

# Introductions

Please share your name and connection to  
Meridian School District

# WELCOME!

## Snack and look at other posters

Grab a snack and then take a look at the strengths and gaps highlighted by other groups. Do you notice similarities? Any differences?



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# Thriving Schools

— Social Emotional Climate —

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## Nurturing a Positive Social Emotional Climate

*The Meridian School District believes that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact, and socialize in physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments, and have the opportunity to experience high quality relationships.*

*The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, and needs. The Board further recognizes the important role that students, families, and community members play in collaborating with the school and school district in creating, maintaining, and nurturing a positive social and emotional school and classroom climate. This collaborative role extends to the planning, implementation, and continuous improvement process around school climate and social emotional learning.*

# District and School Climate Improvement Process

**Analyze Data** Work with the community to review data, identify strengths and gaps, and determine what more we need to learn.

**Develop an Integrated Improvement Action Plan** Align SEL and school climate efforts with district systems and daily practices to improve supportive environments for all.

**Strategic Communication** Use clear, two-way communication to share information, gather input, and stay accountable.

# District and School Climate Improvement Process

**Analyze Data** Work with the community to review data, identify strengths and gaps, and determine what more we need to learn.

Our tasks:

- Review data and provide view of current progress toward the goals of the strategic plan in *Belonging* and *Wellness*
- Provide input on what should be prioritized during improvement planning

# Norms

- Speak from experience
- Listen to understand
- Make space for all voices
- Focus on patterns, not individuals



# Connection to the Commitments

Read through the Meridian School District Commitments for **Wellness**

Choose ONE statement or phrase that stands out to you

Share at your table:

- What did you choose?
- Why does this matter to you personally?

# Today's Focus: Wellness



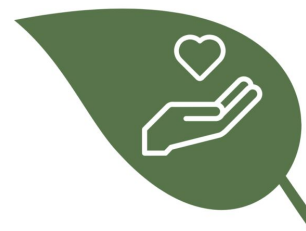
The graphic is a light yellow leaf shape with a central stem and five main branches, each representing a commitment. At the top is the Meridian School District logo and the tagline 'Learning thrives here'. Below this is the 'Vision' statement. The five branches are labeled 'Belonging', 'Communication', 'Support', 'Wellness', and 'Learning', each with a descriptive paragraph and a bulleted list of specific goals or actions.

**MERIDIAN** Learning thrives here  
MERIDIAN SCHOOL DISTRICT

*Vision*  
In Meridian, we empower all learners to thrive academically, socially and emotionally as valued members of our local and global communities.

*Our Commitments*

- Belonging**  
Meridian strives to be a welcoming place where understanding and respect are priorities. Everyone will be honored, valued and heard.
  - ❖ Learners experience a community that embraces and honors who they are.
  - ❖ Everyone sees themselves represented in their educational environment.
  - ❖ All voices are invited, heard and empowered.
- Communication**  
Meridian commits to proactive, consistent and clear two-way communication that is accessible for all.
  - ❖ Open communication is encouraged and valued between staff, students and our community.
  - ❖ Clear, consistent communication from all levels of the district supports student learning.
  - ❖ Students and families are informed so they can be involved and engaged in school.
- Support**  
Meridian works in partnership with staff, families, students and community to nurture success in each and every student.
  - ❖ Each learner has access to support systems and partnerships that meet their individual needs.
  - ❖ Students engage in their own progress using self-assessment and goal setting.
  - ❖ Every learner is included as an active partner when determining their level of support.
- Wellness**  
Meridian creates an environment that supports staff and students' physical, social and emotional well-being.
  - ❖ Members of our learning community feel physically, emotionally and academically safe at school.
  - ❖ Learners are supported in developing their health and wellness.
  - ❖ Students are taught strategies for emotional regulation and problem solving.
- Learning**  
Meridian is guided by a commitment to equitable education that develops academic and personal skills for life.
  - ❖ Our youngest learners benefit from an inclusive and robust early educational experience.
  - ❖ Each learner has access to rigorous grade-level instruction designed to meet their unique needs.
  - ❖ All students make measurable growth toward meeting or exceeding proficiency on grade level standards each year.
  - ❖ Meridian graduates are prepared for their career and life goals.



**Analyze Data** Work with the community to review data, identify strengths and gaps, and determine what more we need to learn.

# Data Sources



The Center for Educational Effectiveness



## Student Life Skills & Well-Being Measures – About Self

How did students perceive their own social-emotional skills?

## Additional Data:

- Attendance
- Discipline

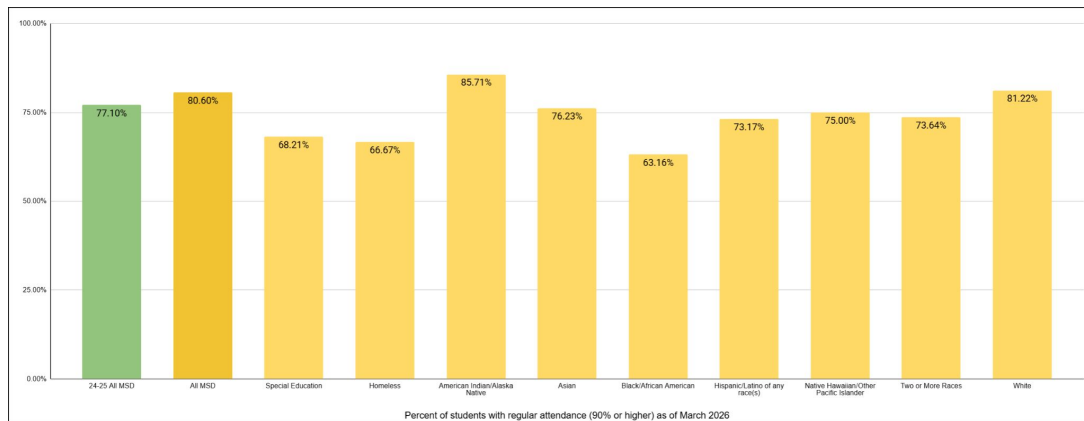
# Data Review: Attendance

Chronic absence differentiated individual-level profiles in a pattern suggesting that as perceptions of the school climate became more negative chronic absence in their school was higher. Schools with the higher proportion of students in the “moderate” and “negative” climate profiles also demonstrated higher chronic absence rates. These **results suggest a meaningful association between school climate and chronic absence** at the individual and school levels. - Journal of School Psychology

# Table Group Discussion

What do you notice?

- What patterns do you see?
- What might this mean about wellness?
- Where are there strengths? Where are there concerns or gaps?

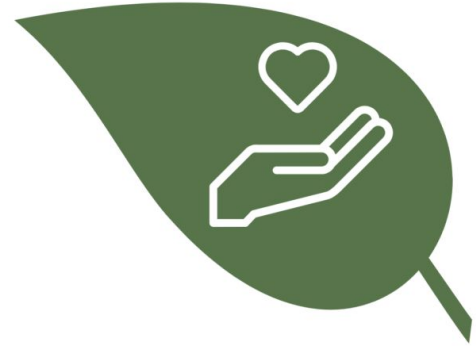


Use post it notes to add strengths and gaps to your poster



# Safety

Members of our learning community feel physically, emotionally and academically safe at school.



# Behavior

## Discipline incidents

Discuss: What do you notice?

- What patterns do you see?
- What might this mean about safety?
- Where are there strengths? Where are there concerns or gaps?



# Behaviors

## CEE Survey

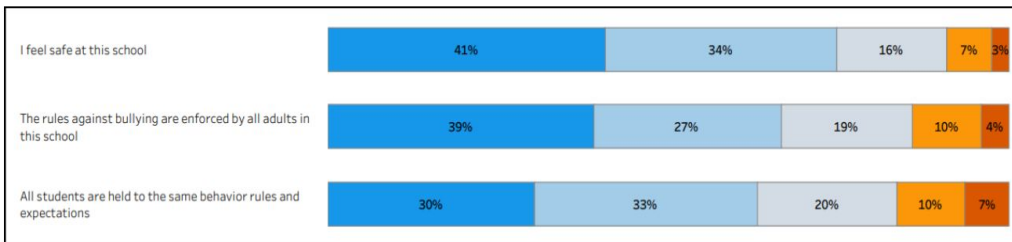
Discuss: What do you notice?

- What patterns do you see?
- What might this mean about safety?
- Where are there strengths? Where are there concerns or gaps?

CEE Survey: Do respondents across all three surveys share common beliefs and perceptions?

|          |                                                                            |     | 2025 | 2026 |
|----------|----------------------------------------------------------------------------|-----|------|------|
| Bullying | SLE – Staff enforce the bullying/harassment policy of this school          | Sta | 76%  | 87%  |
|          | SLE – The rules against bullying are enforced by all adults in this school | Stu | 68%  | 66%  |
|          | SLE – Bullying/harassment is not tolerated in this school                  | Fam | 67%  | 70%  |
| Safety   | SLE – Students believe this school is a safe place                         | Sta | 70%  | 81%  |
|          | SLE – I feel safe at this school                                           | Stu | 70%  | 75%  |
|          | SLE – My student feels safe at school                                      | Fam | 80%  | 87%  |

Student Survey



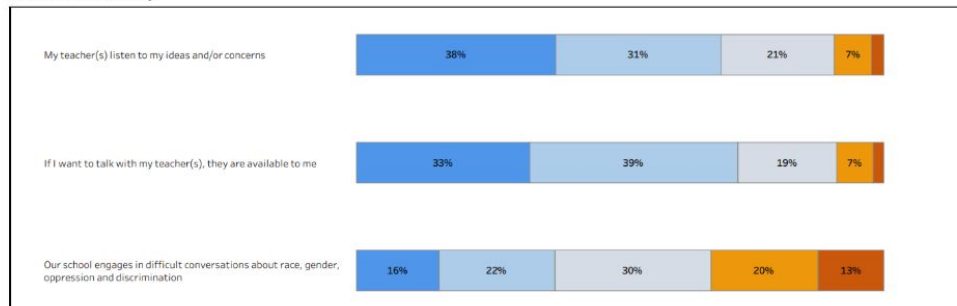
# Academic Safety: Representation and Voice

## CEE Survey

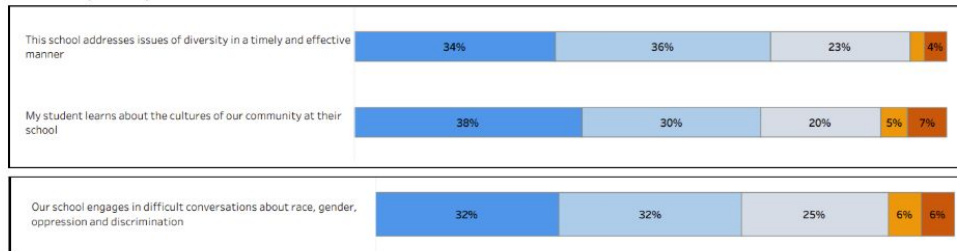
Discuss: What do you notice?

- What patterns do you see?
- What might this mean about safety?
- Where are there strengths? Where are there concerns or gaps?

CEE student survey



CEE Family Survey



## Table Group Discussion

What do you notice across the data sets?

- What patterns do you see?
- What might this mean about safety?
- Where are there strengths? Where are there concerns or gaps?

**Add themes to your poster**

# Overall Data: Top and Bottom Survey Areas

What do you notice?

- What patterns do you see?
- What might this mean about belonging?
- Where are there strengths? Where are there concerns or gaps?

|                |                                                                                                      |       |
|----------------|------------------------------------------------------------------------------------------------------|-------|
| Student Survey | CSF — My teacher(s) believe student learning is important                                            | 91.0% |
|                | IS — I am respectful of others at this school                                                        | 90.5% |
|                | IS — I am comfortable interacting with people from a different racial or ethnic background           | 89.9% |
|                | BELONG — I feel good about my cultural or ethnic background                                          | 89.1% |
|                | HSE — My teacher(s) expect me to do my best                                                          | 88.9% |
|                | SLE — Most students are respectful of others at this school                                          | 49.9% |
|                | MTL — My teacher(s) tell me the purpose for each lesson or activity                                  | 48.7% |
|                | SLE — I enjoy coming to this school                                                                  | 46.9% |
|                | SLE — Work I do in this school is useful and interesting to me                                       | 42.3% |
|                | EL — Our school engages in difficult conversations about race, gender, oppression and discrimination | 37.6% |

Use post it notes to add strengths and gaps to your poster



## Learner support

- Learners are supported in developing their health and wellness.
- Students are taught strategies for emotional regulation and problem-solving.

# Background: Washington SEL Standards

Social Emotional Learning (SEL) is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. - OSPI

## Washington's K-12 SEL Standards and Benchmarks

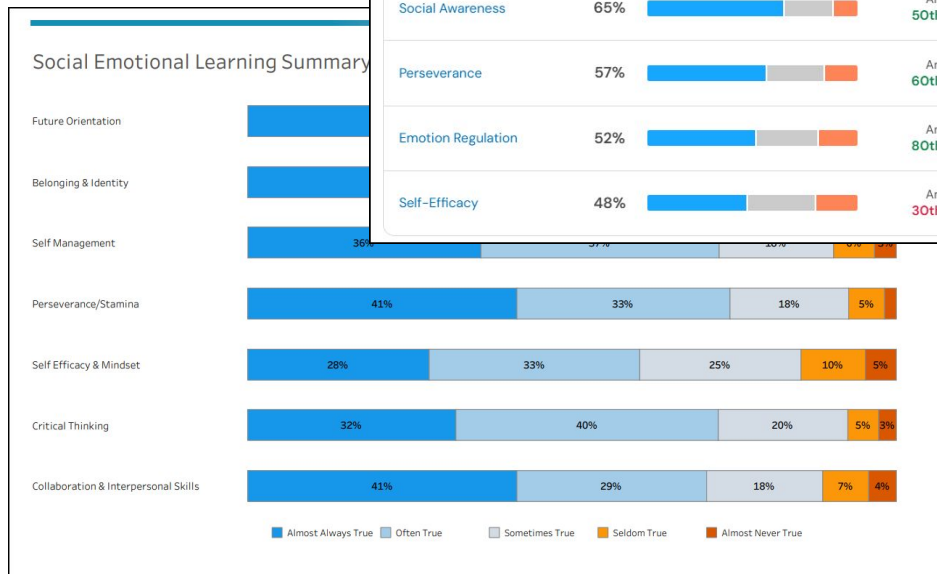
| Self                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Social                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Standard 1—Self-Awareness:</b> Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.<br><br><u>Benchmark 1A:</u> Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.<br><u>Benchmark 1B:</u> Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.<br><u>Benchmark 1C:</u> Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.<br><b>Standard 2—Self-Management:</b> Individual can regulate emotions, thoughts, and behaviors.<br><br><u>Benchmark 2A:</u> Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.<br><u>Benchmark 2B:</u> Demonstrates responsible decision-making and problem-solving skills.<br><br><b>Standard 3—Self-Efficacy:</b> Individual can motivate themselves, persevere, and see themselves as capable.<br><br><u>Benchmark 3A:</u> Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.<br><u>Benchmark 3B:</u> Demonstrates problem-solving skills to engage responsibly in a variety of situations.<br><u>Benchmark 3C:</u> Demonstrate awareness and ability to speak on behalf of personal rights and advocacy. | <b>Standard 4—Social Awareness:</b> Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.<br><br><u>Benchmark 4A:</u> Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.<br><u>Benchmark 4B:</u> Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.<br><u>Benchmark 4C:</u> Demonstrates an understanding of the variation within and across cultures.<br><br><b>Standard 5—Social Management:</b> Individual can make safe and constructive choices about personal behavior and social interactions.<br><br><u>Benchmark 5A:</u> Demonstrates a range of communication and social skills to interact effectively with others.<br><u>Benchmark 5B:</u> Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.<br><u>Benchmark 5C:</u> Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.<br><br><b>Standard 6—Social Engagement:</b> Individual can consider others and show a desire to contribute to the well-being of school and community.<br><br><u>Benchmark 6A:</u> Demonstrates a sense of school and community responsibility.<br><u>Benchmark 6B:</u> Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.<br><u>Benchmark 6C:</u> Contributes productively to one's school, workplace, and community. |



# Social Emotional Learning

## CEE and Panorama Surveys

Are there areas that stand out as a possible focus need for social emotional learning instruction?



## Group Discussion

What do you notice?

- What patterns do you see?
- What might this mean about belonging?
- Where are there strengths? Where are there concerns or gaps?

Use post it notes to add strengths and gaps to your poster



## Background: Comprehensive School Counseling Program

“It is the goal of the Meridian School District Board of Directors that the district’s comprehensive school counseling will assist every student in acquiring the knowledge, skills, and attitudes needed to become an effective student, responsible citizen, productive worker, and a lifelong learner.”

**Meridian School Board Policy 2140**



# Background- counseling coordination of support

## Inside the Schools

Partner with admin, teachers, and support staff through SST and collaborate with school-based mental health teams

## Vertical Collaboration

Coordinate with elementary and high school counselors to support smooth transitions (5th→6th & 8th→9th grade)

## Family Collaboration

Communicate with families to problem-solve concerns and connect them with supports

## Outside the Schools

Coordinate with outside providers and agencies such as Child Protective Services (CPS), Domestic Violence and Sexual Assault Services of Whatcom County (DVSAS), Mobile Crisis Outreach Team (MCOT), Wraparound with Intensive Services (WiSe), DSHS, ARC, Mobile Response Team, Behavioral Health, Blue Skies, Northwest Youth Services, YGo (crisis intervention team)



# Review, reflect and share

With a partner from another group, take a few minutes to review the posters. Discuss what **priorities** surface as you look at the strengths and gaps identified in the data.

Share out **initial thoughts** whole group

# Suggest Priorities

Based on your review of ***Belonging and Wellness*** data, what are areas that should be prioritized in planning for improvement

- *something that would make a meaningful difference for students*
- *something we can influence as a system*
- *something that shows up as a pattern in the data and your experience*



# Next Steps

- Share this team's feedback with district and building leaders
  - Set improvement goals and strategies for 2026-27 school year
  - Develop plan for monitoring impact
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Thank you!