

PHILOSOPHY ON SOCIAL-EMOTIONAL LEARNING AND WELL-BEING

The District's Equity Framework prioritizes the development of inclusive learning environments. Inclusive learning environments exist when all students have a sense of belonging and feel safe in school. In every school, there are students who have mental health concerns, have experienced trauma, or have not acquired the skills they need to respond to the social and behavioral challenges they face each day. As a District, we must respond to the needs of students and staff through a framework to develop, promote, and sustain social and emotional wellness.

Social and emotional development is critical to academic and lifelong success. For every student to be successful, as expressed in the District's mission, a coordinated system of behavior instruction and supports throughout the Pre-Kindergarten - Grade 12 experience is necessary.

With this philosophy on social-emotional learning and well-being in mind, the District shall:

1. Implement a sustainable social/emotional/behavioral framework across the District to aid in consistency in identifying, implementing, and streamlining efforts to respond to a wide range of student needs.
2. Utilize the District's Equity Framework to ensure all students' and families' cultures and identities are valued in order to eliminate predictable patterns in discipline data by gender, race, disability status, or any other factor.
3. Cultivate a positive school climate; for staff and students.
4. Deliver instruction on social, emotional, and behavioral skills to students. This starts with teaching and developing clear, appropriate and consistent expectations and continues with ongoing instruction on the skills our students need in school and life.
5. Implement positive practices that promote learning from challenges and conflicts. This does not mean there are no responses or consequences for behaviors. Rather, the responses will always include opportunities to learn from the event or situation.
6. Provide staff development on positive practices. The District offers all staff training in Positive Behavior Interventions and Supports®, Nurtured Heart Approach®, Restorative Practices®, and Non-Violent Crisis Intervention®. Utilization of these approaches increases positive behaviors, elevates school climate and improves academic outcomes. They also provide staff with skillful responses to challenging situations or behaviors.
7. Elicit input from families and the community on the social/emotional/behavioral framework or supports and provide ongoing training and support for District families and community members.

LEGAL REF.: Sections 111.31 Wisconsin Statutes
118.01
118.13
120.13

CROSS REF.: 110, District Mission, Actions and Outcomes
112, Governance Beliefs
310, District Educational Goals
364, Guidance and Counseling Program
411, Equal Educational Opportunities
411-Rule(2), Nondiscrimination Guidelines Related to Students Who are Transgender and
Nonconforming to Gender Role Stereotypes
443, Student Conduct and Discipline
443.8, Bullying
511, Equal Opportunity Employment
512, Harassment
523.3, Employee Assistance Program
720, Safety Program

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