

## Procedure- Social Emotional Climate

### Definitions

For purposes of social emotional climate, the following definitions will apply:

- **Classroom climate** refers to the prevailing mood, attitudes, standards, and tone that the educator and students feel when they are in the classroom. A positive classroom climate feels safe, respectful, welcoming, and supportive of student learning.
- **Community partners** include youth and family service organizations, afterschool and summer programs, youth leadership initiatives, youth employment and apprenticeships, mental and behavioral health organizations, and community sports and arts organizations.
- **Cultural Responsiveness** draws upon students, unique strengths and experiences while orienting learning in relation to individuals' cultural context.
- **Educators** refers to in-school and out-of-school staff providing instruction and support to students.
- **Equity** means that each child receives what he or she needs to develop his or her full academic and social potential.
- **Equity-focused** refers to strategies aimed at improving equity in experiences and outcomes for all students and adults, across race, gender identity, ethnicity, language, disability, sexual orientation, family background, family income, and other characteristics.
- **Multi-tiered System of Support (MTSS)** is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. MTSS involves team-based leadership; continuous data-based decision-making; student, family and community engagement; and the delivery of a continuum of evidence-based instruction and support.
- **Positive School Climate** is safe, supportive, and an equitable learning environment that will call on adults to:
  - Engage in practices that affirm diverse social and cultural identities;
  - Cultivate a sense of belonging and community;
  - Provide structures for physical and emotional safety;
  - Use engaging, relevant, and culturally responsive instruction built on an understanding of how children and adolescents grow and develop socially, emotionally, and academically;
  - Create space for student voice and agency;
  - Offer frequent opportunities for students to discuss and practice anti-racism and develop collaborative solutions to address inequities;
  - Provide tiered supports that meet the needs of all students; and
  - Train adults to model and nurture attitudes that emphasize the benefits and satisfaction from learning.
- **Social and emotional learning (SEL)** is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.
- **School Climate Surveys** are scientific measures that evaluate a range of aspects of the educational environment to assess perceptions and identify specific strengths and

weaknesses within a school. The goal of these measures is to gain an accurate, representative picture of the school in order to improve in various targeted areas.

- **School Community** refers to members of the broad school ecosystem including administrators, staff, students, families, community partners, and others who may be connected to the school's success.
- **School Leaders** is used broadly to encourage schools to consider distributive leadership models that include administrators, teaching and support staff, family and community partners, students, and those who have been historically left out of school decision-making.
- **Staff** refers to those who work within the school building, including teachers, administrators, paraprofessionals, custodial staff, school mental health professionals, cafeteria workers, and parent liaisons, among others.
- **Trauma-Informed Practices** recognizes the unique strengths and challenges of children and youth in light of the adversities they face.
- **Universal Design for Learning (UDL)** provides a framework to improve and optimize teaching and learning for all people by removing barriers in the curriculum.

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