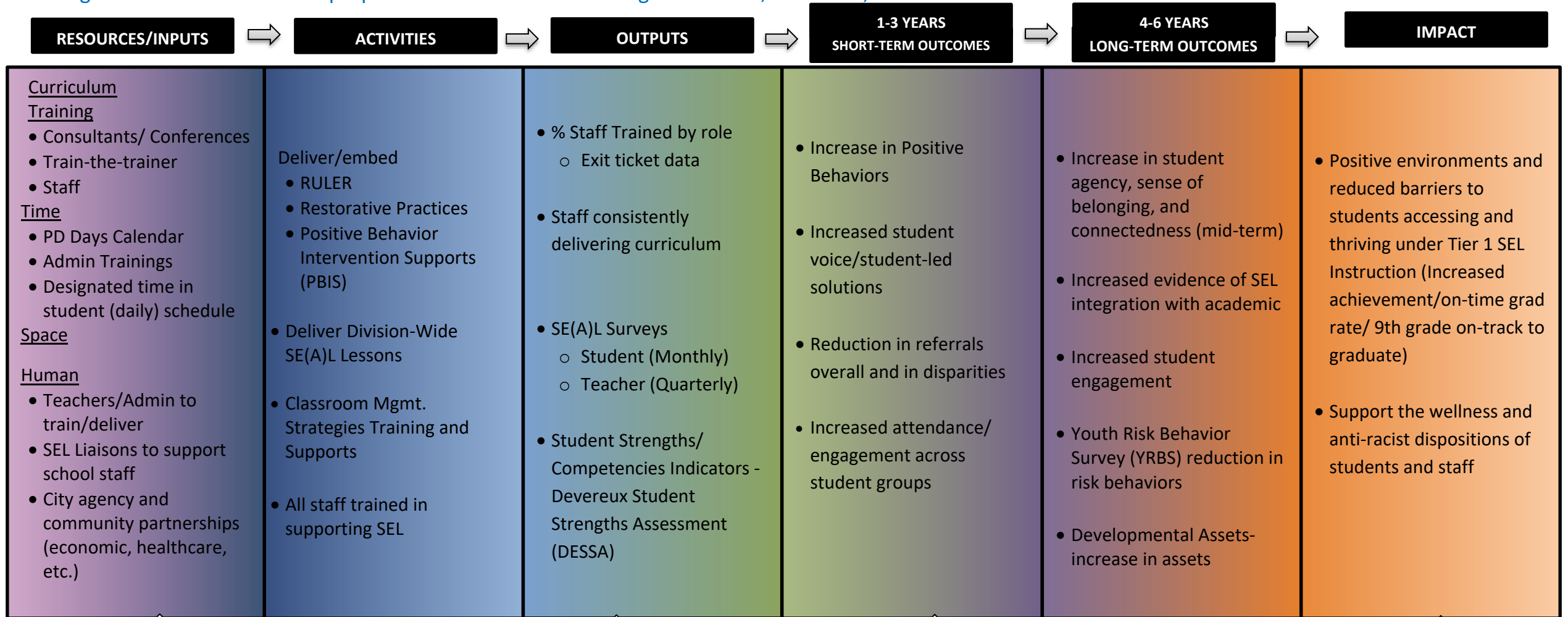




DRAFT Social Emotional Learning Logic Model – 6/14/23

**PROBLEM STATEMENT:** Not all students and staff experience supportive department, school, and classroom relationships. Further, students and staff experience stress and trauma in school and life that may require specific supports in developing the knowledge, skills, and attitudes to engage effectively in teaching and learning. These factors lead to disproportionate outcomes including attendance, behaviors, and student achievement.



ASSUMPTIONS

Everyone in the division/schools has some level of capacity and commitment to support SEL. Schools will ensure staff are trained, the curriculum is taught, and additional resources and supports are identified/accessed where needed. Staff across the division collaborate in taking anti-racist actions to redress systemic inequities including SEL competencies/outcomes.

EXTERNAL FACTORS

Technology, social structures, and the political context have been changing rapidly increasing interruptions in learning in schools. COVID profoundly impacted students' social and emotional learning that impacts the classroom and school environments (social skills, peer interactions, emotional regulation, etc.) Student and teacher mobility continues to exist in the environment requiring additional engagement strategies.