

Resource



School Climate: Student Well-Being Workbook

Welcome!

We are excited to present you with this workbook as a concrete pathway to evaluate, plan, and implement strategies that cater to the holistic needs of your students, following Maslow's hierarchy. It includes self-assessment tools, strategies for clear communication, and practical steps for addressing student physiological, safety, and emotional needs, plus fostering esteem and self-actualization. Each section is grounded in insights from families across the country collected by Possip. We hope this tool assists you as you effectively meet student needs, drawing directly from the voices of your community.

Shani Dowell
CEO, Possip



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SYNOPSIS OF SCHOOL SAFETY AND BEYOND SERIES

May 2024



Foundations of a Strong School Climate: Operational Excellence

- Focus on meeting physiological needs and ensuring safety as a foundation for learning.
- Importance of operational strategies in creating a safe, inclusive environment.
- Use of data and feedback from the school community to inform decisions and policies.

Strong School Climate: Creating Spaces for Safety, Inclusion, and Belonging

- Engagement with students, families, and staff is key to building a supportive school community.
- Continuous communication and feedback loops between school stakeholders enhance engagement.

Empowering Student Leadership: Fostering Self-Discovery and Contribution

- Student voice and choice are crucial in creating engaging and relevant school experiences.
- Role of extracurricular activities and community partnerships in fostering self exploration.
- Showcase practical examples of integrating student interests into school programming for increased engagement and purpose.

THROUGHOUT THE SERIES, THE RECURRING THEME WAS THE CRITICAL ROLE OF DATA IN UNDERSTANDING AND ADDRESSING THE NEEDS OF THE SCHOOL COMMUNITY, PAVING THE WAY FOR A SCHOOL CLIMATE THAT SUPPORTS NOT JUST ACADEMIC SUCCESS BUT THE OVERALL WELL-BEING AND GROWTH OF EACH STUDENT.

SYNOPSIS OF SCHOOL SAFETY AND BEYOND SERIES

May 2024



Shani Dowell, the founder and CEO of Possip, moderated a webinar series delving into the critical topic of school climate and operations, drawing on Possip's data and research.

The discussions, structured around Maslow's hierarchy of needs, focused on creating a strong and safe school climate through strategic operations and stakeholder engagement, including staff, students, and parents.

SYNOPSIS OF SCHOOL SAFETY AND BEYOND SERIES CONT. SESSION 2

SESSION 1

Foundations of a Strong School Climate: Operational Excellence

- Focus on meeting physiological needs and ensuring safety as a foundation for learning.
- Importance of operational strategies in creating a safe, inclusive environment.
- Use of data and feedback from the school community to inform decisions and policies.

Strong School Climate: Creating Spaces for Safety, Inclusion, and Belonging

- Engagement with students, families, and staff is key to building a supportive school community.
- Continuous communication and feedback loops between school stakeholders enhance engagement.

SESSION 3

Empowering Student Leadership: Fostering Self-Discovery and Contribution

- Student voice and choice are crucial in creating engaging and relevant school experiences.
- Role of extracurricular activities and community partnerships in fostering self exploration.
- Showcase practical examples of integrating student interests into school programming for increased engagement and purpose.





Where do you
want to be?
Where are you
now?

Directions:

Use the following self-assessment tools to reflect on where you are now and where you hope to be in terms of meeting student needs.

How Well Does Our School Meet Students' **Physiological** Needs?

Part 1: Evaluate

Part 1 Directions:

1. Review the top concerns families share for their children's physiological needs at school.
2. Consider each concern from different perspectives: your leadership team, teachers, non-teaching staff, student, and family members. Rate the state of each area from 1 (needs much improvement) to 5 (this is excellent on our campus / in our district). Then total the scores and move on to Part 2.

	Perception of Current State by Stakeholder Group Rank 1 to 5 (5 is high) or "Don't Know"					Total Out of 25
	Leadership	Teachers	Non-Teaching Staff	Student	Family	
Meals/Cafeteria						
Facilities						
Dress Code/Uniforms						
Attendance/Absences						
School Schedule						
Bathrooms						
Lockers & Backpacks						
Class Schedules						
Lunch/Recess						
Food/Clothing/ Financial Needs						

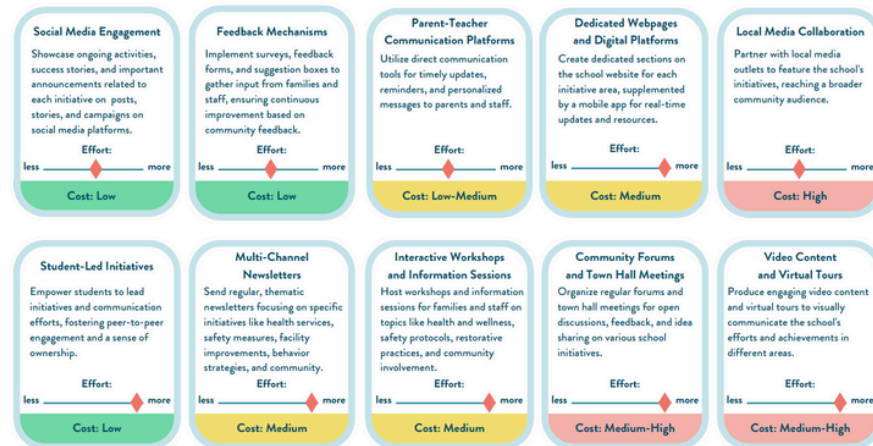
POSSIP

Click to download or print below!

- [Self-Assessment - Physiological and Safety Needs](#)
- [Self-Assessment - Love & Belonging and Safety Needs](#)
- [Self-Assessment of How Well Your School Meets Students' Needs of Self-Esteem and Self-Actualization](#)

Communicate Your Progress and Plans

Tactics to Effectively Communicate School Initiatives With Families and Staff



POSSIP

Click to download or print below!

[Tactics to Effectively Communicate School Initiatives to Families and Staff](#)





Addressing Student Physiological and Physical Safety Needs

- [Event Recap](#)
- [Full Recording here](#)

Resources Shared:

[The Path to Safer Schools - Top Questions to Ask](#) discusses the complex and often uncomfortable topic of school and community safety in the context of both violence and everyday incidents that undermine the sense of security. It acknowledges the difficulty in finding answers to safety concerns and emphasizes the importance of starting with questions to explore the underlying issues. The piece outlines three forms of safety to consider: physical, emotional, and mental, and suggests beginning with foundational questions about the school and community's philosophy, systems, priorities, and trade-offs regarding safety.

[Communicating Safety Drills and Procedures to Families](#) serves as a practical guide for school safety management, stressing the need for detailed planning, careful execution, and transparent communication with all stakeholders to ensure effective safety practices in schools.

[Secret Sauce to Successful Newsletters](#) provides guidance on creating effective school newsletters, emphasizing the importance of having a designated writer or committee, not necessarily the principal, for ownership. It suggests maintaining a regular frequency and thoughtful timing for distribution, recommending a consistent and positive tone to engage parents positively. The format should be predictable and organized by importance, incorporating visuals like pictures to enhance engagement and clarity. Including well-being notes can offer additional support to families, and it's crucial to avoid pitfalls such as informal language, excessive visuals, or grammatical errors. Overall, the article stresses the strategic use of newsletters as a tool to strengthen school-family communication and enhance the educational environment.

The Path to Safer Schools: Top Questions to Ask

Communication, For Parents, For Schools, Leadership, Public Safety / November 28, 2022 / 96



Reading Time 4 mins Share this post

44 Views 3:03
While answers aren't always easy, Principal Shari Daniels shares important questions for you to ask and consider on a path to safer schools.

When you don't have answers - sometimes the best you can offer is questions. School and networkwide safety and violence begin for answers - but we need to start with some questions.

Keeping Kids Safe: Communicating Safety Drills and Procedures to Families

Numbers Only / October 19, 2022 / 86



Reading Time 4 mins Share this post

44 Views 1:29
While top of mind for school leaders, safety drills and measures can sometimes feel overwhelming due to the number of requirements, not only are we planning and executing drills to meet state requirements, but we should also be closing the loop with our staff and families - something that can easily be overlooked. Here are a few quick tips to ensure the planning, execution and communication of safety drills are completed for your campus.

Successful School Newsletters: The Secret Sauce

Communication, Engagement, For Parents, Operations / January 22, 2018 / 46

Reading Time 4 mins

44 Views 2:45
Communicating with parents seems easy. However, it can be intimidating. We wanted to share the secret sauce to successful school newsletters!

Newsletters are a great way to give parents enough information to be able to ask their kid about the school week. Here we share a few tips and tricks so you have a successful school newsletter!

Addressing Student Social/Emotional and Love and Belonging Needs

- [Event Recap](#)
- [Full Recording here](#)
- [Full List of Resources to Cultivate a Sense of Love and Belonging](#)

1. Community Building and School Culture

As the school year progresses, the day-to-day can begin to feel overwhelming for teachers. When you're trying to meet standards, advance through the curriculum, and meet student needs simultaneously, it's easy to feel overwhelmed. [Sustaining Joy Beyond Back to School](#) explains ways to slow down and celebrate the individuals who together make up your school community.

[Building Traditions: School-Wide Community Meetings](#) explains how to foster a deep sense of belonging through regular school community meetings.

Programs like PBIS or other similar programs beautifully promote students modeling appropriate behavior norms. PBIS also clearly communicates expected procedures to students who may not be meeting those desired norms yet. Julie Gembra, a seasoned teacher and PBIS expert, shares tips in [Classroom Management Success With PBIS](#) on how to activate these ideals within your classroom.

2. Equity and Inclusion

[Creating Inclusive Communities in Schools](#): Leaders creating inclusive communities consider the various languages, cultures, ethnicities, and races present within student, family, and staff communities. And they consider how all of their learners access equitable education.

[Translating to Understand All: A Reporter's Perspective](#): Many challenges for ELL students and families revolve around understanding how to access resources at school. In addition, it involves connecting with a translator, or striving to support their student's academic success at home. Families often need follow-ups and extra support, and language services help us target those needs.



Addressing Student Social/Emotional and Love and Belonging Needs

- [Event Recap](#)
- [Full Recording here](#)
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[Supporting Mental Health: Coping Skills and Self-Regulation Tips](#): Coping strategies and skills are the reactions and behaviors one adopts to deal with difficult situations. Coping strategies come in many forms. Some are helpful and others are hurtful. Some work better for one person than another. This article contains tips for coping skills and regulation that can be implemented at school and home.

Sarah Besand, a teacher and Possip Reporter, shares ways teachers can integrate SEL into their morning meetings and the benefits of emotional vocabulary instruction in [Morning Meeting Hack: The Language of Emotions](#).

3. Effective Discipline and Behavior Management

[Effective Discipline Strategies for Every School Level](#) explores how to build foundations of respect and empathy in elementary school, fostering responsibility and peer support as children age into middle school, and empower student leadership and community involvement as students transition to young adulthood.

We can influence several factors that reduce the amount of fighting on campus. The most influential factors include relationships with students, strong classroom management, ways to identify students who seem to be struggling, and anonymous reporting. Read more in [Preventing and Reacting to Fighting in School](#).



Addressing Student Social/Emotional and Love and Belonging Needs

- [Event Recap](#)
- [Full Recording here](#)
- [Full List of Resources to Cultivate a Sense of Love and Belonging](#)

[Supporting Mental Health at School: Conflict Resolution: We should engage in conflict resolution proactively as sometimes we need to have these conversations much sooner to prevent the situation from escalating any further. In these moments it's important to wait until all parties are calm and regulated and when you've been able to identify why the students are upset.](#)

[Reacting to Bullying: A Detailed Plan includes key steps, criteria, and includes a form for recording interviews, summarizing findings, and documenting actions taken.](#)

4. Fostering Families' Sense of Love and Belonging

[Parents Need A Sense of Belonging Too! 7 Tips to Help Parents Belong: In schools we often think about how to make sure students have a sense of belonging in schools – and parents equally need a sense of belonging. There is no such thing as parent engagement or parent partnership without parent belonging.](#)

[Sometimes, too many systems are in place and changing at the same time, so families can receive conflicting information. You can help families feel a sense of belonging and combat confusion or frustration by creating a “One Stop Shop” – a Family Guide – for storing and updating dependable school information. Here's how to go about Creating a Family Guide to School.](#)



Addressing Student Self Esteem and Self Actualization Needs

- [Event Recap](#)
- [Full Recording here](#)

Resources:

[70 Student Incentive Ideas \(That Don't Involve Food!\)](#) offers a variety of student incentive ideas that do not involve food. These incentives are designed to motivate students by adding a sense of excitement and enthusiasm to their educational environment, aiming to replace groans with anticipation for rewards.

The focus is on creating a positive and engaging atmosphere in classrooms where students are eager to participate and excel in their studies. Although specific examples of the incentives are not detailed in the summary, they typically include creative and engaging ways to reward students for their efforts and achievements without relying on food-based rewards.

[Building Traditions: School-Wide Community Meetings](#) focuses on creating a strong sense of belonging and inclusivity within schools through regular community meetings. These meetings are highlighted as a key tradition that can help foster a warm and welcoming school environment. Such gatherings offer numerous opportunities to acknowledge students' and staff members' hard work, persistence, and kindness.

[Well-Rounded Students: Creative Ways to Provide Extracurricular Opportunities](#) highlights the importance of extracurricular activities in fostering a well-rounded educational experience for students. Cate Reed, a senior administrator and reporter, discusses various ways school leaders can enhance extracurricular offerings despite challenges such as limited budgets and staffing. She suggests innovative approaches like using robotics clubs to enhance academic skills or cooking clubs to introduce potential career paths. The goal is to provide students with safe spaces for after-school engagement, helping them connect with peers and mentors outside the traditional classroom setting. For those looking to expand extracurricular activities in their schools, the article offers practical advice on how to creatively meet these needs and make extracurriculars a feasible option for all students.



Addressing Student Self Esteem and Self Actualization Needs

- [Event Recap](#)
- [Full Recording here](#)

Resources:

[Guidance Counseling: Empowering Students to Choose the Right Schedule](#) discusses the multifaceted role of school guidance counselors, especially in helping students select the right academic schedule. It emphasizes how counselors can aid students in balancing their academic and extracurricular commitments effectively, considering the complex demands on students' time. The article also highlights the importance of counselors in addressing students' mental health needs, reflecting the expanded responsibilities of counselors in response to varying school experiences during the global pandemic. To engage students more personally and understand their individual needs, the article suggests strategies like meeting students in small groups or attending school events to build stronger relationships.

- [Ideas to Expand Extracurricular Offerings](#)





Printable Resources



Self-Assessment - Physiological and Safety Needs (3 separate pages)

Self Assessment - Physiological and Safety Needs

	Perception of Current State Rank 1 to 5 (5 is high) or "Don't Know"					Total	For Topics Needing Improvement or Currently Evolving			
	Leadership	Teachers	Non-teaching Staff	Student	Family		Out of 25	Plan? Y/N	Do students and families know / have input in vision?	Communica- tion in Place
Meals/ Cafeteria										
Facilities										
Dress Code/ Uniforms										
Attendance/ Absences										
School Schedule										
Bathrooms										

Self Assessment - Physiological and Safety Needs

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	Leadership	Teachers	Non-teaching Staff	Student	Family		Out of 25	Plan? Y/N	Do students and families know / have input in vision?	Communica- tion in Place
Lockers & Backpacks										
Class Schedules										
Lunch/ Recess										
Food/ Clothing/ Financial Needs										



Self-Assessment - Love & Belonging and Safety Needs (2 separate pages)

How Well Does Our School Meet Students' Love & Belonging Needs?

Part 1: Evaluate

Part 1 Directions:
 1. Review the top concerns families share for their children's love and belonging needs at school.
 2. Consider each concern from different perspectives: your leadership team, teachers, non-teaching staff, student, and family members. Rate the state of each area from 1 (needs much improvement) to 5 (this is excellent on our campus / in our district). Then total the scores and move on to Part 2.

	Perception of Current State by Stakeholder Group Rank 1 to 5 (5 is high) or "Don't Know"					Total Out of 25
	Leadership	Teachers	Non-Teaching Staff	Student	Family	
Safety: Bullying/Fighting/Student Interactions						
Teacher Feedback Issues: Professionalism, Instruction, etc.						
Communication: Teachers & Staff						
Communication: Responsiveness & Frequency						
Administration Feedback						
Communication: Grades/Academics						
Communication: Content						
Communication: Tools						
School Events						
DEI						
General Check In						

How Well Does Our School Meet Students' Needs?

Part 2: Analyze & Act

Top Areas of Concern	Plan? Y/N	Do students and families know / have input in vision?	Communication in Place (type)	How can families and students provide meaningful input moving forward?
Copy the top areas you want to focus on first or those with the lowest scores in the column below.	Is there already a plan in place to improve in this area?	If no there is plan in place yet: <ul style="list-style-type: none"> How can you address the concerns your staff or families have in this area? What planning must be done for future improvement? If there is a plan of improvement already in place: <ul style="list-style-type: none"> Do students and families know about the plan? Have they had the opportunity to provide input in that vision? 	How do you or will you communicate the plans and progress toward improving this area internally to staff? Externally to current and prospective families?	Whether you are embarking on a new plan of improvement or you have on in progress, how can families and students provide meaningful input now and in the future?
1				
2				
3				

Summarizing Action Statement
 We have _____ areas of concern to address. The top area(s) we will focus on first include _____ . To improve these areas, we need to _____ .
 We can let families know of our plans and progress through _____. Families can contribute their ideas or concerns in this way: _____ .



POSSIP



Self-Assessment of How Well Your School Meets Students' Needs of Self-Esteem and Self-Actualization

How Well Does Our School Meet Students' Self-Esteem and Self-Actualization Needs?

Part 1: Evaluate

Part 1 Directions:

1. Review the top concerns families share for their children's self assessment needs at school.
2. Consider each concern from different perspectives: your leadership team, teachers, non-teaching staff, student, and family members. Rate the state of each area from 1 (needs much improvement) to 5 (this is excellent on our campus / in our district). Then total these scores and move on to Part 2.

	Perception of Current State by Stakeholder Group Rank 1 to 5 (5 is high) or "Don't Know"					Total Out of 25
	Leadership	Teachers	Non-Teaching Staff	Student	Family	
Self Esteem						
Student Incentives						
Student Recognition						
Student Motivation						
Teacher Recognition						
Self Actualization						
Student Accountability						
Extracurricular Activities						
Art / Music / Theater						
Athletics						
Mentoring Program						

How Well Does Our School Meet Students' Needs?

Part 2: Analyze & Act

Top Areas of Concern	Plan? Y/N	Do students and families know / have input in vision?	Communication in Place (type)	How can families and students provide meaningful input moving forward?
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1				
2				
3				

Summarizing Action Statement

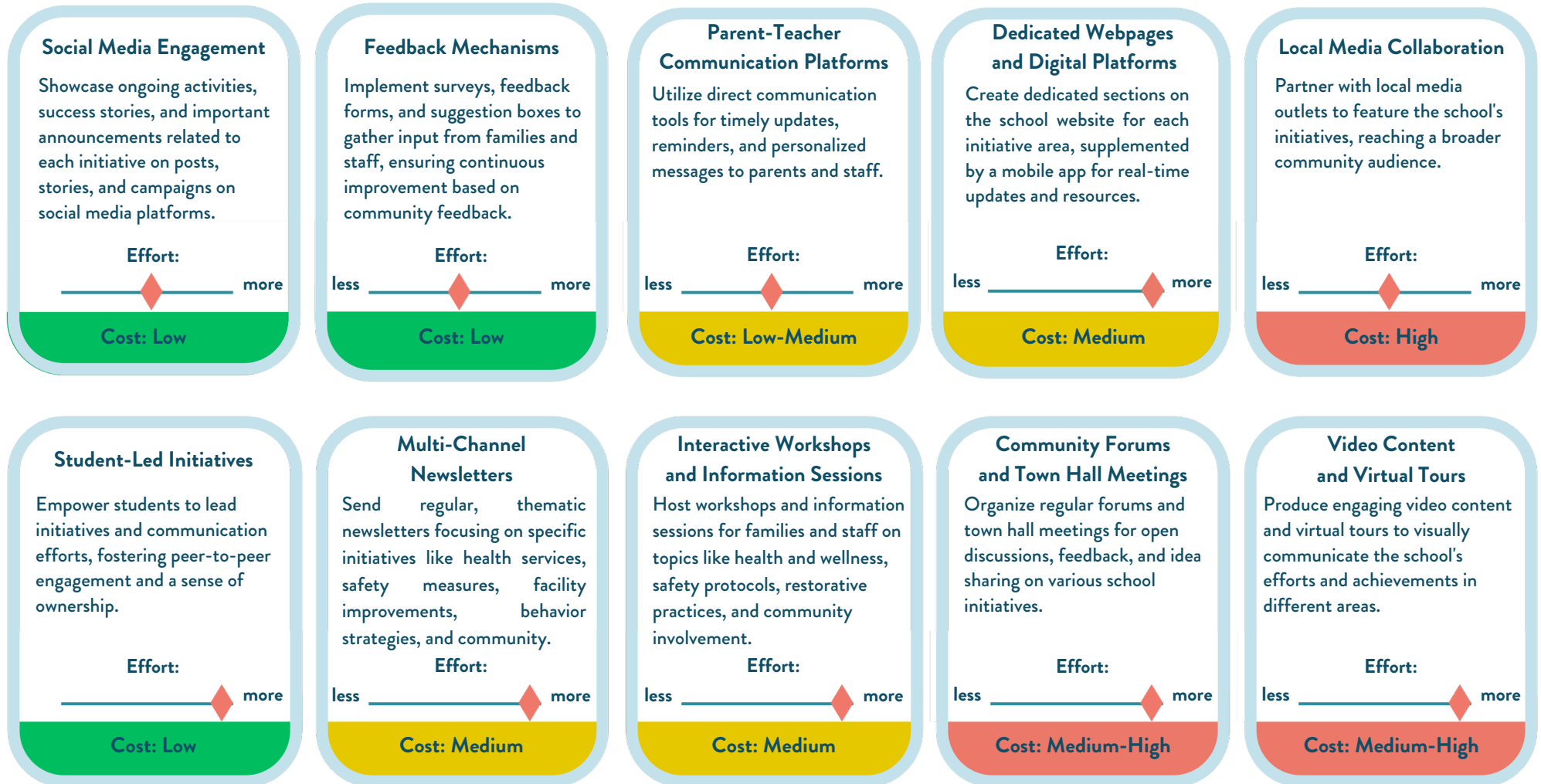
We have _____ areas of concern to address. The top area(s) we will focus on first include _____.

To improve these areas, we need to _____.

We can let families know of our plans and progress through _____. Families can contribute their ideas or concerns in this way: _____.



Tactics to Effectively Communicate School Initiatives With Families and Staff



Ideas to Expand Extracurricular Offerings

Ideas to Expand Your Extracurricular Offerings



	Literary and Writing	Business and Civic Engagement	Recreation and Sports	Academic and Vocation	Arts
Examples and Ideas	<ul style="list-style-type: none"> • Student Newspapers • Magazines • Yearbook 	<ul style="list-style-type: none"> • Mock Trial • Debate • Cause-based 	<ul style="list-style-type: none"> • Traditional Sports • Fitness and Yoga • E Sports 	<ul style="list-style-type: none"> • Subject Matter-Based Clubs • Creative Thinking Clubs • Vocation-Based Clubs • Project-Based Learning 	<ul style="list-style-type: none"> • Performing Arts • Visual Arts • Dance • Talent Shows
National Organizations	<ul style="list-style-type: none"> • <u>Writers in Schools</u> • <u>Southern Word</u> • <u>NaNoWriMo</u> 	<ul style="list-style-type: none"> • <u>Scouts</u> • <u>Kidizenship</u> • <u>Girls, Inc.</u> • <u>4-H</u> • <u>Nat'l Speech and Debate Assoc.</u> 	<ul style="list-style-type: none"> • <u>YMCA</u> • <u>Girls on the Run</u> • Local recreation leagues - Google your city+the desired sport+recreation league 	<ul style="list-style-type: none"> • <u>Code Club</u> • <u>Black Girls Code</u> • <u>Odyssey of the Mind</u> • <u>Junior Achievement</u> • <u>NFTE</u> • <u>DECA Inc.</u> • <u>FFA</u> 	<ul style="list-style-type: none"> • <u>Broadway Junior® Show Kits</u> • <u>Disney Musicals in Schools</u>

Additional Resources:

- Extracurricular Activities: Best Options for Your Child or Teen - verywellfamily.com
- Well-Rounded Students: Creative Ways to Provide Extracurricular Opportunities - Possip
- School garden checklist - USDA
- Start a coding club with no coding experience - Code Club

💡 *Possip Bonus Questions are a great way to ask families or older students directly to gauge student interests and identify gaps in extracurricular offerings through Pulse Checks!*



Thank you!

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