

Resources by Topic

Climate Workgroup

This document provides a selection of resources that align with the [School Climate Improvement Resource Package](#), created by the [National Center on Safe Supportive School Environments](#) (NCSSLE) under contract with the U.S. Department of Education. Programs and resources in this document are not endorsed by NCSSLE nor the Department of Education, nor the American Institutes for Research. This document is not meant for public consumption, but rather provide resources to Maine districts as part of Maine Schools For Excellence (MSFE) grant.

Document Topics: [Surveys & Data](#) | [Bullying](#) | [Student Wellness](#) | [Emergency Preparedness](#) | [Relationships](#) | [Social Skills](#) | [Community Engagement](#)

Surveys and Data

Development of Student Surveys

- [School Climate Survey Compendium](#) (NCSSLE)
 - This compendium allows school or district staff members to inventory currently used valid and reliable surveys assessments, and scales of school climate to help consider what they can use to fill in gaps. This list, maintained by NCSSLE, assists educators with their efforts to identify and assess the conditions for learning.
- [School Climate Measurement Webpage](#) (NCSSLE)
 - This webpage provides many relevant resources, including a compendium of school climate surveys and a webinar on assessment, sampling, and survey administration.
- [Survey Management](#) (NCSSLE Webinar)
 - This webinar covers important components of survey management for school climate projects. Topics include connecting items with research questions, effective practices for administering surveys, how results can guide future interventions, data issues, and getting schools and stakeholders to invest in the process.
- [Survey Development](#) (NCSSLE Webinar)
 - This webinar focuses on the development of school climate surveys and measures. Content includes how to choose a survey, survey items, item testing, and survey format.
- [Evaluating the Reliability of Surveys and Assessments](#) (NCSSLE Webinar)
 - This webinar presents ways to determine whether the survey items actually measure the underlying concepts they are intended to measure. Topics include the purpose and characteristics of reliability and its analysis, as well as common methods of reliability analysis for various types of data.

Analyzing Data

Relevant SCIRP Resources

- [EDSCLS Data Analysis Worksheet](#)
- [School Climate Data Interpretation Guide](#)
- [Online Module 3: Putting Your Data in Context: A Big Picture View of School Climate](#)
- [Section 3: Collecting and Reporting School Climate Data \(for EDSCLS Users\)](#)

Bullying and Cyberbullying

PREVENTING BULLYING

TIER 1 STRATEGIES FOR ALL STUDENTS	TIER 2 SHORT-TERM STRATEGIES FOR SOME STUDENTS	TIER 3 SHORT-TERM STRATEGIES FOR IDENTIFIED STUDENTS	LONG TERM STRATEGIES
<ul style="list-style-type: none"> • Stopbullying.gov has a Community Action Toolkit with step by step guidance for conducting a landscape assessment of bullying. • Kansas Safe Schools Resource Center highlights that can be adapted for your school. 	<ul style="list-style-type: none"> • GLSEN offers a number of resources to help establish a safe school climate for LGBTQ youth, including an Ally Week Starter Kit. • EDC, CASEL, and AIR authored Social Emotional Learning and Bullying Prevention which highlights practices that can help to build SEL competencies. • Safe and Supportive Schools TA Center developed a guide to prevent bullying on school buses. • Stop bullying.gov describes strategies to create anti-bias learning environment that helps students learn more about the impact of 	<ul style="list-style-type: none"> • Stopbullying.gov has strategies to “Respond to Bullying” from stopping it to supporting impacted students. 	<ul style="list-style-type: none"> • Stopbullying.gov has a Community Action Toolkit with resources to design, plan, and operate a bullying prevention campaign. • SAMHSA has a free mobile app that can be used to help parents and others gain tools to engage in daily bullying prevention activities. • The Governor’s Prevention Partnership of Connecticut has a training curriculum that highlights bullying prevention strategies to support students with disabilities, including how to set up an <i>Abilities Alliance</i>.

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	<p>stereotypes and discrimination.</p> <ul style="list-style-type: none"> Stopbullying.gov describes resources and contains policy guidance for addressing bullying for students with special needs along with other groups of youth at higher risk of experiencing bullying. 		

RESPONDING TO BULLYING

TIER 1 SHORT-TERM STRATEGIES FOR ALL STUDENTS	TIER 2 SHORT-TERM STRATEGIES FOR SOME STUDENTS	LONG TERM STRATEGIES
<ul style="list-style-type: none"> Child Trends examines evidence-based findings for what works for bullying programs. Creating a Safe and Respectful Environment in Our Nation’s Classroom is a curriculum for teachers and includes guidance for managing a respectful school climate OJJDP released a brief called Bullying in Schools which defines bullying activities and gives educators evidence-informed practices to support students experiencing victimization. 	<ul style="list-style-type: none"> Islamic Networks Group (ING) has a bullying guide, with a list of signs to look out for, along with conversation starters. 	<ul style="list-style-type: none"> Stopbullying.gov has a number of resources to help educators develop policies and practices to respond and make an impact on bullying over time. Students Against Violence Everywhere (SAVE) has tools to create an anti-violence campaign that can be done on an annual basis. Stopbullying.gov has a tip sheet for educators offering cautions for reliance on short-term solutions.

ONLINE CLIMATE

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<ul style="list-style-type: none"> A Parent’s Guide to Cyberbullying from Connect Safely describes “what to look 	<ul style="list-style-type: none"> Gay-straight Alliance network has resources to help schools establish GSAs, including step by step guidance. 	<ul style="list-style-type: none"> Stopbullying.gov has strategies to “Respond to Bullying” from stopping it to supporting impacted students. 	<ul style="list-style-type: none"> Stopbullying.gov has additional information about strategies that parents, caregivers, and schools can

<p>for” as well as steps to take to make cyberbullying stop.</p> <ul style="list-style-type: none"> • OJJDP released Preparing and Responding to Cyberbullying: Tips for Law Enforcement which contains insights about how to report and respond to cyberbullying. • CDC created a tool with assessment scales which can be used to examine, bully, bystander, and victim scales. • Cyberbullying.org presents a variety of different articles and resources dedicated to the latest trends in communications technology within the context of cyberbullying. 	<ul style="list-style-type: none"> • Stopbullying.gov describes resources and contains policy guidance for addressing bullying for students with special needs along with other groups of youth at higher risk of experiencing bullying. 		<p>use to prevent and respond to cyberbullying.</p> <ul style="list-style-type: none"> • Teach tolerance has step by step instructions to set up an Anti-Cyberbullying Sign Campaign. • The Tyler Clementi foundation has toolkits to create a cyberbullying campaign, including specific guidance for elementary schools, middle and high schools, universities, and workplaces.
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Student Wellness (mental health and stress management)

MENTAL HEALTH: SEL

TIER 1 SHORT-TERM STRATEGIES FOR ALL STUDENTS	TIER 2 SHORT-TERM STRATEGIES FOR SOME STUDENTS	TIER 3 SHORT-TERM STRATEGIES FOR IDENTIFIED STUDENTS	LONG TERM STRATEGIES
<ul style="list-style-type: none"> • Responsive Classroom provides tips on how to reflect and improve on reinforcing language. • Remember – unlike punishment, consequences are not necessarily “negative.” Rather, they help students learn from their behaviors. This accountability is a 	<ul style="list-style-type: none"> • The Association for Positive Behavior Support identified effective social skill instructional programs here. • The Technical Assistance Center on Positive Behavioral Interventions and Supports has identified social skills groups and behavior plans as possible practice to help students who need more 	<ul style="list-style-type: none"> • Cognitive Behavioral Intervention for Trauma in Schools (CBITS) may be appropriate for children who experienced trauma. Learn more here. 	<ul style="list-style-type: none"> • Check out how one school utilized their Elementary and Secondary School Counseling grant to implement a tiered-framework. Watch their video here. • To learn more about PBIS, visit here. • Use this SEL Program guide from CASEL to choose the

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<p>cornerstone of a restorative approach. Learn more here.</p> <ul style="list-style-type: none"> The National Center for Safe Supportive Learning Environments presents a Voices from the Field article on the impact that improvisational theater activities has on emotional intelligence and safety. 	<p>support with following expectations. Read more here.</p>		<p>program that might be right for your school.</p>

MENTAL HEALTH: STUDENTS AND ADULT CONNECTION

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<ul style="list-style-type: none"> This paper, entitled “Effectiveness of Cross-Age and Peer Mentoring Programs, describes the benefits of peer mentoring. According to the National Assembly on School-Based Health Care, students are most likely to talk to adults they trust. Learn more here. Iowa Safe Supportive Schools created a toolkit for improving relationships between students and adults that can be found here. Teaching Tolerance provides lesson plans to help students develop empathy here. Learn more about how building respect in schools decreases bullying in one of 	<ul style="list-style-type: none"> The Chronicle of Evidence-based Mentoring provides insights into the impact that cultural mistrust and stereotype threat – the risk people feel of conforming to stereotypes they believe other hold of them – have on adolescents of color. One way to build student relationships is through programs like Link Crew, in which upperclassmen are mentors to ninth graders. Learn more about this program here. 	<ul style="list-style-type: none"> The CDC offers a list of tips that adults working with children and youth can take to prevent incidents of violence among vulnerable groups. 	<ul style="list-style-type: none"> To learn more about the strategies to design and implement a high quality mentoring program, review The Elements of Effective Mentoring Practice from MENTOR/National Mentoring Partnership or learn more from the National Mentoring Resource Center. Learn more about restorative practices here.

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NCSSLE's Voices from the Field posts .			

STUDENT MENTAL HEALTH

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<ul style="list-style-type: none"> The National Assembly on School-Based Health Care also found that students are better able to access services at the school if they are: informed about the procedures for accessing counseling; encouraged to request services; and given a specific time and place they can receive services. Read more here. The National Center for Family & Community Schools has developed a strategy brief for schools on fostering family-school connections. The California Department of Education developed a What Works Brief through the Safe Supportive Schools grant about engaging families that provides ideas that can be easily implemented. 	<ul style="list-style-type: none"> Read an issue brief by the Center for School Mental Health on how to be cultural competent when providing mental health services. The Center for Mental Health in Schools offers a technical aid packet for conducting student support groups. 	<ul style="list-style-type: none"> This table from the National Resource Center for Mental Health Promotion & Youth Violence Prevention provides a sample of services available for students of all ages. 	<ul style="list-style-type: none"> Visit Mental Health First Aid's website to learn more here. The Northwest Regional Education Laboratory has developed a guide to implementing early warning systems. It can be found here.

School Wide Emergency preparedness

EMERGENCY READINESS + PERCEPTIONS

TIER 1 SHORT-TERM STRATEGIES FOR ALL STUDENTS	TIER 2 SHORT-TERM STRATEGIES FOR SOME STUDENTS	LONG TERM STRATEGIES
<ul style="list-style-type: none"> • The Arizona Department of Education developed an exercise guide that gives schools assistance organizing routine practice emergency drills. • The Michigan Department of Education released an emergency planning toolkit that provides schools with checklists and worksheets for assessing school needs. • Counties across the country have developed toolkits for schools that contain sample handouts for parents. Henrico County Public Schools has developed a resource guide that contains information on notifying parents/caregivers of emergency plans. 	<ul style="list-style-type: none"> • FEMA provides a tip sheet on addressing barriers to evacuation for students with special needs. • Marin County offers an example of an inclusive emergency readiness for all students, including those that with special needs. 	<ul style="list-style-type: none"> • The Readiness and Emergency Management for School Technical Assistance Center is a great resource to learn about the latest training and webinars on emergency preparedness. • FEMA has a learning guide for students and educators, with activities, learning objectives, and resources to help students learn more about notifications

EMERGENCY OPERATIONS PLAN (EOP)

TIER 1 SHORT-TERM STRATEGIES FOR ALL STUDENTS	TIER 2 FOR SOME STUDENTS & TIER 3 FOR IDENTIFIED STUDENTS SHORT-TERM STRATEGIES	LONG TERM STRATEGIES
<ul style="list-style-type: none"> • The Readiness and Emergency Management for School Technical Assistance Center provides free online courses on EOPs. • The Readiness and Emergency Management for School Technical Assistance Center has designed a capacity assessment tool for schools. • The Readiness and Emergency Management for School Technical Assistance Center provides an in-depth look at the steps for developing a planning team (see pages 5-7). 	<ul style="list-style-type: none"> • FEMA has released a sample form that can be filled out to identify and document a student's particular needs and contact information. • Ready.gov has a resource page that includes strategies to document actions to take with individuals with access and functional needs, including those that are blind, deaf, or have mobility concerns. 	<ul style="list-style-type: none"> • The Readiness and Emergency Management for School Technical Assistance Center provides an in-depth look at the steps for developing an emergency operations plan (EOP).

SAFETY MEASURES

TIER 1 SHORT-TERM STRATEGIES FOR ALL STUDENTS	TIER 2 FOR SOME STUDENTS & TIER 3 FOR IDENTIFIED STUDENTS SHORT-TERM STRATEGIES	LONG TERM STRATEGIES
<ul style="list-style-type: none"> • <i>America's PrepareAthon</i> provides a list of materials on hazards which affect communities and ways for taking action to prepare. • <i>How Safe Is Your Classroom? Identifying Hazards Before Accidents Happen</i> is a blog post focusing on safety in early childhood classrooms. Many of the suggestions are applicable to all grade levels. 	<ul style="list-style-type: none"> • Ready.gov includes tips and suggestions for assessing how to create emergency plans that reflect potential concerns for animals. • Ready.gov includes guidance for developing a kit for students with special needs. 	<ul style="list-style-type: none"> • Vashon Island School District has an example of an anonymous online reporting system.

Relationships

TEACHERS AND STUDENTS

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<ul style="list-style-type: none"> • CDC wrote a guide for educators to learn more about the role of relationships in improving student school connectedness, including an overview of research and practical strategies for the classroom. • WestEd has written a brief called Caring Relationships & High Expectations that describes the importance of establishing supportive and fun school climates and relationships 	<ul style="list-style-type: none"> • The Chronicle of Evidence-based Mentoring has insights into the impact that cultural mistrust can have on adolescents of color and suggests strategies to minimize that distrust. • The Edutopia blog post, Strategies for Reaching Quiet, Disengaged, Struggling and Troublemaking Students, provides tips and resources on guides for reaching out to students needing additional assistance. 	<ul style="list-style-type: none"> • The Search Institute has resources and materials that can support adults, including teachers and school staff, as they integrate developmental relationship activities into student interactions. For example, find ways to show that you are dependable, that you take the student seriously, and that you will collaborate with them to solve problems. 	<ul style="list-style-type: none"> • The Center for Great Teachers and Leaders at American Institutes for Research (AIR) developed a self-assessment that educators can use to review school climate for inclusion of SEL competencies. • American Institutes for Research developed the Good Behavior Game which is a team based strategy designed for early grades, helping children master the role of student and the

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<ul style="list-style-type: none"> • The website for Virginia Department of Education's Training and Technical Assistance Center contains strategies for teachers to build relationships with their students. • Social Psychology Network has a list of tips (i.e., emphasize active learning, “lighten up”) that teachers and educators can use to build and sustain rapport in the classroom 			<p>demands of the classroom, including relationships.</p> <ul style="list-style-type: none"> • American Psychological Association has a website which can help teachers learn more about the qualities of healthy teacher-student relationships as well as research and tools to improve climate.

FAMILY AND SCHOOL

[School Climate Improvement Action Guide for Working with Families](#) (PDF): This document outlines how family members, including guardians of students, can be engaged in the school climate improvements so that students are more successful.

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<ul style="list-style-type: none"> • The Hamilton Fish Institute on School and Community Violence & Northwest Regional Educational Laboratory developed a guide highlighting research and resources to strengthen school and family partnerships. • PBS has a webpage that describes strategies to build connections between families and schools. • Phi Delta Kappa has a blog with tips and suggestions for 	<ul style="list-style-type: none"> • ChildsWork ChildsPlay blog has a list of suggestions that schools can do to build trust with parents of children with special needs • Scholastic wrote a blog documenting techniques to help strengthen relationships between teachers and parents of middle school students. • ColorinColorado has a series of interviews with educators that describe how to create 	<ul style="list-style-type: none"> • Edutopia has examples of parent and caregiver contracts that can be used to strengthen school/family partnerships. 	<ul style="list-style-type: none"> • To learn more about the strategies to design and implement a high quality mentoring program, review The Elements of Effective Mentoring Practice from MENTOR/National Mentoring Partnership. • CASEL has a case study highlighting how one school and community forged a strategic partnership that promoted_ • The Harvard Family Research Project released a report on

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how school staff can strengthen relationships between schools and families.	welcoming classrooms for English Language Learners.		effective strategies for preparing educators to engage with families.

Social Skills

- [Connecting Social and Emotional Learning with Mental Health](#)
- [School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth](#)
- [Safe and Sound: An Educational Leader's Guide to Evidence-Based SEL Programs](#)

Community engagement

- [School Climate Improvement Action Guide for Community Partners](#) (PDF): This document outlines how community partners can support school climate improvements so they are more successful.
- School Climate Improvement Reference Manual, [Section 2: Engaging Stakeholders in School Climate Improvements](#)
- [Online Module 2: Engaging Staff, Students, and Families in Building a Positive School Climate](#)
- [Online Module 6: Selecting Evidence Based Interventions for Improving School Climates](#)
- [Handbook on Family and Community Engagement](#)