



# The *Blueprint's* Foundation: A Safe, Nurturing Environment for All Students



*The district addresses students' social, emotional, and physical safety to ensure the most effective environment for student learning is provided to every student.*

## Grounded in a safe, orderly and respectful environment for students.

Evidence of Practice	Summary of the Research
1. The district relentlessly ensures that schools are safe.	<p>“Over three years, a consistent set of Achievement Gain schools has exhibited a growing expertise and sophisticated use of practices—Turnaround Practices—that together have accelerated improvements in teachers’ instruction and in student achievement. Grounded in the development of a safe, orderly and respectful learning environment for students and a collegial, collaborative, and professional culture among teachers, principals cultivated a community of practice with shared responsibility for all students and a strong culture of professional collaboration. With these foundational pieces in place, school leaders and teachers engaged in intentional practices for improving teacher-specific and student-responsive instruction, such as using frequent observations and student-specific data to provide constructive feedback to teachers” (Lane, 2013).</p> <p>“To learn, children and adolescents need to feel safe and supported. Without these conditions, the mind reverts to a focus on survival. A healthy, safe and supportive learning environment enables students, adults and even school systems to learn in powerful ways. Such an environment promotes innovation, inquiry and risk taking” (Parrett &amp; Budge, 2012).</p> <p>“We can develop constructive responses to our own affective needs as teachers and equip our students to do the same. These responses take mindfulness and practice to become daily habits” (Wormeli, 2015).</p>
2. The district initiates conversation and supports professional learning about how to support children who live in poverty.	
3. The district initiates and promotes policies, structures and practices that develop trust between the student, the school, and the family.	
4. Adults in the district steadfastly believe that all children, regardless of living condition, demographic characteristic, or current level of academic performance, have the innate ability to achieve at high levels of academic performance when the district provides the right level of support.	
5. The district establishes strong performance expectations that both students and adults acknowledge and accept.	
6. The district establishes a system to collaboratively identify, define, communicate, model, and monitor adult and student behavioral expectations to establish a safe and respectful learning environment.	
7. The district recognizes the importance of meaningful, caring relationships between students and adults by modeling caring behavior, facilitating strategies that strengthen student-adult connections, and examining data identifying barriers to student success and participation.	
8. The district establishes and supports learning environments where positive adult and student behavior is encouraged and acknowledged, and negative behavior is appropriately corrected.	