

Strategic Initiative A.1.a

Develop shared practices and training utilizing social-emotional learning, restorative practice and culturally responsive tenets

Why is this important?

- Research has shown that increasing student's social-emotional skills improves their resiliency, engagement, and academic performance.
- Restorative practices acknowledge positive behaviors and address negative behaviors in ways that are productive and do not remove students from instruction.
- Social-emotional skills and positive behavior must be addressed in ways that are mindful of the cultures of our students and families.
- Our teachers must have a common set of skills and resources to support student's social-emotional learning, implement restorative practices, and utilize culturally responsive approaches.

What will be accomplished?

Date	Action
May 2022	Provide professional training for each staff member to build awareness of their own cultural lens and student culture.
May 2022	Implement the Second Step curriculum in Kindergarten through Grade 8 to support student social-emotional learning.
May 2023	Implement the RULER curriculum in high schools to support student social-emotional learning.
May 2023	Build professional learning and coaching opportunities for restorative classroom practices for all staff.
May 2023	Implement the Forefront suicide prevention program in high schools.

What are the benefits of this initiative?

- ✓ Staff will have ongoing training and coaching opportunities in culturally responsive and restorative practice models.
- ✓ Students will internalize social-emotional learning and apply skills in their academic and social interactions at school.
- ✓ Student's perception of their own social-emotional skills and well-being will improve.
- ✓ Middle and high school students will experience a stronger sense of belonging in their schools.
- ✓ Students and their families will have access to mental health resources and supports.

