**Positive Schoolwide Climate and Culture** provides comprehensive services to schools seeking to improve their learning environments. PSCC training is planned in partnership with school leaders to ensure staff needs and school improvement goals are met. Several consultation options are also available, including pre-and post-training school visits: needs assessments, implementation support, etc.

We help schools find durable, sustainable solutions to culture/climate issues, including

* Community-building initiative needs additional structures/better facilitation
* Social-emotional learning goals/practices are unclear/incomplete
* Student trauma, anxiety, or other mental health issues prevent engagement
* Student/staff "balance of power" is out of balance
* Toxic social interactions among students or staff prevent engagement
* Staff fatigue/initiative fatigue
* Lack of staff buy-in
* Positivity quotient/joy quotient is too low
* Tier 1 classroom practices have gaps/holes
* Restorative practices are not effective/are missing
* Tier 2 supports for more challenging student behaviors need a boost
* Discipline policy is not working as well as it needs to—admin is swamped
* Current initiatives do not reflect local culture/need more organic input
* Current status/goals are unclear; an independent outsider's perspective is needed
* many others

**Domains of Practice (Training Topics)**

1. **Relationships: Educator self-knowledge and self-care** Educators reflect on their professional philosophies, personalities, styles, preferences, and tendencies, looking for current strengths and needs, and create professional goals based on these explorations. 13 keys to educator wellness/self-preservation/are examined, and professional self-care goals are set.

2**. Relationships: Educator-to-student, colleagues and families**  Eight characteristics of social competency are explored through the lens of educator relationships; dozens of specific classroom and school-wide implications are discussed. The goal: improving educator relational connectivity and use of “withitness” with all members of the school community.

3. **Relationships: Student-to-Student**   PSCC offers many community-building structures that deepen relationships among students. Designed for use in Advisory, homerooms, or throughout each day, activities are grouped by types: Meet and Greets, “Mixers,” All-Class Socializers, All-Class Discussions, Games, “In the margins and all-day-long,” Accolades, Mindfulness exercises, and Small-Group Socializers.

4. **Social-Emotional Learning (SEL)** Learn to help studentsexplore the emotional realm of student life. Emphasis is on identifying and managing emotions. Select a set of social-emotional learning targets, decide when/how to teach/practice each skill/trait/value, and plan when to integrate SEL throughout the day. Particular emphasis is placed on teaching and practicing self-regulation.

5**. Setting Expectations** Highly recommended for summer trainings, as the bulk of this work occurs in the first month of the school year. Explore methods of creating sets of classroom and schoolwide guidelines. Assess several durable, practical, evidence-based methods of setting expectations, identifying those that best fit your student’s needs, Also, language to use with students as expectations are set.

6. **Transferring Responsibility to Students** Learn to stay ahead of the behavior game. PSCC lays out how to gradually release to students the responsibility for any classroom routine, learning event or transition. Included: 14 pieces of proactive information to consider sharing with students; three approaches to providing positive feedback; a format for gradually releasing the responsibility of any expectation to students over time, and an-easy-to-use reflective learning cycle that helps bring it all together for students.

7. **In-Class Redirects** Each student is unique. To manage the diverse personalities and needs of our students, PSCC offers a simple, differentiated system of reactive behavior management. Educators explore 25 redirect techniques and choose a subset that fits their student population. Clear instructions for introducing and using redirects are also provided. Also included: 4 restorative practices.

8. **Lesson ‘Playbook’**  Explore several simple approaches to lesson/class hour design. Sometimes varying the delivery of content (and how it is applied) to meet different circumstances is the best move to make.

9. **Tier 2 Supports** In every school, a percentage of students will lose their way, cause disruptions for others, and take up most of our time and energy unless we have a variety of additional supports at our fingertips. PSCC contains 39 Tier 2 interventions and offers a systematic way of exploring/implementing.

10. **Tier 2 Systems and Roles**  To make sure students receive early and effective Tier 2 support, PSCC helps staff implement a systematic approach to Tier 2; one with defined roles and multiple layers of redundancy to help make sure no student is overlooked.

**OUTCOMES**

**Unified staff**

Training sessions frame PSCC practices in ways that unify the entire adult community. Staff are pointed towards broad schoolwide goals, then select structures from several options to meet goals, choosing only those practices that align best with their students’ needs. Staff buy-in is high: teachers “own” (and are more responsible for) the systems they create.

**Healthy students**

Each PSCC Domain of Practice contains strategies that help students grow their social-emotional and academic capacities. Students learn important **internal competencies** such as self-regulation, empathy, moral sense/fairness and reasoning, and vital **social competencies** such as staying in synch with a group, assertion, and taking actions to assist self/others. The result: student buy-in is high; students own (and are more responsible for) their academic and social behavior. Additionally, each domain contains trauma-sensitive practices, which may be used situationally.

**Relevant school experiences for all students**

Each staff trained in PSCC learns to prioritize academic, social-emotional, and cultural relevance for students. Additionally, because PSCC helps bring schools closer to meeting student needs for relatedness (see domains 1-3), competence (see domains 4-8), and learns to seek student input/agency throughout each school day, students feel more connected to school, learn key competencies, and take more ownership of learning. In short, PSCC helps schools meet student needs

**Practice Profiles and checklists guide Teacher Implementation** PSCC is informed by Implementation Science. To help school communities assess how the initiative is progressing, PSCC provides Practice Profiles for each Domain of Practice. These can be used by teachers to assess their own implementation, by teaching teams during peer classroom visits, and or by administrators during classroom observations.

**Past and Current Schools/Districts**

Minneapolis Public Schools

Watts Learning Center Middle School CA

America’s Finest Charter School CA

Key Academy School CA

Brandeis School of San Francisco

Rodeph Sholom School NYC

Minneapolis College Prep Academy

Paul Cuffee Schools Providence RI

360 High School Providence

Gordon School Providence

Aurora Charter School Mpls MN

New Millenium Charter School MN

Lincoln International High School MN

Star of the North Academy MN

Rush City Public Schools MN

Swan River Montessori School MN

Annunciation School MN

Carondelet School MN

Duluth Public Schools MN

Bdote Learning Center MN

Chisholm Public Schools MN

Fitchburg Public Schools MA

Glen Urquhart School MA

Hampden-Wilbraham Regional School District MA

CCSD21, Wheeling IL

Meskwaki Settlement School IA

Tate Topa School ND

Marty Indian School SD

Lower Brule Schools SD

San Miguel School Washington DC

Holy Trinity Georgetown DC

Charlottesville City Schools VA

Albemarle County Public Schools VA

Milltown Public Schools, NJ

Camden’s Promise/Camden’s Pride, NJ

Atlanta Jewish Academy

Shorecrest Prep  FL

Red Lake School District MN

Bugonaygeshig School MN

Metcalf Middle School MN Schoolcraft Leaning Community MN

Zuni Middle School NM

Nenahnezad Community School NM

Crownpoint Community School NM

John F Kennedy Day School AZ

Tonalea Day School, AZ

San Carlos Unified School District AZ

Cairo American College (Egypt)

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**CHRIS HAGEDORN**

For over 15 years, Chris taught in middle-level schools in Quito, Ecuador, Indianapolis, Indiana, and Minneapolis, Minnesota. For 10 years, while working for Origins**,** he facilitated Developmental Designs and Responsive Classroom workshops for K-12 educators and co-wrote **Classroom Discipline: Guiding Adolescents to Responsible Independence (Origins 2009),** which earned a Midwest Book Award. **The Culture Piece**, which he founded in 2013, expands on his previous experience by providing training and consulting services in **Positive Schoolwide Culture and Climate. The Culture Piece** is now being used in schools across the United States and internationally.

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