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School   Observer Name(s)      Date

**DEFINITIONS:**

**Well-being:** People’s perceptions of their quality of life. Positive well-being is the perception that their lives are going well physically, socially, emotionally, mentally and spiritually. It allows people to realize their potential, cope with the normal stresses of life, work productively and fruitfully and able to make a contribution to the community. (*Adapted from World Health Organization, Mental Health: Strengthening our Response, 2005*)

**Social and emotional learning (SEL/WELL-BEING):** SEL/WELL-BEING involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, feel and show empathy for others, establish and achieve positive goals, develop and maintain positive relationships, and make responsible decisions. As such, social-emotional competencies are viewed as “mastery skills” underlying virtually all aspects of human functioning. In addition to focusing on specific instruction in social and emotional skills, SEL/WELL-BEING is a process of creating a school and classroom culture that is caring, supportive, and responsive to students’ needs. (*Schonert-Reichl, 2020*)

**Systemic SEL/WELL-BEING:** Systemic SEL/WELL-BEING is an approach to create equitable learning conditions that actively involve all Pre-K to Grade 12 students in learning and practicing social, emotional, and academic competencies. These conditions require aligned policies, resources, and actions at state and district levels that encourage local schools and communities to enhance the personal and professional capacities of adults to: implement and continuously improve evidence-based programs and practices; create an inclusive culture that fosters caring relationships and youth voice, agency, and character; and support coordinated school-family-community partnerships TO ENHANCE STUDENT DEVELOPMENT. (*Mahoney, Weissberg, Greenberg, Dusenbury, Jagers, Niemi, Schlinger, Schlund, Shriver, VanAusdal, Yoder, 2020).*

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**PURPOSE AND BACKGROUND:**

This protocol is designed to help school based SEL/WELL-BEING teams and/or observers look for indicators of schoolwide SEL/WELL-BEING to support the continuous improvement of schoolwide SEL/WELL-BEING implementation. School-based SEL/WELL-BEING teams can use data from this protocol to set implementation goals, reflect on and track progress, and develop or adjust action plans. This protocol is intended to be used as a self-evaluation tool and revisited on a schedule basis to determine new areas of growth and for planning new areas of priority for growth planning.

**SCORING:**

* When using the rubric, score each item on a scale from 4 (strong evidence) to 1 (weak or no evidence). Leave the item blank if it was not observed.
* In Section 1, a “4” indicates strong evidence that SEL/WELL-BEING is internalized and owned by students. A “3” indicates that classrooms are effectively promoting SEL/WELL-BEING, but efforts are mostly teacher-led.  A “2” indicates that classroom practices attempt to promote SEL/WELL-BEING but are inconsistent. A “1” indicates that there is not yet evidence that classroom practices are attempting to promote SEL/WELL-BEING through this item.
* In Section 2, a “4” indicates strong evidence that SEL/WELL-BEING is seamlessly integrated into schoolwide systems and practices. A “3” indicates that schoolwide systems and practices are effectively promoting SEL/WELL-BEING but not yet fully integrated into all aspects of the school. A “2” indicates that schoolwide systems and practices attempt to promote SEL/WELL-BEING but are inconsistent. A “1” indicates that there is not yet evidence that schoolwide systems and practices are attempting to promote SEL/WELL-BEING through this item.
* The included “look-fors” are not all-inclusive but are intended to serve as guidance.

**UPON COMPLETION:**

* Once completed, the SEL/well-being team identifies priority area(s) of focus for growth planning.
* Download the Assessment and Growth Planning Toolkit for SEL & Well-being on the Wellbeing B.C. website on the School Toolkit tab: [**https://www.wellbeingbc.ca/school-toolkit**](https://www.wellbeingbc.ca/school-toolkit)
* The Assessment & Grow Plan is available as an excel spreadsheet OR as a form fillable PDF
* Use the growth planning accordion menu at the bottom of the School Toolkit tab (same link as above) to help with growth planning

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| PILLAR #1: SCHOOLWIDE POLICIES, PROCEDURES AND PROCESSES | | | | | | | | | |
| DESCRIPTION | **4** | | **3** | | **2** | | **1** | | COMPONENT SCORE/NOTES |
| 1. SEL/WELL-BEING TEAM CHAMPIONS   Schoolwide SEL/WELL-BEING is led by a team that is composed of individuals who are representative of the full school community. | | | | | | | | | |
| 1A. SEL/WELL-BEING TEAM  An SEL/WELL-BEING team is established and maintained  SEL/WELL-BEING team members are assigned roles and responsibilities. | The SEL/WELL-BEING team is made up of at least one administrator, and additional staff representing other areas of expertise (e.g., counselor, teacher, inclusive educators, parent/guardian, etc.)  All team members are assigned a role and are provided with a detailed explanation of the roles and responsibilities of team members. | The SEL/WELL-BEING team is made up of one administrator and 2-3 other members. The roles and responsibilities of team members is not clearly defined. | | There are only 2-3 SEL/WELL-BEING team champions, but no administrators are on the team. There is some understanding of the roles and responsibilities of the SEL/WELL-BEING champions. | | There is only one staff member who is an SEL/WELL-BEING champion at school. There is a vague understanding of the role of the SEL/WELL-BEING champion. | | Date: | |
| 1B. SEL/WELL-BEING TEAM MEETINGS  SEL/WELL-BEING team meets regularly.  SEL/WELL-BEING team reviews school data to help address schoolwide systems and practices. | The SEL/WELL-BEING team meets at least once per month and have a specific agenda format for each meeting. They regularly collect and review specific data to help inform decisions about systems and practices | The SEL/WELL-BEING team meets at least once per month and have a specific agenda format for each meeting. Data is not yet collected and reviewed to inform decisions about systems and practices. | | The SEL/WELL-BEING team meets only when issues arise. They sometimes have an agenda and do not yet use data to inform decisions. | | The SEL/WELL-BEING champion works in isolation and does not yet use data to inform decisions. | | Date: | |
| 1C. SHARED VISION  SEL/WELL-BEING team develops a shared SEL/WELL-BEING vision that reflects the school vision and/or core values. | The SEL/WELL-BEING team works collaboratively to develop a shared SEL/WELL-BEING vision that reflects the school vision and/or core values and involves input from the school community. | The SEL/WELL-BEING team works collaboratively to develop a shared SEL/WELL-BEING vision; however, it does not yet reflect the school vision and/or core values. It lacks input from the school community. | | The SEL/WELL-BEING team are beginning to develop a shared SEL/WELL-BEING vision and/or core values. | | The SEL/WELL-BEING champion does not yet have a shared SEL/WELL-BEING vision and/or core values. | | Date: | |
| 1. COMMUNICATION PLAN   Structures are in place to support consistent two-way SEL/WELL-BEING communications between the SEL/WELL-BEING team and all stakeholders (e.g., town hall meetings, open door policies, social media). | | | | | | | | | |
| 2A. COMMUNICATION STRATEGY  Identify key stakeholders involved in advancing SEL/WELL-BEING.  Determine what kind and mode of information to be communicated to each group, how often and how the SEL/WELL-BEING team will get meaningful input from the group. | There is a clear communication strategy identifies all key stakeholders involved in advancing SEL/WELL-BEING. It outlines the kind and mode of information that will be communicated to the various stakeholders as well as the frequency of communication. There is a clear process for obtaining meaningful input from all stakeholders to inform decision-making. | The key stakeholders involved in advancing SEL/WELL-BEING have been identified. A process for obtaining input from stakeholders is being developed. A mode of communication is being used, but development of consistent two-way communication still needs to be developed and clarified. | | Some of the key stakeholders involved in advancing SEL/WELL-BEING have been identified. There are various modes of communication being used, but it is not clearly defined in a strategy. | | A communication strategy has not yet been developed for advancing SEL/WELL-BEING. Key stakeholders involved in advancing SEL/WELL-BEING have not yet been identified. | | Date: | |
| 2B. COMMUNICATION PLAN  Identify a communications coordinator.  Establish public relations communication to grow SEL/WELL-BEING awareness.  Develop user-friendly web experience with SEL/WELL-BEING information and resources.  Share videos as a visual way to share content and engage with external audiences.  Maintain consistent presence to staff communication and engagement in SEL/WELL-BEING.  Engage with positive responses to social media and email communication with community members.  Establish processes for SEL/WELL-BEING competencies shared in training and events. | There is a clear and well-organized communication plan that identifies a communication coordinator. Communication is targeted to grow an awareness and understanding about SEL/WELL-BEING. Effective communication about SEL/WELL-BEING is done through video, communication with staff, social media, emails and during staff training and school events. | There is a communication plan that may or may not have identified communication coordinator. There is some communication to raise awareness about SEL/WELL-BEING. There are a few different modes of communication being used. | | There is not yet a formalized communication plan to grow SEL/WELL-BEING information and resources. There is some sharing of communication to grow SEL/WELL-BEING awareness, however this is mainly in 2-3 modes. | | A communication plan to promote an awareness and understanding of SEL/WELL-BEING has not yet been developed. There is irregular communication about SEL/WELL-BEING and it is only in one mode. | | Date: | |
| 3. SUPPORTIVE DISCIPLINE Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced. | | | | | | | | | |
| 3A. SUPPORTIVE DISCIPLINE  Look for/Learn about:  - A student code of conduct promotes instructive, restorative, and developmentally appropriate discipline policies and practices.  - There is evidence of circles/other restorative practices. | Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff regularly examine discipline data to ensure equitable outcomes for students. Staff consistently follow documented policies and procedures and are highly effective at using restorative, instructive, and developmentally appropriate behavioral responses. | Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data a few times a year to ensure equitable outcomes for students. Staff mostly follow documented policies and procedures, and most staff use restorative, instructive, and developmentally appropriate behavioral responses. | | Schoolwide discipline policies and procedures are documented and mostly avoid exclusionary discipline. Staff examine discipline data a few times a year, but do not effectively use data to ensure equitable outcomes. Staff are inconsistent at following documented policies and procedures. Staff inconsistently use restorative, instructive, and developmentally appropriate behavioral responses. | | Schoolwide discipline policies and procedures are punitive, subjective, or not well documented. Staff responses to student behaviors are ineffective, punitive, and/or inequitable. | | Date: | |
| 3B. STUDENT-CENTERED DISCIPLINE  Look for/Learn about:  - There is evidence of strategies/tools for students to problem-solve and SEL/Well-being, manage (reflection posters, peace corner, reflection sheets, etc.).  - Teacher uses verbal and non-verbal cues to communicate and promote expected behaviors.  - Feedback on student behavior is discrete, specific, and restorative. | Teachers promote and allow time for SEL/Well-being, regulation, cueing students verbally and non-verbally to expected behaviors and focusing on teaching and reinforcing desired behavior rather than punishing misbehavior. When teachers need to give feedback on student behavior, they do so discreetly, using restorative and developmentally and culturally appropriate responses. Students actively use problem--solving tools to resolve conflicts. | Teachers redirect behavior challenges respectfully and discreetly. Teachers’ responses to misconduct are consistent. Teachers make more than one attempt to redirect students if problem behavior persists. | | Teachers’ responses to behavior challenges appear to be consistent but take time away from lessons. After first attempt, teachers do not follow through to ensure problems are resolved. | | - Teachers do not yet attempt or are unsuccessful in the attempt to redirect misbehavior, OR  - Considerable time is taken away from instruction to address student behavior challenges, OR  - Teachers unsuitably ignore or punish misbehavior. | | Date: | |
| 4. A MULTI-TIERED SYSTEM OF STUDENT SUPPORTS  SEL/WELL-BEING is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met. | | | | | | | | | |
| 4A. A CONTINUUM OF SUPPORTS  Look for/Learn about:  - The SEL/WELL-BEING team meets regularly with the team or staff responsible for reviewing student referrals and assignments to interventions to ensure coordination and alignment of social and emotional support. | Academic and behavior supports offered at all tiers meet the needs of all students. SEL/WELL-BEING language, practices, and priorities are embedded in planning, implementation, and progress monitoring of academic and behavioral supports at all tiers. | Academic and behavior supports offered at all tiers meet the needs of most students. SEL/WELL-BEING language, practices, and priorities are included in planning, implementation, and progress monitoring of most academic and behavioral supports. | | Academic and behavior supports offered at all tiers meet the needs of some students. SEL/WELL-BEING language, practices, and priorities are included in planning, implementation, and progress monitoring of some academic and behavioral supports. | | The school has not developed a continuum of supports, OR  SEL/WELL-BEING is not yet included in planning, implementation, and progress monitoring of academic and behavioral supports. | | Date: | |
| 5. IMPLEMENTATION PLAN  The SEL/WELL-BEING team has developed an SEL/WELL-BEING implementation plan. This plan is integrated into schoolwide planning documents and is referenced and revised regularly. | | | | | | | | | |
| 5A. REFLECTIVE OF VISION  There is a connection between the school’s vision and the SEL/WELL-BEING implementation plan. | There is an SEL/WELL-BEING implementation plan that is rooted in the school’s vision. The plan is integrated into schoolwide planning documents, and it referenced and revised regularly. | There is an SEL/WELL-BEING implementation plan that is rooted in the school’s vision. The plan has not yet been fully integrated into schoolwide planning and there is not yet a process for revision. | | The SEL/WELL-BEING implementation plan is being developed. | | There is not yet an SEL/WELL-BEING implementation plan. | | Date: | |
| 5B. STRENGTHS AND NEEDS  The SEL/WELL-BEING plan is rooted in a school-wide assessment. It is built on the strengths already present in the school, while focusing on the needs of students at this moment in time as a school community. | There is regular school-wide assessment of student strengths and needs. This assessment informs the direction of the SEL/WELL-BEING plan on a consistent basis. | There are one or more schoolwide assessments of student strengths and needs. The data from the assessment does not yet inform the direction of the SEL/WELL-BEING plan or it is being done inconsistently. | | The school is exploring the use of schoolwide assessment of student strengths and needs. | | There is not yet a school-wide assessment of student strengths and needs. | | Date: | |
| 1. PROFESSIONAL LEARNING   A professional learning plan for SEL/WELL-BEING offers staff regular opportunities to cultivate adult SEL/WELL-BEING and learn how to promote SEL/WELL-BEING for students. | | | | | | | | | |
| 6A. ALIGNMENT  School-wide, small group, and individual staff professional development is connected to the goals of the school’s SEL/WELL-BEING goals. | All staff professional development is connected to the SEL/WELL-BEING goals of the school. This may involve planning all professional development with integrated well-being components (e.g., staff voice, food, fellowship, community-building activities). | Some staff professional development is connected to the SEL/WELL-BEING goals of the school. | | Some professional development is related to SEL/WELL-BEING topics. | | There is not a systematic plan for professional development related to SEL/WELL-BEING. It is sometimes provided as the need arises. | | Date: | |
| 6B. SCAFFOLDED WITH FEEDBACK  Coaching and feedback are provided to staff as they implement SEL/WELL-BEING practices and strategies in the classroom. Coaching gives room for staff to engage at a level that they are comfortable, feedback allows for a personalized approach to professional growth. | Staff include SEL/WELL-BEING goals in their personalized professional growth plans. Professional growth is fostered through SEL/WELL-BEING coaches that provide feedback to staff as they implement SEL/WELL-BEING practices and strategies in the classroom. | Staff include SEL/WELL-BEING goals in their personalized professional growth plans as needed. There is some coaching provided by the school. | | Few staff include SEL/WELL-BEING goals in their professional growth plans. There is minimal coaching support provided. | | Staff do not yet include SEL/WELL-BEING goals in their professional growth plans. There are not yet any SEL/WELL-BEING coaches that work alongside staff. | | Date: | |
| 7. SYSTEMS FOR CONTINUOUS IMPROVEMENT  School and classroom-level data are collected and used to continuously improve all SEL/WELL-BEING-related systems practices, and policies with a focus on equity. | | | | | | | | | |
| 7A. SYSTEMS FOR CONTINUOUS IMPROVEMENT  Look for/Learn about:  - Staff meet regularly to discuss data and engage in continuous improvement cycles.  - There are newsletters, emails, and posted communications about SEL/WELL-BEING.  - School-level data is communicated with stakeholders.  - Data elevates youth voice by addressing student perceptions of their learning environment, as well as their strengths and needs. | Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL/WELL-BEING-related systems, practices, and policies. Data includes student perceptions of their learning environment and provides opportunities to examine equity in students’ experiences and outcomes. Data on schoolwide SEL/WELL-BEING is regularly shared and discussed with administrators, teachers, school-site support staff, students, families, and community partners. The SEL/WELL-BEING team uses a structured process to engage these stakeholders in determining next steps and creating action plans. | Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL/WELL-BEING-related systems, practices, and policies. Data provides opportunities to examine equity in students’ experiences and outcomes. Data on schoolwide SEL/WELL-BEING is regularly shared and discussed with administrators, teachers, school-site support staff, students, families, and community partners. | | Roles, responsibilities, and timelines may be inconsistent for collecting and reflecting on data to improve SEL/WELL-BEING-related systems, practices, and policies. Data on schoolwide SEL/WELL-BEING is occasionally shared with some stakeholders. | | Roles, responsibilities, and timelines are not yet established for collecting and reflecting on data to improve SEL/WELL-BEING-related systems, practices, and policies. | | Date: | |

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| PILLAR #2: SUPPORTIVE ENVIRONMENTS – SOCIAL AND PHYSICAL | | | | | |
| DESCRIPTION | **4** | **3** | **2** | **1** | COMPONENT SCORE/NOTES |
| 1. SUPPORTIVE SCHOOL AND CLASSROOM CLIMATE Classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. | | | | | |
| 1A. CLASSROOM COMMUNITY BUILDING  Look for/Learn about:  - There are opportunities for students to connect personally (team talk, circles, morning meetings).  - Classroom shared agreements reflect student input.  - | Teachers effectively use strategies and activities to help students get to know one another, cultivate a sense of interdependence, and practice using their social and emotional competencies. Students take an active role in supporting their peers, and there is a strong sense of inclusivity. | Teachers effectively use strategies and activities to help students get to know one another, cultivate a sense of interdependence, and practice using their social and emotional competencies. Students are respectful and friendly to each other. | Teachers try, with uneven results, to use strategies and activities to help students get to know one another, cultivate a sense of interdependence, or practice using their social and emotional competencies. | There is not yet evidence that teaches use strategies to help students get to know one another, cultivate a sense of interdependence, or practice using their social and emotional competencies. | Date: |
| 1B. TEACHER-STUDENT RELATIONSHIPS  Look for/Learn about:  - Students share their perspectives and needs.  - The teacher uses strategies to engage and learn about all students. | Teachers effectively use strategies to build a trusting relationship with each student and are highly responsive to students’ needs. Students regularly share their perspectives and concerns. | Teachers effectively use strategies to build a trusting relationship with each student and respond to students’ needs. | Teachers try, with uneven results, to build a positive relationship with each student. | There is not yet evidence that teachers use strategies to build positive relationship with all students | Date: |
| 1C. ALL STAFF AND STUDENT RELATIONSHIPS  Look for/Learn about:  - Staff greet students as they arrive at school and at class, and in the halls as appropriate.  - Staff demonstrate knowledge of students on a personal level. | Staff engage regularly in positive and encouraging interactions with students in common areas. At times, students initiate these interactions.  Staff demonstrate knowledge of students on a personal level. Feedback around norms for common spaces is shared in a way that respects students’ dignity. | Staff have mostly positive interactions with students in common areas. Feedback around norms for common spaces is shared in a way that respects students’ dignity. | Staff have mostly neutral interactions with students in common areas. At times, feedback around norms in common spaces is negatively framed. | Staff have limited or frequently negative interactions with students in common areas. | Date: |
| 1D. STAFF RELATIONSHIPS  Look for/Learn about:  - Staff greet one another in the halls as appropriate.  - Staff demonstrate knowledge of one another on a personal level. | School staff are highly supportive of one another. Interactions are friendly and respectful. Staff seek out collaborative relationships. | School staff are supportive of one another. Interactions are friendly and respectful. | Staff mostly interact professionally with one another but do not show active support for one another. | Staff do not regularly interact with each other or have negative staff relationships. | Date: |
| 1E. STUDENT RELATIONSHIPS  Look for/Learn about:  - Student interactions that are respectful, friendly, and inclusive. | Students seem to genuinely care for one another and hold one another accountable for respectful interactions.  There is a sense of inclusivity among all students. | Student interactions are respectful and friendly. | Students are somewhat respectful to peers but may have a few conflicts. | Students are routinely disrespectful to one another and/or have frequent conflicts with peers. | Date: |
| 1F. CULTURAL RESPONSIVENESS  Look for/Learn about:  - Classroom materials are diverse and inclusive.  - Teacher uses strategies to learn about students’ cultures, backgrounds, talents and interests. | Teachers affirm students’ diverse identities, cultures, and life experiences throughout their interactions, materials, curriculum, and instruction. Students regularly share about their lives and backgrounds. | Classroom materials, curriculum, and instruction mostly represent students’ diverse identities, cultures, and life experiences. | Classroom materials, curriculum, and instruction occasionally references diversity within and across cultures. | Classroom materials, curriculum, and instruction are not reflective of students’ diverse identities, cultures, and life experience. | Date: |
| 1G. CLASSROOM ROUTINES AND PROCEDURES  Look for/Learn about:  - Students know and follow established routines and procedures. | Consistent and predictable routines and procedures contribute to a sense of safety and promote social and emotional learning. Students help to design and lead routines and procedures (as developmentally appropriate). | Consistent and predictable routines and procedures contribute to a sense of safety and provide students with opportunities to practice social and emotional competencies. | Some routines and procedures are present but may be followed inconsistently OR overly restrict students’ opportunities to practice social and emotional competencies. | Routines and procedures are unclear or chaotic. | Date: |
| 1H. SENSE OF COMMUNITY AND SAFETY  Look for/Learn about:  - SEL/WELL-BEING-focused schoolwide norms are displayed in common areas.  - Students and staff model social and emotional competencies. | Culturally responsive and collaboratively developed schoolwide norms clearly convey how all staff and students agree to interact with each other.  Clear routines and procedures are evident and contribute to the safety of students and staff in common areas. Students and staff consistently model schoolwide norms and social and emotional competencies. | Clear schoolwide norms for interactions are evident throughout the school. Routines and procedures are mostly followed, and students and staff are able to navigate common areas safely. Most students and staff model schoolwide norms and social and emotional competencies. | Norms are present in some areas but not consistently followed or reinforced. Routines and procedures are unclear in some areas, but students and staff are able to navigate most common areas safely. Some students and staff model norms and social and emotional competencies. | There is no evidence that schoolwide norms have been developed yet. Safety may be a concern for students and staff. | Date: |
| 2. FOCUS ON ADULT SEL/WELL-BEING  Staff have regular opportunities to cultivate their own social, emotional, and cultural competence; collaborate with one another; build trusting relationships; and maintain a strong community. | | | | | |
| 2A. FOCUS ON ADULT SEL/WELL-BEING  Look for/Learn about:  - There are documented staff shared agreements.  - SEL/WELL-BEING is integrated into staff meetings.  - Staff model social and emotional competencies through their interactions. | Staff have regular professional learning opportunities to cultivate adult SEL/WELL-BEING and SEL/WELL-BEING strategies. Most staff are regularly engaged in collaborative learning or planning, and SEL/WELL-BEING practices are embedded in all staff meetings. Staff consistently model social, emotional, and cultural competencies through their interactions. | Staff have many opportunities to cultivate adult SEL/WELL-BEING and SEL/WELL-BEING strategies. Some staff are engaged in collaborative learning or planning, and SEL/WELL-BEING practices are embedded in some meetings. Many staff model social, emotional, and cultural competencies through their interactions. | SEL/WELL-BEING topics or practices are occasionally included in staff professional learning or meetings. Few structures exist for staff to collaboratively learn or plan.  Some staff model social, emotional, and cultural competencies through their interactions. | SEL/WELL-BEING is infrequently or not yet part of staff practices, meetings, or professional learning. Few staff model social, emotional, and cultural competencies through their interactions. | Date: |
| 3. SUPPORTIVE PHYSICAL ENVIRONMENTS  The school and classrooms are set up in a way that creates warm and welcoming environment, inclusivity, and connectedness. | | | | | |
| 3A. CLASSROOM AND SCHOOL ENVIRONMENT  Physical space is set up in a way that fosters community (whole-group meeting spot, desks arranged for collaboration).  - There are inviting, well-maintained common areas.  - A variety of meaningful, creative, and recent student work is prominently displayed. | The physical environments in the school in common areas and classrooms are set up in a way that fosters community and working collaboratively. Common areas are inviting and well maintained. Student work is prominently displayed and reflects creative and meaningful expressions from students. | The physical environments in the school provide several spaces for fostering community and working collaboratively. Some areas of the school inside or outside are inviting. Student work is prominently displayed and reflects meaningful expressions from students. | The physical environments in the school have some spaces that promote collaborative work and community building. A few areas in the school are inviting. Student work is displayed in some areas. | The physical environment is not particularly inviting and would benefit from some updating. There is not yet an emphasis on providing spaces that facilitate collaborative work and community building.  Student work is displayed in some areas. | Date: |
| 3B. SENSORY INPUT  Students are taught to be aware of their own needs and given opportunities to use supports to prevent sensory overload (i.e., Noise cancelling headphones). Thought has been put into classroom decorations and lighting based on student need. | The classrooms and other spaces in the school are intentionally designed to be appealing to the senses. Consideration is given to lighting, auditory stimuli, use of colour, and other sensory input. There are a variety of sensory tools readily available to all students that help with sensory regulation and students are taught to monitor their own sensory needs. | There is an attempt to reduce a few issues that may cause sensory overload for students. Some tools are provided to reduce sensory load; however, students are not yet consistently taught about how to be aware of their needs and to use supports as needed on a regular basis. | Consideration is given to an aspect of sensory input to reduce the sensory load for some students. Some students are provided with sensory tools when they become overwhelmed by sensory input. | Classroom lighting, visual and auditory input tend to bring about sensory overload for students. Tools are not yet provided to assist students with helping to regulate sensory input within the classroom. | Date: |
| 3C. VISUAL AND AUDITORY CUES  Educators and students work together to create subtle ways of communicating messages which promote a healthy learning environment for all. | Educators and students work together to develop positive visual and auditory cues in class routines such as smiling, using eye contact and being responsive during greetings and class meetings. Students and staff collaborate to find subtle ways to promote a healthy learning environment such as the use of positive facial expression and gestures that are welcoming. | Educators teach about subtle visual and auditory cues that promote a welcome and supportive learning environment. Students do not yet contribute their ideas to promote positive visual and auditory cues. Positive cues are being used in some settings in the school. | Students are taught how to use subtle cues to promote a respectful and welcoming environment, but they are not generalized to different settings or reinforced consistently. | Students and teachers are unaware of the subtle ways such as gestures, body language, tone of voice impact the learning environment. | Date: |
| 3D. HYDRATION AND HEALTHY EATING  Basic nutritional needs are an essential building blocks in preparation for learning. Systems are in place to ensure that all students have access to healthy food and water. | Students understand the importance of healthy eating habits and take time to have students track their eating habits to ensure that students have access to healthy food and water before, during and after school. Staff encourage healthy eating and drinking water during the school day and information about healthy eating is shared with parents. | The importance of healthy eating and drinking is emphasized in many classes. Staff are aware of students who do not regularly have access to healthy food and the school provides a breakfast and lunch program for these students. | There is some education about healthy eating and drinking. Teachers are aware of some students who do not have access to health food and these students are provided with healthy food at school as needed. | Staff are not aware of how often and what students eat and how much water they drink during the day. There is little awareness and understanding among students about the importance of healthy eating and drinking water. Students are occasionally encouraged to drink during the school day. | Date: |

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| PILLAR #3: TEACHING AND LEARNING PRACTICES AND SEL/WELL-BEING INSTRUCTION | | | | | | | | | |
| DESCRIPTION | **4** | | **3** | | **2** | | **1** | | COMPONENT SCORE/NOTES |
| 1. SEL/WELL-BEING INTEGRATED WITH ACADEMIC INSTRUCTION  SEL/WELL-BEING content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies. This enables ongoing practice of SEL/WELL-BEING skills and strengthens teaching and learning of academic content. | | | | | | | | | |
| 1A. FOSTERING ACADEMIC MINDSETS  Look for/Learn about:  - Teacher promotes a growth mindset (providing feedback that builds on incremental progress, commending academic risk-taking, focusing on the *process* of learning).  - Teacher communicates high expectations for all students and allows for productive struggle. | Students demonstrate a high level of self-efficacy and ownership over learning, as appropriate to their developmental level. Classrooms are characterized by high expectations for all students, and teachers frame mistakes and struggle as important parts of learning.  Students regularly contribute to the learning, including connecting their perspectives and experiences to instruction. | Teachers effectively employ developmentally appropriate strategies to foster students’ self-efficacy and ownership over learning. Teachers communicate high expectations for all students and frame mistakes and struggle as an important part of learning. | | Teachers try to use strategies to foster students’ SEL/Well-self-efficacy, with uneven results. Teachers set high expectation for some students. | | There is not yet evidence that teachers use strategies to foster students’ SEL/Well-self-efficacy. | | Date: | |
| 1B. ALIGNING SEL/WELL-BEING AND ACADEMIC OBJECTIVES  Look for/Learn about:  - Teacher includes SEL/WELL-BEING standards related to content or task of the lesson.  - When necessary, the teacher coaches students on the use of SEL/WELL-BEING competencies.  - Students use selff-assessment and/or reflect on their use of the competencies during lessons. | SEL/WELL-BEING standards/goals are clearly embedded into academic learning. Students regularly share their perspectives on how social and emotional competencies connect to what they are learning and initiate reflection on their own social and emotional development. | SEL/WELL-BEING standards/goals are clearly embedded into academic learning. Teachers regularly engage students in meaningful discussions that connect social and emotional competencies to the lesson and provides time and guidance for reflection | | SEL/WELL-BEING standards/goals are somewhat embedded in academic lessons. Teachers try to engage students in discussions about SEL/WELL-BEING objectives, with uneven results. | | There is not yet evidence of SEL/WELL-BEING standards/guidelines embedded into academic content. | | Date: | |
| 1C. INTERACTIVE PEDAGOGY  Look for/Learn about:  - There are well-facilitated classroom discussions with high student engagement.  - Student self-assessment and/or reflection occurs during lessons.  - Teachers employ cooperative structures (e.g., turn to your partner).  - Students collaborate effectively.  - Students speak at least as much as the teacher. | Students regularly drive classroom discussions by formulating questions and respectfully challenging one another’s thinking. Students collaborate effectively with one another and monitor their own interactions to ensure the ideas of all group members are heard. Teachers provide consistent opportunities for students to reflect on their SEL/WELL-BEING competencies during and after collaborative activities. | Teachers effectively use instructional practices that engage students in meaningful discussion and collaboration around their learning. Classroom discussions and cooperative learning opportunities are well-structured to help ensure all students’ ideas are heard and provide opportunities for students to reflect on their SEL/WELL-BEING competencies. | | Teachers try to use instructional practices that engage students in discussion and collaboration, with uneven results. Teacher talk, or the voices of a small group of students, may dominate the lesson. | | - There is not yet evidence that teachers use instructional practices that engage students in discussion and collaboration, OR  - Instructional practices are used ineffectively. | | Date: | |
| 2. EXPLICIT SEL/WELL-BEING INSTRUCTION  Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. | | | | | | | | | |
| 2A. EXPLICIT SEL/WELL-BEING INSTRUCTION  Look for/Learn about:  - There is evidence of an SEL/WELL-BEING program (posters, circles, related student work, student-of-the-day stickers, etc.).  - There are well-structured SEL/WELL-BEING lessons.  - SEL/WELL-BEING is listed in the master schedule (e.g., SEL/WELL-BEING-focused advisory, SEL/WELL-BEING block). | Teachers regularly provide coordinated, developmentally appropriate, and culturally responsive instruction to foster social and emotional skills development. Instruction employs active forms of learning, contains activities that clearly emphasize developing personal and social skills, and targets specific social and emotional skills. Students lead routines or learning activities and regularly connect their perspectives and experiences to instruction. If using an evidence-based program, the teachers are following the program with a high level of fidelity. | Teachers provide coordinated, developmentally appropriate, and culturally responsive instruction to foster social and emotional skills development. Instruction mostly employs active forms of learning, contains activities that clearly emphasize developing personal and social skills, and targets specific social and emotional skills.  If using an evidence-based program, teachers are following the program with a moderate level of fidelity. | | Teachers provide some opportunities for students to practice social and emotional skills in ways that are mostly developmentally appropriate and culturally responsive. Instruction targets specific social and emotional skills, but learning is somewhat passive.  If using an evidence-based program, the teachers may be following the program with a low level of fidelity. | | Teachers do not yet provide explicit opportunities for students to practice social and emotional skills. | | Date: | |
| 3. YOUTH VOICE AND ENGAGEMENT  Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers. | | | | | | | | | |
| 3A. YOUTH VOICE AND ENGAGEMENT (classroom level)  Look for/Learn about:  - Students contribute to/lead classroom discussions.  - There is student voice and/or choice about learning activities  - There are opportunities for students to share their opinions and devise strategies for classroom improvement.  - Student surveys and/or survey results are displayed. | All students frequently have developmentally appropriate opportunities to share their perspectives around issues that they prioritize and take on leadership roles in the classroom. Students regularly co-construct knowledge and initiate and lead activities to improve the classroom. | | Most students have developmentally appropriate opportunities to share their perspectives around issues that they prioritize and take on leadership roles in the classroom. Teachers regularly invite students to co-construct knowledge and help improve the classroom. | | Some students have leadership opportunities in the classroom. Teachers offer some encouragement for students to co-construct knowledge or share their opinions on how the classroom functions. | | Teachers do not yet invite students to share opinions or co-construct knowledge. | | Date: |
| 3B. YOUTH VOICE AND ENGAGEMENT (school level)  Look for/Learn about:  - There is evidence of student participation in surveys.  - Students serve on decision-making and/or advisory teams.  - There is evidence of service-learning projects or student-led awareness campaigns. | There are meaningful, developmentally appropriate opportunities for all students to share their opinions, take on leadership roles, devise strategies for school improvement, and inform decision-making around issues that they prioritize. | | Most students have developmentally appropriate opportunities to elevate their voice and leadership skills. Students are invited to share their opinions and inform decision-making. | | Student leadership opportunities are limited to structures like student government, where few students have opportunities to participate. At times, students are invited to share their opinions and inform decision-making. | | The school does not yet invite students to share opinions or take on leadership roles. | | Date: |

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| PILLAR #4: FAMILY AND COMMUNITY PARTNERSHIPS | | | | | |
| DESCRIPTION | **4** | **3** | **2** | **1** | COMPONENT SCORE/NOTES |
| 1. AUTHENTIC FAMILY PARTNERSHIPS Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students’ social, emotional, and academic development. | | | | | |
| 1A. AUTHENTIC FAMILY PARTNERSHIPS  Look for/Learn about:  - There are family-facing newsletters and evidence of two-way communication between families and teachers.  - There is evidence of family participation in family nights, school events, surveys, etc.  - Families are represented on the SEL/WELL-BEING team. | The school offers regular, meaningful opportunities for families to share ideas and feedback on strategies for supporting students’ social, emotional, and academic development. These opportunities are offered in families’ home languages and at hours convenient for families to attend. School decision-making teams, including the SEL/WELL-BEING team, have representation from family members. | The school offers several meaningful opportunities for families to share ideas and feedback on strategies for supporting students’ social, emotional, and academic development. These opportunities are offered in families’ home languages and at hours convenient for families to attend. | The school offers some opportunity for families to share feedback on strategies for supporting students’ social, emotional, and academic development. | Families do not yet have opportunities to share feedback on strategies to support students’ social, emotional, and academic development. | Date: |
| 1B. FAMILY-SCHOOL RELATIONSHIPS  Look for/Learn about:  - Staff greet and welcome families.  - Family-staff interactions are warm and collaborative.  - Family responses to school surveys. | Most families report respectful, collaborative, and trusting relationships with staff. School regularly collects and reviews data on how families feel about their relationships with staff. | Most families report respectful, collaborative, and trusting relationships with staff. School has collected some data on how families feel about their relationships with staff. | Staff interactions with family appear mostly respectful, but the school has not collected data on how families feel about their relationships with staff. | Staff interactions with family are limited or not consistently respectful. | Date: |
| 2. ALIGNED COMMUNITY PARTNERSHIPS School staff and community partners align on common language, strategies, and communication around all SEL/WELL-BEING-related efforts and initiatives, including out-of-school time. | | | | | |
| 2A. ALIGNED COMMUNITY PARTNERSHIPS  Look for/Learn about:  - Community partners and/or out-of-school time staff are represented on the SEL/WELL-BEING team.  - There is designated space within the school for community partners to store supplies, conduct work, etc.  - Leadership and staff regularly discuss the supports or programs community partners. | School staff and community partners have established, and consistently use, common language around SEL/WELL-BEING. School leaders and other staff meet regularly with community partners to plan and execute aligned strategies and communication around all SEL/WELL-BEING-related efforts and initiatives that occur during the school day and out-of-school time. | School staff and community partners have established some common language around SEL/WELL-BEING. School staff meet occasionally with community partners to discuss aligning strategies and communication around SEL/WELL-BEING-related efforts and initiatives that occur during the school day and out-of-school time. | School staff and some community partners have established some common language to discuss SEL/WELL-BEING. School staff and community partners are becoming familiar with each other’s strategies and communication around SEL/WELL-BEING-related efforts. | Staff and community partners still work primarily independently, without intentional alignment. | Date: |