

Positive School Climate

In alignment with TEC §38.351(d) and the Safe and Supportive School Program, the purpose of this guide, school climate is defined as the quality and character of school life as reflected in its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures as experienced by the students, parents, school personnel, and members of the community.

- † How does the campus administer the climate survey? How are responses received from all stakeholder groups? How does the LEA provide guidance and support to the campus for survey administration?
- † How will school climate surveys be marketed to increase stakeholder engagement? How will authentic representation of stakeholder perceptions be solicited?
- † How will school climate data be analyzed and incorporated into the development of campus and district improvement plans?
- † How will campus stakeholder groups be involved in the development of the plan to improve school climate? What will the campus/LEA do to ensure that all stakeholders are represented?
- † How

- † How is the multitiered system of supports (MTSS) framework used to support improvement in school climate? What are the schoolwide and classroomwide universal supports for all students? How will students be identified for targeted and intensive supports? What staff members will provide the support for those students? How will effectiveness of the supports be measured?
- † What training and support will campus staff, students, parents, and community members need to implement the MTSS framework aligned to the school climate improvement plan? How and when will the training be provided? How will implementation be monitored? How will the campus address areas of ineffective implementation?
- † How will the campus provide training and support for new members of the school community (staff, students, and family members) who join during the school year after the initial training and implementation phase?
- † How and at what frequency will the campus collect formative implementation data? How will the campus adjust practices and resources used to improve school climate?
- † What strategies will the campus sustain the involvement of staff, students, parents, and school community members throughout the school year?
- † How will the campus communicate progress on improving school climate to members of the school community including staff, students, parents, and community members?
- † What are the ways that the campus LEA celebrates successes in school climate improvement? How are stakeholders involved in the celebrations?

Sustaining a Positive School Climate

Each year, new students transition into and out of the school community, staff membership changes, and the needs of the community may evolve. These changes impact the social and cultural dynamics of the school community and require sustained effort in assessing, maintaining, and improving a positive school climate. LEAs and campuses should make deliberate effort in assessing, planning, and implementing strategies, practices, and resources to support and sustain a positive school climate.

School Climate Resources

Information and resources on improving and sustaining positive school climate are available on the Texas Education Agency [Safe and Supportive School Program Webpage](#)

Year-at-a-Glance (YAG) Activities

The year-at-a-glance provides an overview of activities that campuses should engage in to address school climate each school year.

