

STUDENTS

Social Emotional Climate

Preface

The Port Townsend School District vision states, “We create and enable the culture, competence and conditions to ensure each student is prepared for meaningful work and engaged citizenship in our diverse and rapidly changing world.” As we continue to learn more about how to create the culture and conditions for all students to succeed, we have learned that establishing a positive, inclusive, and equity-based social emotional climate in our district, schools, and campuses is essential. Recognizing that some practices in the education system grant privilege and access unequally, the Port Townsend School District commits to championing policies and practices of cultural equity that empower a just, inclusive and responsive learning environment. In order to meet the needs of all student, it is necessary to meet the needs of each student. We are committed to the belief that all students have the capacity to meet high expectations and that given the right conditions every student can thrive. We are committed to establishing and maintaining systems of support to align with that belief.

Purpose

The Port Townsend School District Board of Directors’ purpose for this policy and accompanying procedure is to call for district and school action plans that support, promote, and sustain equitable, safe, respectful, responsive, and positive learning environments for student PreK-12. In doing so, the Board envisions a district that is rooted in the belief that all children can be successful learners in an environment that cares for them socially, emotionally, intellectually, creatively, physically, and academically.

Nurturing a Positive Social Emotional Climate

The Board recognizes that the work of addressing school climate is complex and nuanced and will vary throughout the district. The Board further recognizes the important role that students, families and community members play in collaborating with school and district staff and administration to create action plans and nurture social emotional learning. Plans for climate improvement in schools and classrooms will reflect strengths and needs and be informed by four guiding principles: racial equity, cultural responsiveness, trauma-informed practice and universal design.

With this policy, the Board directs the superintendent to implement the accompanying procedure, which provides both the vocabulary and the framework for an effective and continuous Social Emotional Climate Improvement process, including: 1) planning and preparation, 2) evaluation, 3) action planning, and 4) implementation. This model framework is aligned with the standards and benchmarks developed by the Social Emotional Learning committee created under RCW 28A.300.477. The framework is designed to support the district and district schools in developing research-supported action plans that work to meet the Board’s goal for this policy.

Cross References:

Policy 2000
Policy 2140

Student Learning Goals
Guidance and Counseling

Policy 3241
Policy 4110

Student Discipline
Citizen Advisory Committees and
Task Forces

Policy 5520
Policy 6700

Staff Development
Nutrition and Physical Fitness

Legal References:

RCW 28A.345.085

Model Policy and procedure for
nurturing a positive social and
emotional school and classroom
climate

Management Resources:

2021 – February Issue

Date: 5/6/21.

PORT TOWNSEND SCHOOL DISTRICT NO. 50