 hour
» Follow-Up: Ongoing

How You Do It

Prepare	1. Select time and locate space.
	2. Gather materials and make copies of the example "I Noticed" statements and cards.

Do It!	1. Hand out blank index cards and "I Noticed" examples to all staff members.
	2. Define the word "norm" for the group.
	» *Norm: A pattern of social behavior that is standard or expected of a group.*
	3. Ask the group: On your index card, write down the norms that you would want in a perfect work environment, one where you felt at ease and where you wanted to come every day.
	» In this work environment, what language would people use toward students? Toward other adults?
	» What behavior would they exhibit toward students? Toward other adults?
	» Remind participants to write things that people can see and hear each other do and say, not what other people might think and believe.
	» Remind participants to write what they DO WANT, not what they DON'T WANT.
	4. Ask all staff members to hand in their index cards.
	5. Mix up the cards, randomly select one, and read it out loud.
	6. Translate the idea into an "I Noticed" statement.
	» For example, if someone writes, "new staff members would be mentored," write the "I Noticed" statement as, "I Noticed…[name of person] mentoring a new staff member."
	7. Tell the staff that all ideas on the index cards will be translated into "I Noticed" statements and pre-printed on index cards.
	8. Remind staff members that the purpose of pre-printing the "I Noticed" cards is to bring attention to the types of behaviors that school adults wish to see on campus. Encourage staff to take notice of their colleagues' contributions to a positive interpersonal atmosphere by adding "I Noticed" cards to the board regularly.
	9. Show an example of the pre-printed "I Noticed" card and explain how to use it.

Follow-Up & Follow-Through	1. Place a bulletin board in the staff room if it is meant for only staff, or the main office for parents and other visitors to see as well. In order to guarantee buy-in, inquire with staff about where they would prefer the board be placed.
	2. Place the pre-printed "I Noticed" cards in labeled envelopes pinned to the board.

Tips, Modifications & Extensions	» Find allies at the beginning of the process. Ask them to commit to adding an "I Noticed" card to the bulletin board every day for the first week.
	» Encourage or assist staff in creating "I Noticed" boards in their classrooms.

Tools for **ACTIVITY 12**: "I Noticed"

Example: "I Noticed" Statements

» I noticed...[name] said something encouraging a student.

» I noticed...[name] said something encouraging to another adult on campus.

» I noticed...[name] smiling.

» I noticed...[name] listened carefully.

» I noticed...[name] helped another staff member.

» I noticed...[name] intervened when someone was saying something unkind to a student.

» I noticed...[name] intervened when someone was saying something unkind to an adult.

» I noticed...[name] did something kind to contribute to the school community.

Example: "I Noticed" Cards

To:	Date:
I noticed ... [NAME] said something encouraging a student.	
From (optional):	**Note (optional):**

To:	Date:
I noticed ... [NAME] helped me by answering my questions.	
From (optional):	**Note (optional):**

Template: "I Noticed" Cards

To:	Date:
I noticed ...	
From (optional):	Note (optional):

To:	Date:
I noticed ...	
From (optional):	Note (optional):

To:	Date:
I noticed ...	
From (optional):	Note (optional):

To:	Date:
I noticed ...	
From (optional):	Note (optional):

Photo Finish

ACTIVITY 13

What

Staff highlight school adults and students by posting photos and interviews on campus.

Why

This activity is designed to contribute to the building of an integrated school community by highlighting school adults and students on campus. Every connection made between individuals improves the likelihood that people will feel safe and supported on campus.

What You Need

Materials	Who
1. Camera 2. Printer 3. Digital or paper copy of Photo Finish Form questions (see Tools, p. 54)	» Staff and student volunteers
Space	**Time**
» None	» Preparation: 2 hours » Facilitation: 2 hours » Follow–Up: ~20 minutes, weekly

How You Do It

Prepare	1. Select a process for determining who will be featured. Be careful not to highlight only the most well known students and staff members. This is an opportunity to highlight everyone on campus! 2. Obtain a list of students and staff who are willing to be featured.
Do It!	1. Request or take each person's photo. 2. Give the person a digital or paper copy of the Photo Finish Form questions. 3. Ask each person to type out or dictate their answers to the following set of questions. These questions are specifically meant to help encourage positive messages and interpersonal connections across the school: » What is your role at X High School? » What is your favorite quality in X High School students? » What is your favorite quality in X High School adults (it can be any adult, including teachers, classified staff, parents, or any other adult who helps on campus)? » If you could tell one person (or a group of people) at school how much you appreciate them, who would it be and why? » What do you hope for the future of students and staff at X High School? » Where and when can people find you if they want to know more about you? 4. Feature the individuals in multiple venues throughout the week. You might print copies of these weekly features and post them in a visible location on the campus. Placing them behind plexiglass will help prevent them from being damaged or destroyed over the week. You might also present them during morning message or put them in the school newspaper.
Follow–Up & Follow–Through	» Each week, select a student and a staff member from those available.
Tips, Modifications & Extensions	» Tie this activity to the "Connect the Dots" activity by selecting the students to be featured from the list of students who did not have any dots by their names. » For larger community visibility, locate a local newspaper or alternative community media outlet to publish these profiles on a regular basis.

Tool for ACTIVITY 13: Photo Finish

Template: Photo Finish Form

What is your role at X High School?	
What is your favorite quality in X High School students?	
What is your favorite quality in X High School adults (it can be any adult, including teachers, classified staff, parents, or any other adult who helps on campus)?	
If you could tell one person (or a group of people) at school how much you appreciate them, who would it be and why?	
What do you hope for the future of students and staff at X High School?	
Where and when can people find you if they want to know more about you?	

Other No- and Low- Cost Strategies

Strategy 1: Flex Time

One class period is periodically (e.g., once per academic quarter) dedicated by the school for special activities hosted by school adults within classrooms, including but not limited to teaching staff. The time may be used for student voice and relationship-building activities that may also be tied to the academic curriculum. Strategically building this time into the school day gives new school connectedness-building opportunities to students who would otherwise be unable to participate due to family or work-related obligations after school.

Strategy 2: Greetings & Closings, Comings & Goings

Teachers integrate class greetings and/or closings into their daily schedules. Class greetings and closings can be as creative and elaborate as the teacher wishes, but the important piece is that they are done every day to help students bond together and to form a class identity. In a more basic instance, if it is the first period of the day, the teacher might toss a tennis ball to a student and say, "Good morning, Thomas," Thomas says good morning back to the teacher and then tosses the tennis ball to whoever he wants and says good morning to that person, he/she says good morning back to Thomas and tosses the ball to someone else until the entire class has been "greeted." In another instance, a foreign language teacher might ask his students to learn "hello" in different languages, explaining to one student each day that he/she will kick off the greeting the next day and that his/her homework that night is to come up with what language to say "hello" in. As a last example, a math teacher during the last period of the day might assign a simple algorithm by which every student says "goodbye", such as every third person.