
Thriving Schools

— Social Emotional Climate —

Introductions

Please share your name and connection to Meridian
School District

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 **Belonging** and **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: Belonging



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

CEE Survey



The Center for Educational Effectiveness

The Educational Effectiveness Survey (EES) is a tool that helps districts and schools to discover students' perceptions and attitudes toward feeling hopeful, having a sense of belonging and getting social emotional support

2025-26 Survey Representing

- 947 Students
- 253 Family
- 162 Staff

Any group includes a wide range of experiences. Perception data helps us to see trends, but it does not represent every individual

Data Review

Belonging

CEE Student Survey

Belonging and Identity

Meridian School District

- **Sense of belonging**—Perception of acceptance and support in a learning community
- **Relationship building**—Establishing and maintaining positive relationships with adults and peers in school setting
- **Personal identity**—Understanding and valuing one's own culture and beliefs
- **Social capital**—Recognizing and using family, school, and community resources; asking for help when needed

I feel good about my cultural or ethnic background



In my school, I feel that I belong to a group of friends



There's at least one adult in this school I can talk to if I have a problem



This school has effective equity practices for all



■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

Individual Review

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?

Belonging

CEE Student Survey

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Meridian School District

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Table Group Discussion

What do you notice?

- What patterns do you see?
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Belonging

CEE Student Survey

Belonging and Identity

Meridian School District

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



Break, Snack, Look at Other Posters

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



Individual Review

What do you notice?

- What patterns do you see?
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Supportive relationships

CEE Family Survey:



CEE Staff Survey:



CEE Student Survey



Table Group Discussion

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Supportive relationships

CEE Family Survey:



CEE Staff Survey:



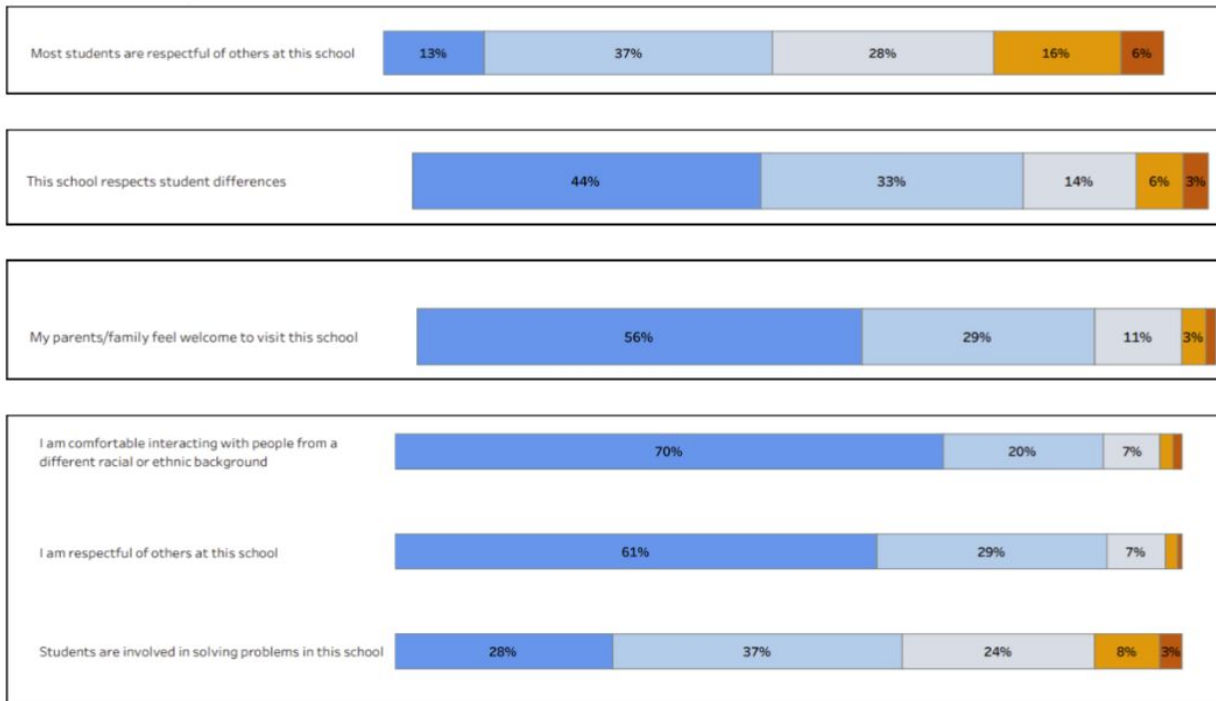
CEE Student Survey



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

Honored, Valued, Heard

CEE Student Survey



Individual Review

What do you notice?

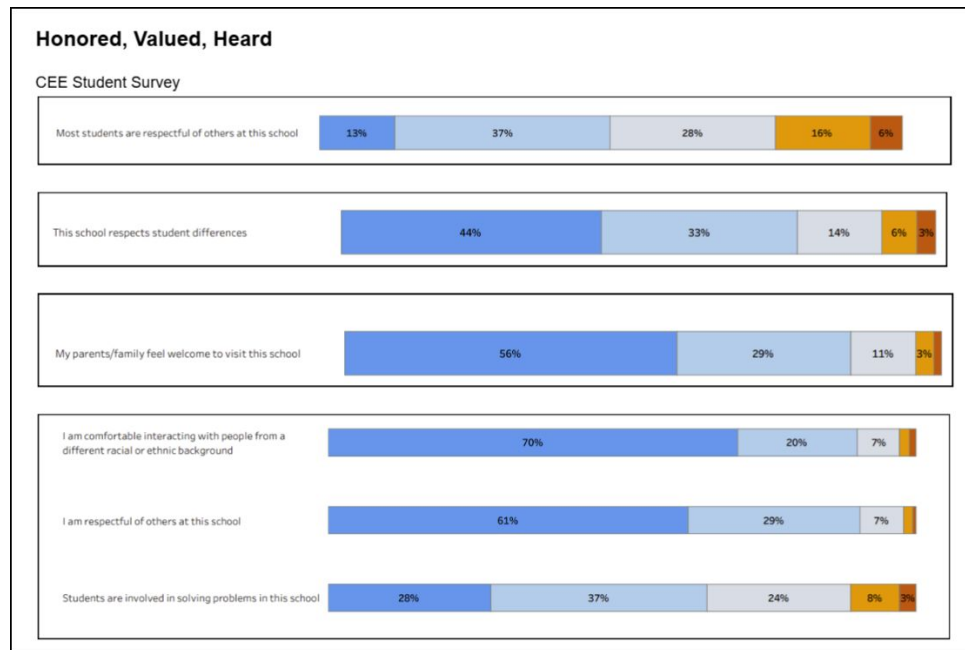
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Group Discussion

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

Disaggregated data

Look at the disaggregated data for two student questions. Does this further illuminate any strengths or gaps?

Keep in mind:

- Any group includes a wide range of experiences, data helps us to see trends, but it does not represent every individual
- Be careful not to interpret differences as something about the students themselves, instead ask what may be happening in the system or environment

Suggest Priorities

Based on this review of **Belonging** 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*
- *and something that shows up as a pattern in the data and your experience*



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

Next Meeting

April 28, 5:30-7:00

- Review *Wellness* data
 - Suggest additional data that the district should gather
 - Propose final ***Belonging*** and ***Wellness*** priorities to be included in the development of Social Emotional climate improvement action plan
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