

## **STUDENTS**

### **Social Emotional Climate**

#### **Framework of School and Classroom Climate Improvement Process**

##### **Guiding Principles and Essential Elements**

The framework of the school and classroom climate improvement process includes three essential elements: creating conditions to support student’s social emotional learning (SEL), building adult capacity, and collaborating with the school community. Components from each of these three essential elements blend together to create the process for improving school and classroom climate.

##### **District and School Climate Improvement Process**

Climate improvement processes and plans should be integrated with overall school improvement processes and the school improvement plan.

##### **Develop a Planning Team**

- With support of district and school leaders, form a planning team or teams to coordinate school climate improvement efforts.
- Team members should include members from the whole school community, including administrators, educational staff, students, families, community partners, and other stakeholders.
- Team members should reflect the diverse groups of the community.
- The district will prioritize building the capacity of the planning team by providing professional learning.

##### **Analyze Data**

- Working with members from the whole school community, including students, assess and analyze data assessment.
- Include stakeholder voice to ensure equity and honor cultural relevance.
- Use existing data, such as school climate surveys, attendance, engagement, evaluation of SEL implementation, and other feedback for initial assessment.
- Identify the most effective existing practices and the needs for improvement.
- Determine the additional types of data needed and how to collect it.
- Collect and analyze new data, including data regarding the adult SEL training and coaching.
- Plan for continuous improvement.

##### **Develop a Strategic Communication Plan**

- Determine how to disseminate information to members of the school community.
- Determine how to obtain input from school community.
- Use more than one method to communicate and collaborate.
- Use two-way communication strategies to inform, engage, and listen to members of the school community.
- Communicate that school and classroom climate and SEL are interconnected.
- Utilize feedback loops with families and communities to ensure accountability.

##### **Develop an Integrated Improvement Action Plan**

- Use the Washington SEL standards, benchmarks, and indicators.
- Build adult and student SEL competencies school wide.
- Integrate and align school climate and SEL improvement with other district and school improvement efforts to create safe, supportive, and academically effective schools.

- Determine how to include school climate improvement and SEL into other systems and routine practices, such as hiring, onboarding, monitoring, professional development, and student discipline as consistent with policy 3300.
- Embed use a multi-tiered system of support (MTSS) framework with students; use SEL as a universal, tier 1 support with intensified supports at all tiers.
- Integrate restorative practices that build community, celebrate accomplishments, transform conflict, rebuild and strengthens relationships.
- Determine how to differentiate supports for different members of the school community.
- Build adult capacity in the whole school community through provision of resources, professional learning, time, and/or follow-up coaching.