Figure 4.4 "Social and Emotional" Whole School Climate Diagram

"Social and Emotional"
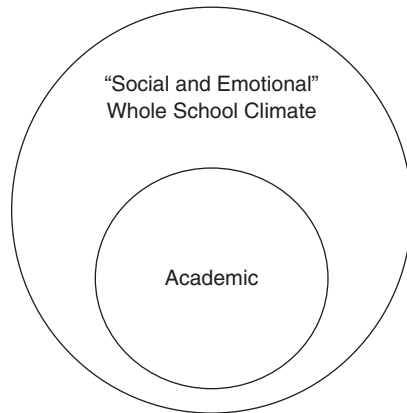Whole School Climate

Academic

Table 4.2 School Climate Components

- **Social and emotional:** Key Ideas (What is needed to set the tone for resilience in order to grow and succeed?)
  ○ School is viewed as a safe and welcoming place for both ELs and their parents.
  ○ Students are viewed as assets to the school community, creating a mosaic of cultures represented.
  ○ Students and parents are made aware that the school is a caring environment, where ELs are respected and encouraged to openly share their language and culture.

- **Social and emotional:** Creating the Plan
  ○ Ongoing professional development for all instructional personnel regarding cultural differences, learning, and language challenges
  ○ Outreach in the community for community members to serve as parent supports, translators, etc.
  ○ Sensitivity training, including learning about the cultural differences of the ELs and their families, for all noninstructional staff, such as school secretaries, school nurses, lunchroom aides, bus drivers, truant officers, etc.
  ○ School environment visually demonstrates that all cultures are welcome—school décor and artifacts. The various cultures of the school are visible when entering the school, thus representing the school as a multicultural community of learners.

- **Academic:** School and Districtwide Guidelines
  ○ Expectations and Boundaries—Provide clear and consistent schoolwide classroom academic expectations and behavioral boundaries.
  ○ Provide consistent and ongoing opportunities for all students to participate in meaningful classroom instructional and social interactions.
  ○ Teach both academics and life skills.