

PROCEDURE 3112P – 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.

Adoption Date: 02.23.23
 Classification: Encouraged
 Mount Baker School District
 Revised: