

2018 LEGISLATIVE PRIORITY:

STUDENT SUPPORTS

Students learn most effectively when their school feels safe, inclusive, supportive, and respectful.¹



Closing opportunity and achievement gaps and improving student outcomes relies on our ability to create positive school climates for every student.

Opportunity: Creating positive school climates and providing student supports can mitigate the impact of trauma,² mental health needs,³ and other non-academic factors that affect a student's ability to engage in learning.⁴ Washington state has embarked upon some critical work to create positive school climates. The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) spearheaded a number of reforms, most recently with the passage of HB 1541 that continued student discipline reform and created the Washington Integrated Student Supports Protocol.⁵ The state also convened a workgroup to develop benchmarks for Social-

Emotional Learning,⁶ for district use. We can enhance these and other efforts to deliver services to students and enable districts and schools to create welcoming and supportive environments for every student.

Solution: We must ensure that our schools are set up to provide supports and services to meet students' needs. All school staff need training to address trauma and support social-emotional learning. Students should also have consistent access to services through in-school support staff, such as social workers, nurses, counselors, and mental health professionals, or through community partners.

¹ US Department of Education, "Guiding Principles: A Resource Guide for Improving School Climate and Discipline" <https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

² Trauma and Learning Policy Institute <https://traumasensitiveschools.org/trauma-and-learning/the-problem-impact/>

³ University of Maryland, Center for School Mental Health Analysis and Action. "Education and Systems of Care Approaches: Solutions for Educators and School Mental Health Professionals." (2007) <http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/Resources/Briefs/SystemOfCareBrief.pdf>

⁴ ChildTrends, "Making the Grade: A Progress Report and Next Steps for Integrated Student Supports." (2017) https://www.childtrends.org/wp-content/uploads/2017/12/ISS-FULL-Report_FINAL-FINAL-12_5_v3.pdf

⁵ Center for Improving Student Learning, OSPI. "Washington Integrated Student Supports Protocol," <http://www.k12.wa.us/CISL/ISS/pubdocs/WISSP.pdf>

⁶ Washington Social Emotional Learning Benchmark Workgroup Report <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>



LEAGUE OF
EDUCATION
VOTERS™

Additional Resources:

Washington Integrated Student Supports Protocol <http://www.k12.wa.us/CISL/ISS/pubdocs/WISSP.pdf>

Washington Social Emotional Learning Indicators Workgroup <http://www.k12.wa.us/WorkGroups/SELB.aspx>

National Center on Safe Supportive Learning Environment. <https://safesupportivelearning.ed.gov/index.php?id=33>

Collaborative for Academic, Social, and Emotional Learning <https://casel.org/>
Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405–432. <http://www.casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf>

Trauma and Learning Policy Institute <https://traumasensitiveschools.org/>

Center for School Mental Health, University of Maryland <http://csmh.umaryland.edu/>