

# **Exemplary Practice 3.0: Climate and Culture**

- A safe, caring, and orderly climate and culture that promotes collegial relationships among students, parents/guardians, and staff is maintained in an exemplary nontraditional or alternative school.
- The school culture and climate are characterized by a positive rather than punitive atmosphere for behavioral management and student discipline.
- School staff establish clear expectations for learning and conduct.
- The staff actively models and rewards appropriate student behavior.
- Proven practices to foster healthy communities are implemented at the school.
- Connections among all stakeholders that are positive and encourage academic, behavioral, and social success are actively promoted at the school.

## **Indicators of Quality Programming:**

3.1 Services are efficiently organized into effective delivery systems whether the entity is a nontraditional or alternative school, program, or classroom.

3.2 The program is housed in a safe, well maintained, aesthetically pleasing, and physically accessible environment that supports optimal student learning.

3.3 Rules and behavioral expectations are clearly written (i.e., code of conduct and comprehensive student discipline action plan), understood and accepted by staff, students, and parents/guardians.

3.4 The program has a designated team of representatives (i.e., administrative, teaching and support personnel, parents/guardians, and, if possible, student representatives) that strategically plan, monitor, and implement prevention and intervention strategies that reflect the culture and climate of the nontraditional or alternative school.

3.5 The school actively promotes student engagement and affords students with the opportunity to have a role in shaping the learning environment to facilitate feelings of connectedness.

3.6 The nontraditional or alternative school communicates high expectations for student and staff performance and celebrates success on a regular basis.

3.7 Student, parent, and staff survey feedback are presented at staff meetings and used to make appropriate programming changes.

3.8 The school demonstrates an understanding and sensitivity to academic, behavioral, cultural, developmental, gender, and societal needs of students, parents/guardians and the community.

3.9 Short and long-term goals address the needs of the students, parents/guardians, and staff.

3.10 School growth plans are measurable and built upon student performance in the effective and affective domains, attendance, matriculation, and graduation.