A recent **summary of school climate research**[1] shows a clear link between positive school climate and:
- Social, emotional, intellectual, and physical safety
- Positive youth development, mental health, and health relationships
- Higher graduation rates
- School connectedness and engagement
- Academic achievement
- Social, emotional, and civil learning
- Teacher retention
- Effective school reform

Five dimensions of school climate to focus on:
- **Safety** (e.g., rules and norms; physical safety; social-emotional safety)
- **Relationships** (e.g., respect for diversity; school connectedness/engagement; social support; leadership; students' race/ethnicity and their perceptions of school climate)
- **Teaching and learning** (e.g., social, emotional, ethical, and civil learning; service learning; support for academic learning; support for professional relationships; teachers' and students' perceptions of school climate)
- **Institutional environment** (e.g., physical surrounding, resources, and supplies)
- **School improvement process**

Utilizing and maintaining an **ecological perspective** while doing this work is key – whole student, whole school, whole community, and whole state

Three factors influencing growing interest in school climate reform:
1. Growing body of empirical research that supports the notion that **context matters**.
2. Increasing appreciation that school climate reform supports effective violence prevention in general and bullying prevention efforts in particular; **bullying prevention alone does not work but school climate reform efforts do**.
3. Growing interest in research-based pro-social educational efforts that include character education, social emotional learning, mental health promotion efforts, service learning and civic engagement and the recognition that **these things are integral to learning and teaching**.

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[1] Thapa, A., Cohen, J., Guffey, S., and Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research*, 83(3), 357-385.