Strong School Climate: Student Well-Being Workbook

Self Actualization

Self Esteem

Love & Belonging

Safety & Security

Physiological Needs

WELCOME

We are excited to present you with this workbook as a concrete pathway to evaluate, plan, and implement strategies that cater to the holistic needs of your students, following Maslow's hierarchy. It includes:

- self-assessment tools
- strategies for clear communication
- practical steps for addressing student physiological, safety, and emotional needs

Our data shows that parents' top concern is that schools meet their children's basic needs. Therefore, we begin with the foundation of Maslow's Pyramid and address each layer in turn. By fulfilling these fundamental needs, you can empower families to concentrate on how your school can support their children in achieving their dreams.

We have grounded each section of this workbook in insights from families across the country collected by Possip. We hope this tool assists you as you effectively meet student needs, drawing directly from the voices of your community.

Shani Dowell
CEO, Possip

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SYNOPSIS OF POSSIP'S STRONG SCHOOL CLIMATE SERIES

Shani Dowell, the founder and CEO of Possip, moderated a webinar series delving into the critical topic of school climate and operations, drawing on Possip's data and research. The discussions, structured around Maslow's hierarchy of needs, focused on creating a strong and safe school climate through strategic operations and stakeholder engagement, including staff, students, and parents.
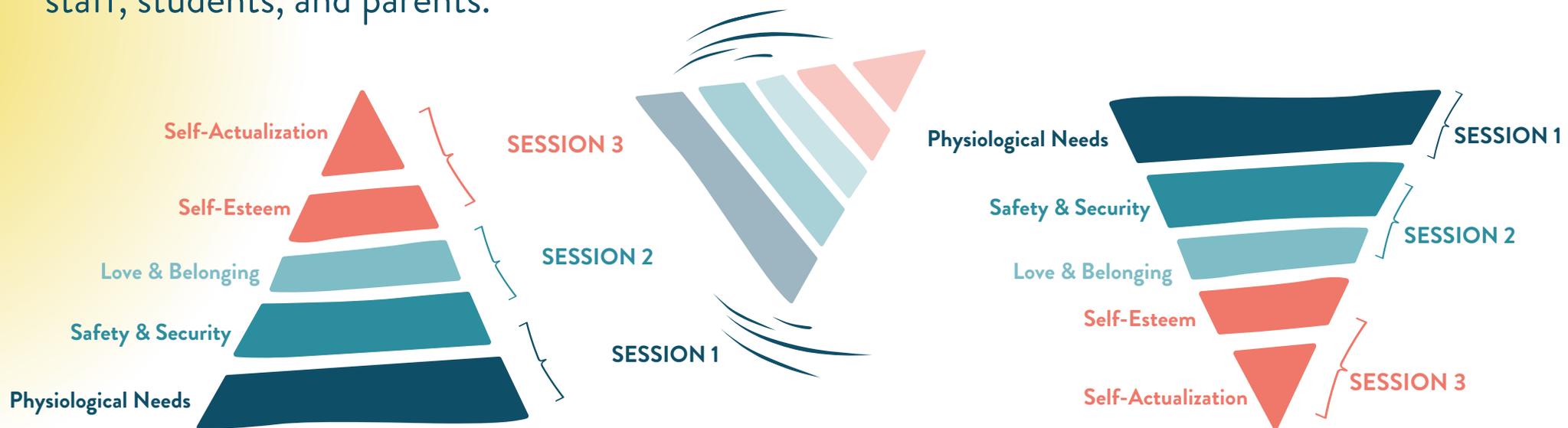
Throughout the series, the recurring theme was the critical role of data in understanding and addressing the needs of the school community, paving the way for a school climate that supports not just academic success but the overall well-being and growth of each student.

SYNOPSIS OF POSSIP'S
STRONG SCHOOL CLIMATE SERIES (CONT.)

Foundations of a Strong School Climate: Operational Excellence

- Focus on meeting physiological needs and ensuring safety as a foundation for learning.
- Importance of operational strategies in creating a safe, inclusive environment.
- Use of data and feedback from the school community to inform decisions and policies.

Strong School Climate: Creating Spaces for Safety, Inclusion, and Belonging

- Engagement with students, families, and staff is key to building a supportive school community.
- Continuous communication and feedback loops between school stakeholders enhance engagement.

Empowering Student Leadership: Fostering Self-Discovery and Contribution

- Student voice and choice are crucial in creating engaging and relevant school experiences.
- Role of extracurricular activities and community partnerships in fostering self exploration.
- Showcase practical examples of integrating student interests into school programming for increased engagement and purpose.

MASLOW'S PYRAMID, INVERTED

Physiological Needs

Safety & Security

Love & Belonging

Self Esteem

Self Actualization

Parents' primary concern is that their child's basic needs are met while at school. Once they are confident those needs are met, they can focus on their child's dreams.
Therefore, we start at the base of Maslow's Pyramid and work through each layer.

ALL RESOURCES

"This is a big topic. And while the ideal is to never have bad things happen in schools, the bigger focus is to make sure that there are people and systems to identify and resolve them when they do."
Shani Dowell, Possip CEO
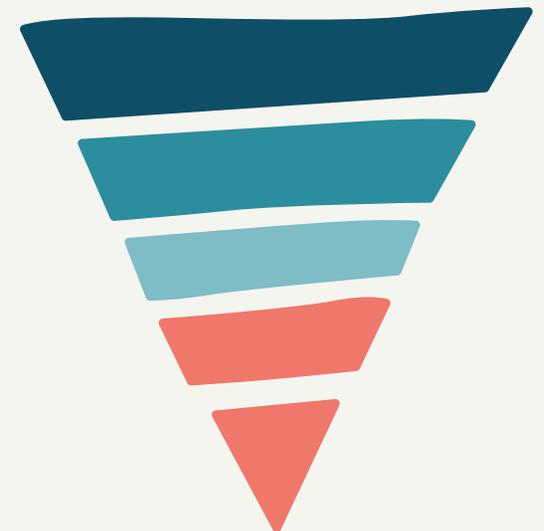
SESSION 1

Foundations of a Strong School Climate: Operational Excellence
Addressing Student Physiological and Physical Safety Needs

- [Event Recap](#)
- [Full Event Recording](#)
- Reflection and Action Planning Worksheets - pages 14-17
- [Tactics to Effectively Communicate School Initiatives With Families and Staff](#)
- Additional Resources Shared:

1. THE PATH TO SAFER SCHOOLS

Discusses top questions to ask in the complex and often uncomfortable topic of school and community safety in the context of both violence and everyday incidents that undermine the sense of security. The article acknowledges the difficulty in finding answers to safety concerns and emphasizes the importance of starting with questions to explore the underlying issues. There are three forms of safety to consider: physical, emotional, and mental, and suggests beginning with foundational questions about the school and community's philosophy, systems, priorities, and trade-offs regarding safety.

2. COMMUNICATING SAFETY DRILLS AND PROCEDURES TO FAMILIES

Serves as a practical guide for school safety management, stressing the need for detailed planning, careful execution, and transparent communication with all stakeholders to ensure effective safety practices in schools.

3. SECRET SAUCE TO SUCCESSFUL NEWSLETTERS

This article provides guidance on creating effective school newsletters, emphasizing the importance of having a designated writer or committee, not necessarily the principal, for ownership. It suggests maintaining a regular frequency and thoughtful timing for distribution, recommending a consistent and positive tone to engage parents positively. The format should be predictable and organized by importance, incorporating visuals like pictures to enhance engagement and clarity. Including well-being notes can offer additional support to families, and it's crucial to avoid pitfalls such as informal language, excessive visuals, or grammatical errors. Overall, the article stresses the strategic use of newsletters as a tool to strengthen school-family communication and enhance the educational environment.

The Path to Safer Schools: Top Questions to Ask

Communication, For Parents, For Schools, Leadership, Public, Safety / November 28, 2022 /

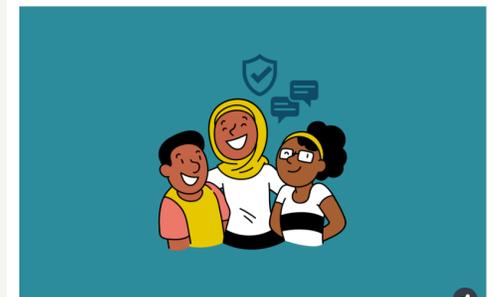Reading Time 4 mins   Share this post

Views: 3,103

While answers aren't always easy, Possip CEO & Founder, Shani Dowell, shares important questions for you to ask and consider on a path to safer schools.

When you don't have answers – sometimes the best you can offer is questions. School and nationwide safety and violence beg for answers – but we need to start with some questions.

Keeping Kids Safe: Communicating Safety Drills and Procedures to Families

Members Only / October 19, 2023 /

Reading Time 4 mins   Share this post

Views: 239

While top of mind for school leaders, safety drills and measures can sometimes feel overwhelming due to the number of requirements. Not only are we planning and executing drills to meet state requirements, but we should also be closing the loop with our staff and families—something that can easily be overlooked. Here are a few quick tips to ensure the planning, execution, and communication of safety drills are completed for your campus.

SESSION 2

Strong School Climate: Creating Spaces for Safety, Inclusion, & Belonging
Addressing Student Social Emotional and Love and Belonging Needs

- Event Recap
- Full Event Recording
- Reflection and Action Planning Worksheets - pages 18-19
- Tactics to Effectively Communicate School Initiatives With Families and Staff
- List of Resources to Cultivate a Sense of Love & Belonging, summarized below:

1. COMMUNITY BUILDING AND SCHOOL CULTURE

As the school year progresses, the day-to-day can begin to feel overwhelming for teachers. When you're trying to meet standards, advance through the curriculum, and meet student needs simultaneously, it's easy to feel overwhelmed. Sustaining Joy Beyond Back to School explains ways to slow down and celebrate the individuals who together make up your school community.

Building Traditions: School-Wide Community Meetings explains how to foster a deep sense of belonging through regular school community meetings. Programs like PBIS or other similar programs beautifully promote students modeling appropriate behavior norms. PBIS also clearly communicates expected procedures to students who may not be meeting those desired norms yet. Julie Gembra, a seasoned teacher and PBIS expert, shares tips in Classroom Management Success With PBIS on how to activate these ideals within your classroom.

2. EQUITY AND INCLUSION

Creating Inclusive Communities in Schools: Leaders creating inclusive communities consider the various languages, cultures, ethnicities, and races present within student, family, and staff communities. They also consider how all of their learners access equitable education.

Translating to Understand All: A Reporter's Perspective: Many challenges for ELL students and families revolve around understanding how to access resources at school. In addition, it involves connecting with a translator, or striving to support their student's academic success at home. Families often need follow-ups and extra support, and language services help us target those needs.

Sustaining Joy Beyond Back to School
Academic Support, Community, For Parents, For Schools, Resources, Social-Emotional Health
/ October 22, 2021 / 👁

Reading Time 4 mins
📊 Views: 894
Savannah, a current Possip reporter and former educator, shares some ideas for sustaining joy beyond back-to-school energy throughout the school year.
Share this post

Creating Inclusive Communities in Schools
Community, Diversity, For Schools / August 12, 2021 / 👁

Reading Time 4 mins
📊 Views: 1,707
Savannah Staley, Possip reporter and former AP English teacher, writes about creating inclusive communities.
Share this post

SESSION 2 CONT.

2. EQUITY AND INCLUSION (CONT.)

Supporting Mental Health: Coping Skills and Self-Regulation Tips: Coping strategies and skills are the reactions and behaviors one adopts to deal with difficult situations. Coping strategies come in many forms. Some are helpful and others are hurtful. Some work better for one person than another. This article contains tips for coping skills and regulation that can be implemented at school and home.

Additionally, Sarah Besand, a teacher and Possip Reporter, shares ways teachers can integrate SEL into their morning meetings and the benefits of emotional vocabulary instruction in Morning Meeting Hack: The Language of Emotions.

3. EFFECTIVE DISCIPLINE AND BEHAVIOR MANAGEMENT

Effective Discipline Strategies for Every School Level explores how to build foundations of respect and empathy in elementary school, fostering responsibility and peer support as children age into middle school, and empower student leadership and community involvement as students transition to young adulthood.

We can influence several factors that reduce the amount of fighting on campus. The most influential factors include relationships with students, strong classroom management, ways to identify students who seem to be struggling, and anonymous reporting. Read more in Preventing and Reacting to Fighting in School.

4. FOSTERING FAMILIES' SENSE OF LOVE AND BELONGING

Parents Need A Sense of Belonging Too! 7 Tips to Help Parents Belong: In schools we often think about how to make sure students have a sense of belonging in schools – and parents equally need a sense of belonging. There is no such thing as parent engagement or parent partnership without parent belonging.

Sometimes, too many systems are in place and changing at the same time, so families can receive conflicting information. You can help families feel a sense of belonging and combat confusion or frustration by creating a "One Stop Shop" – a Family Guide – for storing and updating dependable school information. Here's how to go about Creating a Family Guide to School.

Supporting Mental Health: Coping Skills and Self-Regulation Tips

Members Only, Mental Health, Social-Emotional Health, Strategy / October 30, 2023 / 👁
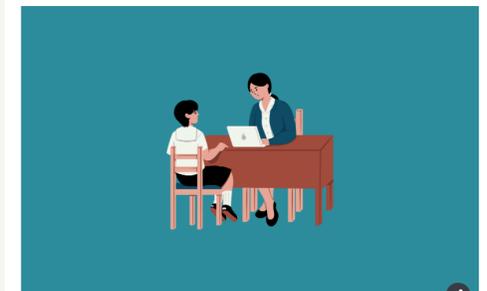
Reading Time 4 mins

Share this post

📊 Views: 287

Mental health has become a significant conversation in schools as the nation wrestles with a mental health crisis among young people, according to the **American Academy of Pediatrics.**

Elizabeth Janca, experienced school administrator and licensed counselor, explains ways to support self-regulation and some common coping skills.

Effective Discipline Strategies for Every School Level

Bullying, Feedback, For Schools, Members Only, Teachers / January 16, 2024 / 👁

Reading Time 3 mins

Share this post

📊 Views: 239

As we analyze data from our Possip Pulse Checks®, we've learned that student behavior, discipline and bullying leads as the top staff feedback trend across the country. Concerns about student behavior and discipline affect staff morale.

Possip teammates present ideas for every school level to support teacher and staff concerns about student discipline and bullying.

SESSION 3

Empowering Student Leadership: Fostering Self-Discovery & Contribution
Addressing Student Self Esteem and Self Actualization Needs

- Event Recap
- Full Recording here
- Reflection and Action Planning Worksheets - pages 20-21
- Tactics to Effectively Communicate School Initiatives With Families and Staff
- Ideas to Expand Extracurricular Offerings - printable version, page 22
- Additional Resources Shared:

70 STUDENT INCENTIVE IDEAS (THAT DON'T INVOLVE FOOD!)

Offers a variety of student incentive ideas that do not involve food. These incentives are designed to motivate students by adding a sense of excitement and enthusiasm to their educational environment, aiming to replace groans with anticipation for rewards. The focus is on creating a positive and engaging atmosphere in classrooms where students are eager to participate and excel in their studies.

BUILDING TRADITIONS: SCHOOL-WIDE COMMUNITY MEETINGS

Focuses on creating a strong sense of belonging and inclusivity within schools through regular community meetings. These meetings are highlighted as a key tradition that can help foster a warm and welcoming school environment. Such gatherings offer numerous opportunities to acknowledge students' and staff members' hard work, persistence, and kindness.

70 Student Incentive Ideas (That Don't Involve Food!)

Members Only / October 13, 2023 / ⊙

Reading Time 1 mins

Views: 344

We've all heard of student incentives – but have you seen them in action? Can you picture a classroom where students not only show up with smiles but also dive into their studies with genuine enthusiasm and urgency? How about a world where homework isn't met with groans but rather with anticipation for the rewards it brings? Enter student incentives – those marvelous little treasures that sprinkle a dash of excitement into our learning spaces!

Click here to download the Incentives Printable!

Share this post

Building Traditions: School-Wide Community Meetings

Academic Support, Community, For Schools, Leadership, Members Only / January 5, 2024 / ⊙

Reading Time 3 mins

Views: 226

Some of the strongest memories students have of their school when they get older are the traditions their school had in place to create a warm and welcoming environment. Maybe it was the holiday concert or the sports awards ceremony. Or maybe it was a simple tradition of coming together to celebrate student success at a community meeting.

Share this post

SESSION 3 CONT.

WELL-ROUNDED STUDENTS: CREATIVE WAYS TO PROVIDE EXTRACURRICULAR OPPORTUNITIES

Highlights the importance of extracurricular activities in fostering a well-rounded educational experience for students. Cate Reed, a senior administrator and reporter, discusses various ways school leaders can enhance extracurricular offerings despite challenges such as limited budgets and staffing.

She suggests innovative approaches like using robotics clubs to enhance academic skills or cooking clubs to introduce potential career paths. The goal is to provide students with safe spaces for after-school engagement, helping them connect with peers and mentors outside the traditional classroom setting. For those looking to expand extracurricular activities in their schools, the article offers practical advice on how to creatively meet these needs and make extracurriculars a feasible option for all students.

GUIDANCE COUNSELING: EMPOWERING STUDENTS TO CHOOSE THE RIGHT SCHEDULE

Discusses the multifaceted role of school guidance counselors, especially in helping students select the right academic schedule. It emphasizes how counselors can aid students in balancing their academic and extracurricular commitments effectively, considering the complex demands on students' time.

The article also highlights the importance of counselors in addressing students' mental health needs, reflecting the expanded responsibilities of counselors in response to varying school experiences during the global pandemic. To engage students more personally and understand their individual needs, the article suggests strategies like meeting students in small groups or attending school events to build stronger relationships.

Well-Rounded Students: Creative Ways to Provide Extracurricular Opportunities

Members Only / October 5, 2023 / ⊚

Reading Time 3 mins

Views: 266

Cate Reed, seasoned administrator, current Senior Vice President of Teach For America, and Possip Reporter, explores ways school leaders can increase the extracurricular opportunities for their students.

Guidance Counseling: Empowering Students to Choose the Right Schedule

Counseling, Leadership, Students / October 20, 2023 / ⊚

Read the Full Blog in the Possip Membership!

Reading Time 1 mins

Views: 351

We **love and admire our school counselors and staff!** The role of a school guidance counselor has so many aspects, from helping students prepare for their class schedule to supporting their **mental health**. The role of counselor has evolved quickly as well in response to students having very different school experiences during the global pandemic.

PRINTABLE RESOURCES

"Make sure every student is known and you have a system for every student being known.... Tell stakeholders where things are now. We see that parents and students are actually incredibly thoughtful and empathetic."

Shani Dowell, Possip CEO
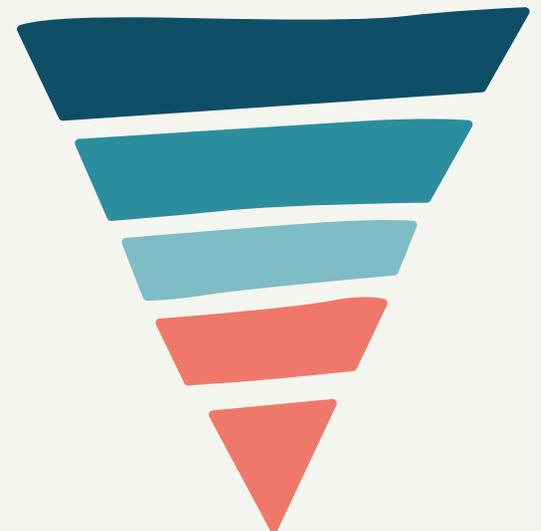
REFLECTION AND ACTION CHECKLIST Ⓐ

WHERE DO YOU WANT TO BE?
WHERE ARE YOU NOW?
HOW WILL YOU COMMUNICATE YOUR PLANS?

Use the following self-assessment tools to reflect on where you are now and where you hope to be in terms of meeting student needs. Then consider the pros and cons of communication tools you could use and choose the best fits for you.

☐ Complete: <u>Self-Assessment - Physiological Needs</u>

☐ Complete: <u>Self-Assessment - Physical Safety & Security Needs</u>

☐ Complete: <u>Self-Assessment - Love & Belonging and Social Safety Needs</u>

☐ Complete: <u>Self-Assessment - Self-Esteem and Self-Actualization Needs</u>

☐ Review: <u>Tactics to Effectively Communicate School Initiatives to Families and Staff</u>

How Well Does Our School Meet Students' Physiological Needs?

Part 1 Directions:

1. Review the top concerns families share for their children's physiological needs at school.
2. Consider each concern from different perspectives: your leadership team, teachers, non-teaching staff, student, and family members. Rate the state of each area from 1 (needs much improvement) to 5 (this is excellent on our campus / in our district). Then total the scores and move on to Part 2.

	Perception of Current State by Stakeholder Group Rank 1 to 5 (5 is high) or "Don't Know"					Total Out of 25
	Leadership	Teachers	Non-Teaching Staff	Student	Family	
Meals/Cafeteria						
Facilities						
Dress Code/Uniforms						
Attendance/Absences						
School Schedule						
Bathrooms						
Lockers & Backpacks						
Class Schedules						
Lunch/Recess						
Food/Clothing/Financial Needs						

How Well Does Our School Meet Students' **Physiological** Needs?

Top Areas of Concern	Plan? Y/N	Do students and families know / have input in vision?	Communication in Place (type)	How can families and students provide meaningful input moving forward?
Copy the top areas you want to focus on first or those with the lowest scores in the column below.	Is there already a plan in place to improve in this area?	**If no there is plan in place yet:** • How can you address the concerns your staff or families have in this area? • What planning must be done for future improvement? **If there is a plan of improvement already in place:** • Do students and families know about the plan? • Have they had the opportunity to provide input in that vision?	How do you or will you communicate the plans and progress toward improving this area internally to staff? Externally to current and prospective families?	Whether you are embarking on a new plan of improvement or you have on in progress, how can families and students provide meaningful input now and in the future?
1				
2				
3				

Summarizing Action Statement

We have _____ areas of concern to address. The top area(s) we will focus on first include
_____. To improve these areas, we need to _____.
We can let families know of our plans and progress through _____. Families can contribute their ideas
or concerns in this way: _____.

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How Well Does Our School Meet Students' Physical Safety & Security Needs?

Part 1 Directions:

1. Review the top concerns families share for their children's safety and security needs at school.
2. Consider each concern from different perspectives: your leadership team, teachers, non-teaching staff, student, and family members. Rate the state of each area from 1 (needs much improvement) to 5 (this is excellent on our campus / in our district). Then total the scores and move on to Part 2.

	Perception of Current State by Stakeholder Group Rank 1 to 5 (5 is high) or "Don't Know"					Total Out of 25
	Leadership	Teachers	Non-Teaching Staff	Student	Family	
School Safety/ Campus Security						
Student Discipline Systems						
IEP/504 Support						
Student Behavior						
Substance Use						
Mental Health Support						
Health/Illness						
Behavior Update						
Counseling						
Student Illness						

POSSIP

How Well Does Our School Meet Students' Physical Safety & Security Needs?

Top Areas of Concern	Plan? Y/N	Do students and families know / have input in vision?	Communication in Place (type)	How can families and students provide meaningful input moving forward?
Copy the top areas you want to focus on first or those with the lowest scores in the column below.	Is there already a plan in place to improve in this area?	**If no there is plan in place yet:** • How can you address the concerns your staff or families have in this area? • What planning must be done for future improvement? **If there is a plan of improvement already in place:** • Do students and families know about the plan? • Have they had the opportunity to provide input in that vision?	How do you or will you communicate the plans and progress toward improving this area internally to staff? Externally to current and prospective families?	Whether you are embarking on a new plan of improvement or you have on in progress, how can families and students provide meaningful input now and in the future?
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or concerns in this way: _____.

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How Well Does Our School Meet Students'
Love & Belonging and Social Safety Needs?

Part 1 Directions:

1. Review the top concerns families share for their children's love and belonging needs at school.
2. Consider each concern from different perspectives: your leadership team, teachers, non-teaching staff, student, and family members. Rate the state of each area from 1 (needs much improvement) to 5 (this is excellent on our campus / in our district). Then total the scores and move on to Part 2.

	Perception of Current State by Stakeholder Group Rank 1 to 5 (5 is high) or "Don't Know"					Total Out of 25
	Leadership	**Teachers**	**Non-Teaching Staff**	**Student**	**Family**	
Safety: Bullying/Fighting/ Student Interactions						
Teacher Feedback Issues: Professionalism, Instruction, etc.						
Communication: Teachers & Staff						
Communication: Responsiveness & Frequency						
Administration Feedback						
Communication: Grades/Academics						
Communication: Content						
Communication: Tools						
School Events						
DEI						
General Check In						

How Well Does Our School Meet Students' Love & Belonging and Social Safety Needs?

Part 2: Analyze & Act (D)

Top Areas of Concern	Plan? Y/N	Do students and families know / have input in vision?	Communication in Place (type)	How can families and students provide meaningful input moving forward?
Copy the top areas you want to focus on first or those with the lowest scores in the column below.	Is there already a plan in place to improve in this area?	**If no there is plan in place yet:** • How can you address the concerns your staff or families have in this area? • What planning must be done for future improvement? **If there is a plan of improvement already in place:** • Do students and families know about the plan? • Have they had the opportunity to provide input in that vision?	How do you or will you communicate the plans and progress toward improving this area internally to staff? Externally to current and prospective families?	Whether you are embarking on a new plan of improvement or you have on in progress, how can families and students provide meaningful input now and in the future?
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We have _____ areas of concern to address. The top area(s) we will focus on first include _____. To improve these areas, we need to _____.
We can let families know of our plans and progress through _____. Families can contribute their ideas or concerns in this way: _____.
_____

POSSIP

How Well Does Our School Meet Students' Self-Esteem and Self-Actualization Needs?

Part 1 Directions:

1. Review the top concerns families share for their children's self assessment needs at school.
2. Consider each concern from different perspectives: your leadership team, teachers, non-teaching staff, student, and family members. Rate the state of each area from 1 (needs much improvement) to 5 (this is excellent on our campus / in our district). Then total the scores and move on to Part 2.

	Perception of Current State by Stakeholder Group Rank 1 to 5 (5 is high) or "Don't Know"					Total Out of 25
	Leadership	Teachers	Non-Teaching Staff	Student	Family	
Self Esteem						
Student Incentives						
Student Recognition						
Student Motivation						
Teacher Recognition						
Student Accountability						
Self Actualization						
Extracurricular Activities						
Art / Music / Theater						
Athletics						
Mentoring Program						

How Well Does Our School Meet Students' Self-Esteem and Self-Actualization Needs?

Top Areas of Concern	Plan? Y/N	Do students and families know / have input in vision?	Communication in Place (type)	How can families and students provide meaningful input moving forward?
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Summarizing Action Statement

We have _____ areas of concern to address. The top area(s) we will focus on first include _____. To improve these areas, we need to _____.
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Tactics to Effectively Communicate School Initiatives With Families and Staff

F

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Social Media Engagement

Showcase ongoing activities, success stories, and important announcements related to each initiative on posts, stories, and campaigns on social media platforms.

Effort

less ——————— more

Cost: Low

Feedback Mechanisms

Implement surveys, feedback forms, and suggestion boxes to gather input from families and staff, ensuring continuous improvement based on community feedback.

Effort

less ——————— more

Cost: Low

Parent-Teacher Communication Platforms

Utilize direct communication tools for timely updates, reminders, and personalized messages to parents and staff.

Effort

less ——————— more

Cost: Low-Medium

Dedicated Webpages and Digital Platforms

Create dedicated sections on the school website for each initiative area, supplemented by a mobile app for real-time updates and resources.

Effort

less ——————— more

Cost: Medium

Local Media Collaboration

Partner with local media outlets to feature the school's initiatives, reaching a broader community audience.

Effort

less ——————— more

Cost: High

Student-Led Initiatives

Empower students to lead initiatives and communication efforts, fostering peer-to-peer engagement and a sense of ownership.

Effort

less ——————— more

Cost: Low

Multi-Channel Newsletters

Send regular, thematic newsletters focusing on specific initiatives like health services, safety measures, facility improvements, behavior strategies, and community.

Effort

less ——————— more

Cost: Medium

Interactive Workshops and Information Sessions

Host workshops and information sessions for families and staff on topics like health and wellness, safety protocols, restorative practices, and community involvement.

Effort

less ——————— more

Cost: Medium

Community Forums and Town Hall Meetings

Organize regular forums and town hall meetings for open discussions, feedback, and idea sharing on various school initiatives.

Effort

less ——————— more

Cost: Medium-High

Video Content and Virtual Tours

Produce engaging video content and virtual tours to visually communicate the school's efforts and achievements in different areas.

Effort

less ——————— more

Cost: Medium-High

Ideas to Expand Your Extracurricular Offerings

	Literary and Writing	Business and Civic Engagement	Recreation and Sports	Academic and Vocation	Arts
Examples and Ideas	• Student Newspapers • Magazines • Yearbook	• Mock Trial • Debate • Cause-based	• Traditional Sports • Fitness and Yoga • E Sports	• Subject Matter-Based Clubs • Creative Thinking Clubs • Vocation-Based Clubs • Project-Based Learning	• Performing Arts • Visual Arts • Dance • Talent Shows
National Organizations	• Writers in Schools • Southern Word • NaNoWriMo	• Scouts • Kidizenship • Girls, Inc. • 4-H • Nat'l Speech and Debate Assoc.	• YMCA • Girls on the Run • Local recreation leagues - Google your city+the desired sport+ recreation league	• Code Club • Black Girls Code • Odyssey of the Mind • Junior Achievement • NFTE • DECA Inc. • FFA	• Broadway Junior® Show Kits • Disney Musicals in Schools

Additional Resources:

- Extracurricular Activities: Best Options for Your Child or Teen - verywellfamily.com
- Well-Rounded Students: Creative Ways to Provide Extracurricular Opportunities - Possip
- School garden checklist - USDA
- Start a coding club with no coding experience - Code Club

💡 *Possip Bonus Questions are a great way to ask families or older students directly to gauge student interests and identify gaps in extracurricular offerings through Pulse Checks!*

POSSIP
Thank you!

Interested in how Possip can help your school or district?

Connect with us!