



## **Students - Series 3000**

### **Social and Emotional Competence - 3206**

It is the policy of the Peninsula School District to encourage student social and emotional competence. Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. It includes self-awareness, control of impulsiveness, working cooperatively, and caring about oneself and others. Goals include student acceptance and control of emotions; staff and student use of activities that provide an emotional context; and avoidance of intense emotional stress at school.

The Superintendent or his/her designee shall develop procedures intended to accomplish these goals. These procedures shall include increased focus on identification of troubled youth.

The Superintendent shall develop procedures which:

- a. Encourage shared responsibility by establishing a partnership with the child, school, home, and community.
- b. Inform parents and seek their input when early warning signs are observed.
- c. Maintain confidentiality and respect the parents' right to privacy.
- d. Develop the capacity of staff, students, and families to intervene.
- e. Require students to accept responsibility for their own actions.
- f. Simplify staff requests for urgent assistance.
- g. Make interventions available as early as possible.
- h. Use sustained, multiple, coordinated interventions.
- i. Analyze the contexts in which violent behavior occurs.
- j. Build upon and coordinate internal school resources.

#### **References:**

*"Early Warning, Timely Response: A Guide to Safe Schools"* Office of Special Education and Rehabilitation Services, Office of Special Education Programs (OSEP), United States Department of Education (1998)

*"Promoting Social and Emotional Learning"*, M. Elias, J. Zins, et al., Association for Supervision and Curriculum Development (1997)

*“Recognizing Troubled Students”*, University of Minnesota, Student Counseling (August, 1999)

**Cross References – Safety:**

<u>Board Policy 2020</u>	Cultural Diversity Code of Conduct
<u>Board Policy 2221</u>	School Closure
<u>Board Policy 3205</u>	Safety and Civility in Schools
<u>Board Policy 3240</u>	Student Conduct
<u>Board Policy 3420</u>	Student Safety
<u>Board Policy 3431</u>	Emergency Treatment
<u>Board Policy 3433</u>	Earthquakes
<u>Board Policy 3434</u>	Crisis/Disaster Preparedness
<u>Board Policy 3435</u>	Emergency School Evacuation
<u>Board Policy 4315</u>	Regulation of Dangerous Weapons on School Premises
<u>Board Policy 8111</u>	Emergency Routes and Schedules
<u>Board Policy 8124</u>	Emergencies
<u>Board Policy 8301</u>	Staff Safety

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