



2. Supportive Environments – Social & Physical

SCHOOLWIDE ASSESSMENT



Well-Being BC

>> LEARN MORE AT: [WellBeingBC.ca](https://www.WellBeingBC.ca)



How To Use The Toolkit

- 1 Set a meeting** for the school leadership team that focuses on well-being and SEL to watch the video and review the PowerPoint provided as an orientation to the Schoolwide Well-being and SEL Assessment and Growth Plan Toolkit.
- 2 Download the following documents** from the [Toolkit webpage](#):
 - a. Schoolwide Well-being and SEL Assessment and Growth Plan Workbook OR Spreadsheet.* This is used to record the assessment and growth planning information.
 - b. Indicators of Schoolwide Well-being and SEL.* This document may be used to help with the assessment questions in the workbook/spreadsheet in step 4: "What are our strengths?" and "What do we want more of?"
- 3** The team determines the **scope of the assessment** by choosing one or more of the pillars and identifying the topics within each pillar.
- 4 Complete the workbook sections** associated with the identified assessment areas of focus. Use the *Indicators of Schoolwide Well-being and SEL* document as needed to address the following questions for each focus area:
 - What are our strengths?
 - What do we want more of?
- 5 Refer to the [Resources Section of the Toolkit webpage](#)** to assist with growth planning, which involves answering the question, "How are we going to get there?" Get input from other staff members as needed.
- 6 Present the growth plan** to staff and ask for their feedback to finalize the plan and include timelines and people responsible for implementation. Amend the plan as needed.
- 7** Teams may wish to **summarize the assessment and growth plan** in a short report that includes timelines and people responsible for implementing various parts of the growth plan.
- 8** Make a **timeline for revisiting the growth plan** to identify achievements, challenges and steps forward.

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FOUNDATIONAL STRUCTURE

Supportive School and Classroom Climates

School and classroom environments are supportive, culturally responsive, and focused on fostering relationships and a sense of belonging among everyone in the school community.

>> AS A SCHOOL...

- 1 WHAT ARE OUR STRENGTHS?
- 2 WHAT DO WE WANT MORE OF?
- 3 HOW ARE WE GOING TO GET THERE?

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RESOURCES



FOUNDATIONAL STRUCTURE

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>> DOCUMENTS TO SUPPORT SCHOOL GROWTH



[CLICK TO ACCESS THE FOLLOWING RESOURCES](#)

CREATING CARING CLASSROOM AND SCHOOL COMMUNITIES: LESSONS LEARNED FROM SOCIAL AND EMOTIONAL LEARNING PROGRAMS AND PRACTICES

FOSTER A SUPPORTIVE SCHOOL CLIMATE - CASEL

[DEVELOPING A POSITIVE SCHOOL CLIMATE](#) - KIMBERLY SCHONERT-REICHL VIDEO

PLANNING PROCEDURES FOR SUPPORTIVE CLASSROOM ENVIRONMENTS - CASEL

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FOUNDATIONAL STRUCTURE

Focus on Adult SEL

Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build relational trust, and maintain a strong community.

>> AS A SCHOOL...

- 1 WHAT ARE OUR STRENGTHS?
- 2 WHAT DO WE WANT MORE OF?
- 3 HOW ARE WE GOING TO GET THERE?

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FOUNDATIONAL STRUCTURE Focus on Adult SEL

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[CLICK TO ACCESS THE FOLLOWING RESOURCES](#)

DO WE CARE FOR OUR TEACHERS (GREATER GOOD SCIENCE)

WORKPLACE KINDNESS CALENDAR

ADULT SEL - PERSONAL ASSESSMENT AND REFLECTION - CASEL

[SEL FOR EDUCATORS](#) - DR. KIMBERLY SCHONERT-REICHL VIDEO

[SCHOOL LEADERSHIP TO SUPPORT WELLBEING](#) - MARK GREENBERG VIDEO

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FOUNDATIONAL STRUCTURE

Supportive Physical Environments

The school and classrooms are set up in a way that creates warm and welcoming environment, inclusivity and connectedness.

>> AS A SCHOOL...

- 1 WHAT ARE OUR STRENGTHS?
- 2 WHAT DO WE WANT MORE OF?
- 3 HOW ARE WE GOING TO GET THERE?

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RESOURCES



FOUNDATIONAL STRUCTURE

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[CLICK TO ACCESS THE FOLLOWING RESOURCES](#)

WHAT TO LOOK FOR IN A CLASSROOM (ALPHIE KOHN)

CLASS ENVIRONMENT REFLECTION

ENVIRONMENTAL CLASSROOM SCAN