



## How these standards were developed

### Acknowledgements

The National School Climate Standards are the product of the efforts of many individuals and groups.

In July 2008, the National School Climate Council agreed to develop National School Climate Standards. Over the course of the following year a series of drafts were developed, critiqued and revised. The National School Climate Council Development Team, the University of Missouri Team, members of the National School Climate Council and an additional group of reviewers provided essential counsel to develop these standards.

The Development Team, comprised of Jonathan Cohen, Mary Lou Rush and Bonnie Hedrick (with able support from Robert Canning), developed a first draft of the standards. This first draft built on the Ohio School Climate Guidelines as well as a recent and exhaustive review of school climate research. The National School Climate Development Team critiqued and helped to revise this draft. Over the course of several months, many new drafts were completed, critiqued and revised.

In December 2008, the University of Missouri Review Team (noted below) met to conduct a thorough review of work that had been done to that date. This team engaged in the following activities: (1) Generating a list of characteristics that define a positive school climate and/or delineating our vision of an ideal school; (2) Critically and constructively assessing the definition for a positive and sustained school climate developed by the National School Climate Council; and, (3) Using findings that emerged from the two activities noted above to critique a new draft of the standards. As a result of this process, the University of Missouri Review Team recommended that we continue to include the five basic standards with a number of recommended modifications resulting in a 5<sup>th</sup> draft of the standards. This draft was reviewed by members of the National School Climate Council resulting in a 6<sup>th</sup> draft.

In the spring of 2009, over forty principals, superintendents, mental health professionals, educational researchers, and state and national leaders (noted below) reviewed the 6<sup>th</sup> draft. Their feedback and recommendations resulted in the 7<sup>th</sup> draft of the standards.

On September 17, 2009, the New England Equity Assistance Center and New England College hosted a “thinking meeting” at Brown University to offer feedback on an evolving set of National School Climate Standards. Forty of New England’s most dedicated educational equity advocates and school leaders were in attendance. Attendees included teachers, administrators, professors, consultants and officials from state and city departments of education from New Hampshire, Vermont, Maine, Massachusetts, Connecticut and Rhode Island. The goals of this meeting were: 1) to ensure that the standards help schools effectively and equitably address school climate issues, and 2) to ensure that the standards help schools and communities equitably address the specific, unique needs and common challenges faced in schools by children and families from diverse, minority and underprivileged communities. The group spent the day reviewing the draft School Climate Standards and discussing how each of the five standards might help schools and



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communities better understand and address the needs of students from various racial, ethnic, gender, sexual orientation, disability and religious groups.

In late September, the National School Climate Council Standards Development Committee reviewed the recommended changes that the New England Equity Assistance Center and New England College group suggested. Many of the suggestions and recommendations have helped to make these standards even more clear, fair and just.

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