

OUSD Parents Raising the B.A.R.

Session 6- School Culture and Climate: How the Behavior of Adults and Students is Reinforced

Purpose: To learn how to assess the culture and climate of our schools and how this impacts student behavior. We will also explore our roles in developing and maintaining healthy school environments.

- How do we know our schools have healthy school cultures and climates?
- How does school culture and climate impact student behavior?
- What can we do to support healthy school environments?

Materials:

- **Agenda**
- **Sign-In Sheet**
- **California Healthy Kids Survey (CHKS)**
- **Fortress/Partnership School Check List**
- **Suspension Data**
- **Social Emotional Learning handouts**
- **Restorative Justice handout**
- **Positive Behavior Intervention System handout**
- **Chart paper**
- **Markers**
- **Art of questions handouts**

Opening (15 min.)

- Name a place you went that felt inviting. How did that make you feel? (in pairs)
- Review purpose for the session (above)
- Review agenda

K.W.L. (5 min)

- What do we know about school culture/climate?
- What do we want to know about school culture/climate?
- What did we learn about school culture/climate?

Input: (5 min)

- Share definition of school culture and climate (below)

Talking Points:

- School culture is defined by the structures, norms, routines, expectations and values of the school
- School climate is the impact of how school structures, norms, routines expectation and values are being implemented

How do we know our schools have healthy school cultures and climates?

Purpose: To learn how to assess where your school is at with school culture and climate

Materials:

- Fortress/Partnership School Check List

Activity #1- Fortress/Partnership School Checklist: Where Does Your School Fall? (15 min)

Pass out Fortress/Partnership School Checklist

- Have each participant identify where they think their school falls. You can group participants by schools or in small groups.
- Ask participants to share their results with the large group

Facilitation Reflection: Be sure to help participants make connections to what was discussed in each group and help to identify some common themes.

How does school culture and climate impact student behavior?

Purpose: To understand how healthy or unhealthy school cultures shape student behavior and their decision making process.

Materials:

- CHKS Handout
- Suspension Data

Activity #2 -Unpack Results from CHKS (15 min)

- Pass out CHKS
- What are our students, parents, and teachers saying about their schools' culture and climate? (Discuss in small groups)
- Share responses from small group discussion with large group (surface any connections, common themes)

Activity #3- Analyze suspension data from respective schools (10 min)

- Pass out suspension data
- In small groups, have participants review who is being suspended and for what reason
- Have participants make connection to the CHKS and have them begin to surface what they think the issue is at the school
- Do a large group share out and chart responses

What can we do to support healthy school environments?

Purpose: To understand the strategies and practices OUSD has in place to support healthy school cultures and to understand the families' role in supporting healthy school environments by reinforcing healthy home environments.

Materials:

- Social Emotional Learning (SEL) Handouts
- Restorative Justice (RJ) Handout
- Positive Behavior Intervention System (PBIS) Handout
- Chart Paper
- Markers

Input/Talking Points: Introduction to OUSD Frameworks (15 min)

- Review the 5 SEL Competencies and the Tips for Parents handout. Tell parents that these are foundational skills necessary for life success/effectiveness and that they have a powerful role in modeling these competencies for their children.
- Review the RJ process and share with families that this is the practice OUSD uses to help build those foundational life skills to address conflict. Ask families if their schools are doing RJ.
- Review the PBIS handout and express to families that this is the structure many of our schools are using to assure that the prevention and intervention processes and strategies are effective.
- Our school district is also in the process of adopting a new discipline policy, which will mandate all teachers and principals to document the steps taken to implement the above interventions and approaches BEFORE referring a student for suspension. This is part of a larger district-wide effort to reduce unfair suspensions/punishment of African American students and to move toward a community school system of whole child support.

Activity #4 – The Art of Questioning; Why asking the right questions can make a difference (30 minutes)

Part A: Model what asking good questions look like (fish-bowl). In small groups, participants will reflect and category the data in three area. See below (Is this a student issue? Adult Issue or System Issue?)

1. Is this a student issue?
 - Is this an issue of a skill that needs to be developed by the student or is there some type of support the student needs?
2. Is this an adult issue?
 - Is the adult aware of or understand the issue? Do the adults have the tools and support to address the issue?
3. Is the system the issue?
 - Do we have the right systems and structures in place to address the issue at the school site? In OUSD?

Part B: Review and Discuss, “Art of asking questions” handouts (see attachment). Help participants develop questions to ask their school site administrators about their strategies base on data and any times of “issues” they want to address. The questions they develop are critical to getting the responses/answers they are looking for. If they ask vague questions they’ll get vague answers. The questions also serve as an accountability tool. Refer to the question guide. (Note: Remind participants as they are developing their questions; consider information that they learned about (a) Fortress/Partnership School activities; (b) OUSD Frameworks—SEL, RJ and PBIS; (c) Data Activities.

- Have participants share their questions out with the large group. Have the large group give some feedback about the developed questions.

Summarize (5 min)

- Reflect on what we have learned and have participants fill out the evaluation

Closing/Appreciations (10 min)

- Have participants share any appreciations they may have
- Remind folks of the homework (asking the questions they developed)
- Make sure everyone signed in and turns in an evaluation