The Impact of School Culture and Climate on the Health and Wellness of the Organization

Lansing Central School District

Mission: We will inspire all students to be knowledgeable, responsible, healthy and compassionate citizens.

Vision: It is our vision to create an educational environment where our students, faculty and community members flourish in an atmosphere that encourages independent thought, mastery and individual success. In addition to pursuing high academic achievement for all, we will embrace and enhance each child's unique abilities, helping forge the connection between education and opportunity.

Beliefs:

1. Students are our priority.
2. High expectations inspire high achievement.
3. Our school community is passionate about learning.
4. Creative and proactive fiscal planning is essential for success.
5. Respect, competence, empathy, and integrity are fundamental to building trust.
6. Taking risks and learning from our mistakes are the building blocks of personal and academic growth.
7. Students have the right to high quality instruction in a physically and emotionally safe environment that celebrates diversity.

Creating a Shared Vision and Purpose

Legislative Intent DASA: "… To afford all students in public schools an **environment free of discrimination and harassment**.

The purpose of this … is to foster civility in public schools and to prevent and prohibit conduct which is inconsistent with a school's educational mission."

Ed. Law Article 2 Section 10

Creating a Shared Vision and Purpose
School Climate and Culture

ALL STUDENTS

1. Feel a sense of belonging
2. Feel supported
3. Feel connected
4. Feel valued

Creating a Shared Vision and Purpose
School Climate and Culture

Mission: We will inspire all students to be knowledgeable, responsible, healthy and compassionate citizens.

School Climate and Culture

"School climate is the way school culture affects an individual's sense of safety, acceptance, and wellness and consequently is a critical determinant of their ability to achieve success in school and in life. A positive school climate helps students to feel safe and connected to teachers, peers, families, support staff, and administrators."

NYSED Mental Health Education Literacy in Schools, 2018

School Climate and Culture

Research has shown that the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement. Everyone within the school environment succeeds when everyone feels accepted, valued, and respected.

Shindler, J., Jones, A., Williams, A.D., Taylor, C., Cardenia, H. (2016). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving the climate. Journal of School Administration Research and Development 1(1), 9-16.

Creating a Shared Vision and Purpose
School Climate and Culture

Create an environment where the mental well-being of all is valued and fostered, free from stigma.

Such an environment is both the result of, and reflective of, a multi-faceted support structure that is proactive and responsive.

Creating a Shared Vision and Purpose
School Climate and Culture

According to the World Health Organization (WHO), mental health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community. Fully embracing this definition requires a cultural shift that views mental health as an integral part of overall health. As part of overall health and wellness, mental health includes:

Creating a Shared Vision and Purpose
School Climate and Culture

- A sense of self-esteem and self-confidence;
- The ability to identify, express and regulate emotions;
- The ability to set and achieve goals;
- Recognition of one's creatives skills;
- The ability to expand knowledge and skills;
- The ability to feel and show empathy for others; and
- The ability to create and maintain satisfying relationships.

Creating a Shared Vision and Purpose School Climate and Culture

The following recommendations promote mental health in the educational setting:

1. Support children and youth in the development of:
    - Positive routines and practices;
    - Physical activity, exercise and play;
    - Good nutrition;
    - Regular sleep habits;
    - Stress management skills; and
    - Caring relationships

Creating a Shared Vision and Purpose
School Climate and Culture

2. Institute efforts to reduce stigma around mental health.

3. Foster warm and caring relationships.

4. Support development of social-emotional skills and help-seeking behaviors.

Creating a Shared Vision and Purpose
School Climate and Culture

5. Provide support to students with concerns about the mental health of self, friends and family.

6. Adopt use of an interdisciplinary partnership approach with community resources.

7. Develop support for school staff for their own mental health and wellness.

Creating a Shared Vision and Purpose
School Climate and Culture

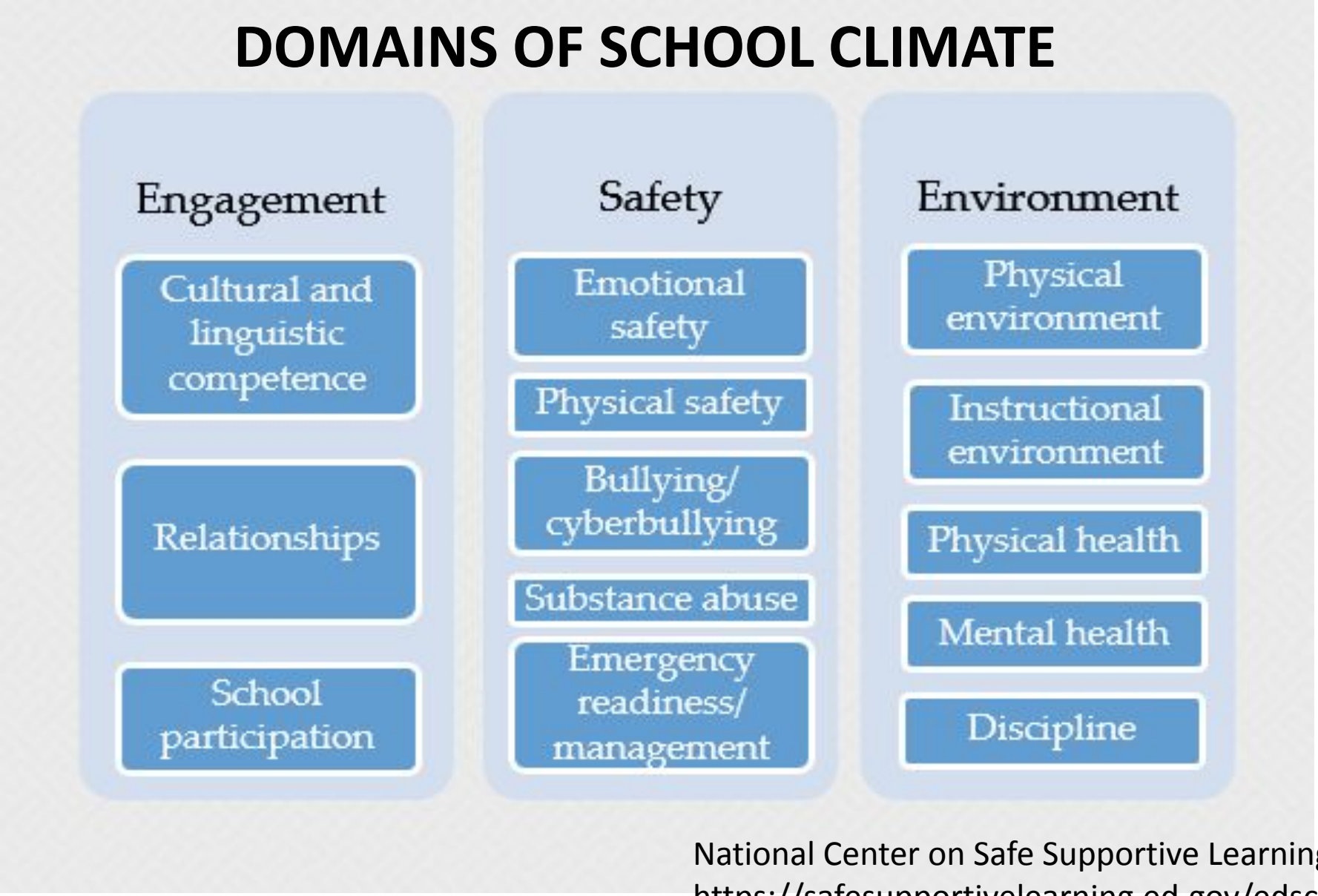
School climate is the feel of the school (the schools' attitude), the behaviors and points of view exhibited and experienced by students, teachers and other stakeholders.

School climate is described as "the heart and soul of the school," the feeling that either encourages teachers and students to engage, love the school, and to want to be a part of it, or to reject the school and disengage from it.

Creating a Shared Vision and Purpose
School Climate and Culture

School culture is the way thing are done in the school (the personality of a school), the underlying norms and values that shape patterns of behavior, attitudes and expectations between stakeholders in the school. Norms, values, beliefs, traditions, and rituals built up over time."

A school's culture is always at work, either helping or hindering learning. It influences every decision and action in a school, from the leadership style of the principal to the way teachers choose curriculum materials and interact with students.



National Center on Safe Supportive Learning Environments
https://safesupportivelearning.ed.gov/edscls/measures

POSITIVE SCHOOL CLIMATE

- Trusting and supportive relationships
- A common set of goals and norms
- A sense of collaboration and involvement
- A sense of connection and engagement

POSITIVE SCHOOL CLIMATE

INCREASES

- Attendance
- Achievement
- Retention
- Graduation Rates
- Motivation to Learn
- Psychological well-being
- Teacher Retention

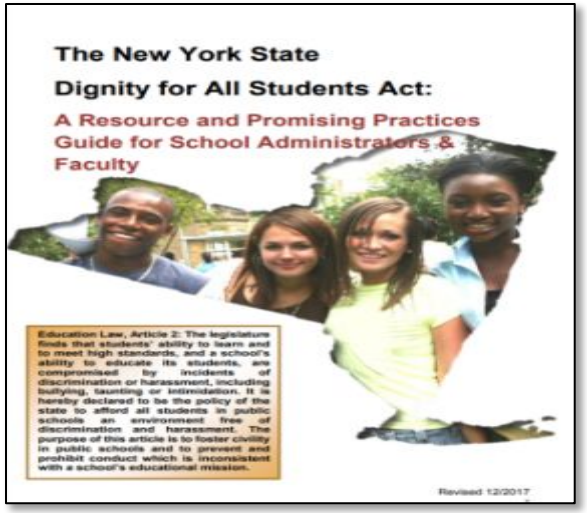
DECREASES

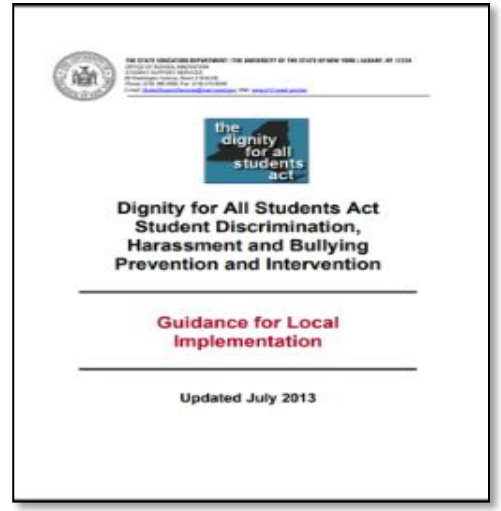
- Absenteeism
- Suspensions
- Substance Abuse
- Bullying
- Mean/ rude behaviors
- Negative effects of self-criticism and socioeconomic status on academic succes
- Teacher Burnout

Introduction to Don Budman

DASA – DIGNITY FOR ALL STUDENTS ACT

http://www.nyscfss.org/dasa-implementation-faqs

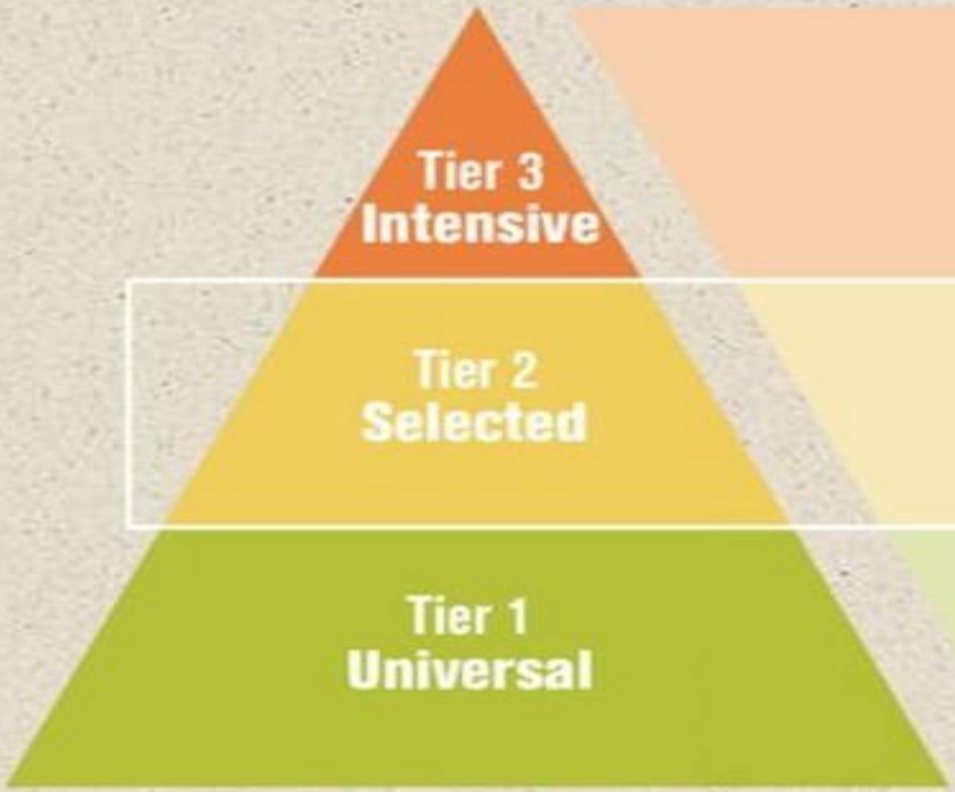




Social Emotional Learning

Lansing Central School District

MTSS: Coordinated 3-Tiered Practices



	Social Emotional Learning (SEL)	Mental Health	Positive Behavioral Interventions and Supports (PBIS)
Tier 3 Intensive	• Individual social skills instruction	• Crisis counseling • Individual support teams/plans	• Wraparound services • Individual planning
Tier 2 Selected	• Targeted social skills instruction	• Group counseling/ support groups • Coordinated referral process/ progress monitoring	• Check-in/ check-out • Social/academic instructional groups
Tier 1 Universal	• SEL curriculum • School climate assessment	• Mental Health screening • Prevention/ Wellness promotion	• School-wide behavior expectations • Positive behaviors acknowledgement • Data planning

Adapted from Illinois SS/HS State Group

Lansing Central School District

1 ES Principal
1 ES Assistant Principal
1 Social Worker
1 School Counselor
1 School Psychologist

District Family Navigator
TST BOCES Supports

1 MS Principal
1 Dean of Students
1 Social Worker
1 School Counselor
1 School Psychologist

District Family Navigator
TST BOCES Supports

1 HS Principal
1 Assistant Principal/ Athletic Director
3 School Counselors (2022-2023)
1 School Psychologist

District Family Navigator
TST BOCES Supports

Academic Opportunities

By providing a broad and rich academic program, one that includes the necessary student supports for success, we are not only attending to student academic needs by also their social emotional well-being.

Offering opportunities in various areas allow students to pursue their interests. Ensuring supports are in place, allows for greater success, sense of belonging, and the intrinsic motivation to grow.

Athletics and Extracurriculars

Fall, winter, and spring athletics
Extracurriculars - Art, Music, Chorus, Chess, etc.
Clubs - Bobcat Team, IDEAS, Support Groups, Sustainability, Book, etc.

Clubs are generating by student interest and supported by the district through a process outlined in the Lansing Faculty Association contract.

By supporting various athletics, extracurriculars and clubs, we create opportunities for greater connection and student engagement.

Community Partnerships

Town of Lansing
Town of Lansing Recreation Department
Lansing Library
PTSO
LTAPA
Sports Boosters
CDC Technology Committee
Various businesses

By establishing strong community relationships, we are further enhancing our range of connection and support.