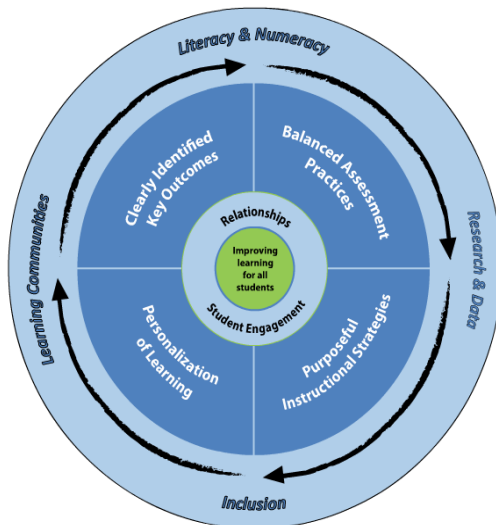




*Where
Students
Come First!*

**“SOCIAL EMOTIONAL
LEARNING”**



***OUR JOURNEY
IN
CHINOOK'S EDGE
SCHOOL DIVISION***

Quality Learning Environment

CHINOOK'S EDGE SCHOOL DIVISION (CESD)

CESD Quick Stats:

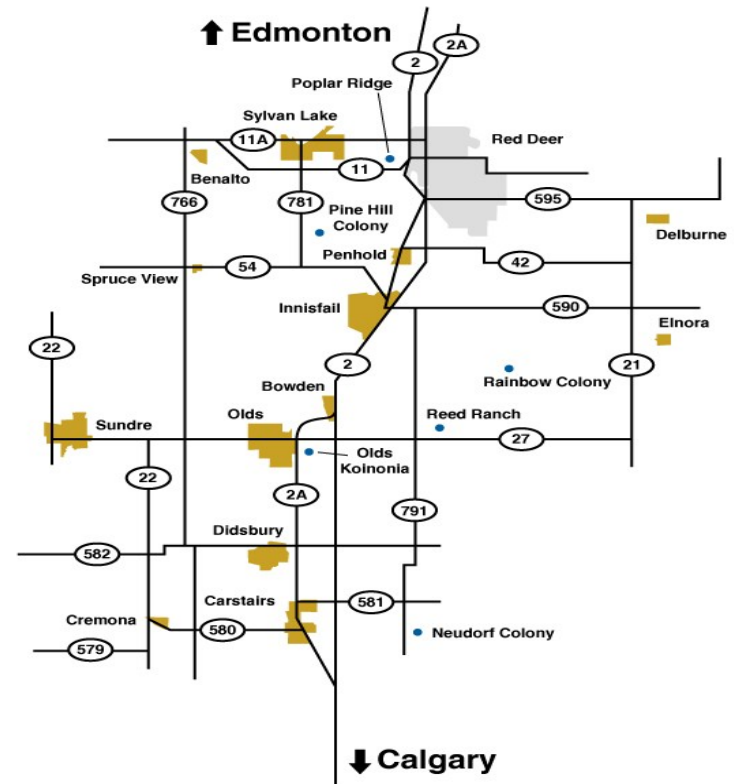
Schools: **43**

Students: **10,800**

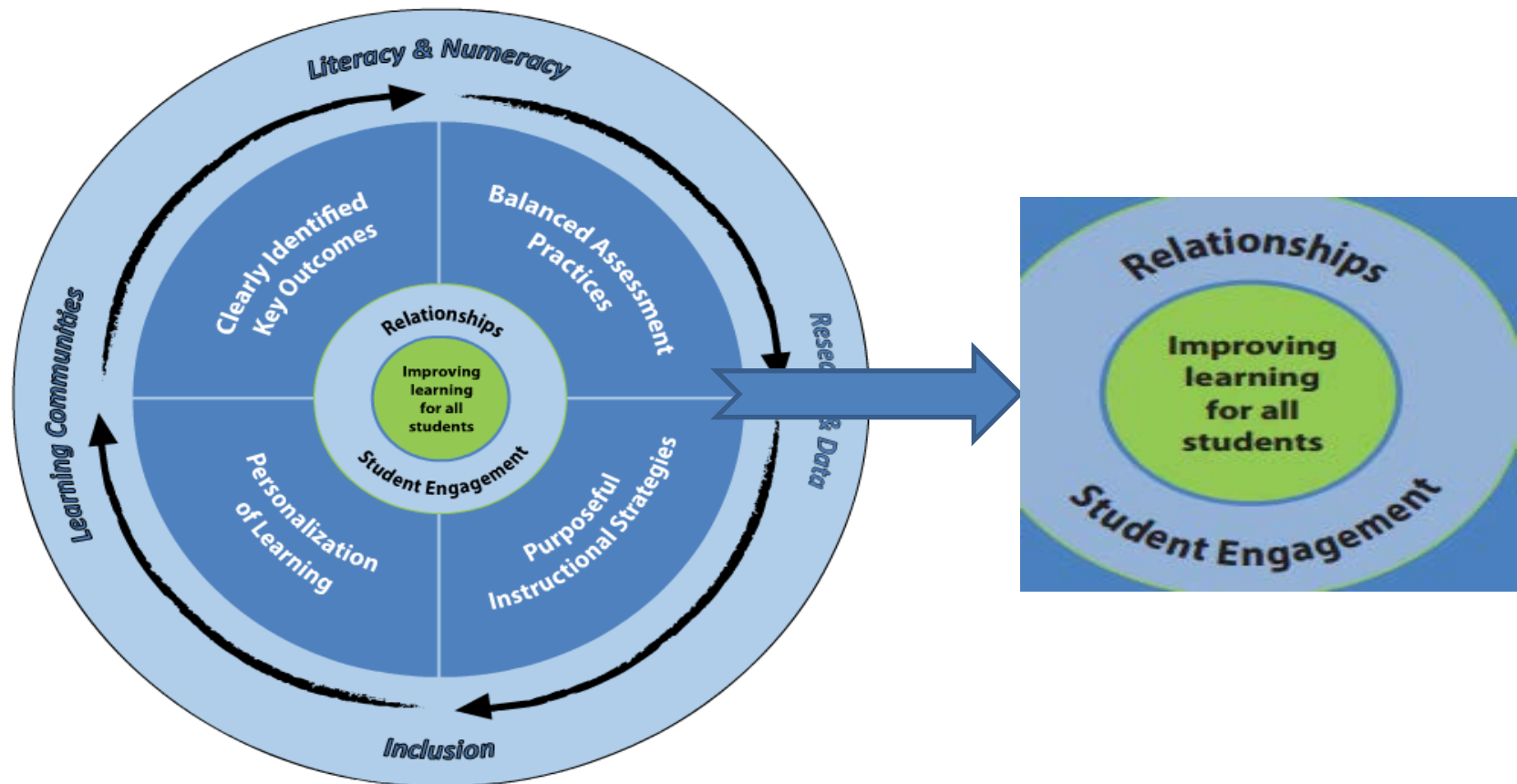
Staff: **1,300**

Mission:

Chinook's Edge School Division **will engage every student** in meaningful learning by **challenging, encouraging and believing** in them.



In CESD...Everyone's #1 job is Supporting and Enhancing: “Quality Learning Environments”



“SOCIAL EMOTIONAL LEARNING” *CESD JOURNEY...*

WHERE DID WE START?

SAFE AND CARING SCHOOLS COMMITTEE:

September, 2013 ...kick off...

- Gathered data from students, staff and parents
- Asked: What is working? What is not working? What needs to be considered?
- Focus Areas: Policy/Procedure; Resources/Programs; Social Media

Outcomes of Work so far:

- **Policy/Procedure:**
 - Welcoming, Caring, Respectful, Safe and Inclusive Schools
 - » October, 2014
 - Sexual Orientation and Gender Identity
 - » March, 2016



“SOCIAL EMOTIONAL LEARNING” *CESD JOURNEY...*

SAFE AND CARING SCHOOLS COMMITTEE

Outcomes of Work so far:

- **Resources/Programs**
 - Identified numerous **evidence based practices**
 - **Mostly delivered by Family School Wellness Workers**
 - Recognized **Social Emotional Learning** needs to be **‘embedded’** in all classrooms
 - Identified we **did not** have **‘essential outcomes’** identified to measure **student progress** in the area of SEL



“SOCIAL EMOTIONAL LEARNING”

CESD JOURNEY...

Learning Support Teachers

- ONE of the key people along with School Admin and other education staff to support and enhance the development and implementation of 'Quality Learning Environments.'

Response to Intervention Processes

— Essential Outcomes

- ‘Core Subjects’ (Language, Math, Science, Social Studies, etc)
- ‘Social Emotional Learning’ – K-12



Research compels us to ACT....

- **Social Emotional Learning** has **positive effects** on: **academic performance**; benefits physical health; improves citizenship; is **demanded by employers**; is essential for lifelong success; and **reduces the risk of maladjustment, failed relationships, interpersonal violence, and substance abuse** (Elias et al., 1997; Zins, Weissberg, Wang, & Walberg, 2004)
- Greenberg et al. (2003) reported that well-designed and well-implemented **SEL programming enhances** social-emotional **competencies** (e.g., assertiveness and communication skills), **reduces internalizing and externalizing disorders**, and **improves academic performance**.
 - Multiyear, structured classroom instruction that **applies social-emotional skills to real-life situations** and focuses on **school ecology and climate** has the most enduring benefits.

“Social Emotional Learning”

Building Essential Outcomes...

- **Working group – 16 CESD staff**
 - Teachers/Admin/ Family School Wellness Workers/Psychologist/School Health Facilitator
 - Represented PreK-12 grades and schools in CESD
- **Considered:**
 - Alberta Program of Studies
 - Health/CALM
 - CASEL/research articles/Texas/Illinois
- **Developed Essential Outcomes:**
 - Five General Outcomes:
 - CASEL – Five Competencies
 - Grade levels: PreK-3; 4-6; 7-9; 10-12



“SOCIAL EMOTIONAL LEARNING”

NEXT STEPS...2016/2017

- **Share SEL Journey – stakeholder groups in CESD**
 - **Key Messages...** not an add on for teachers; embed in classrooms (cross-curricular); support and training available
- **Share SEL Essential Outcomes with Staff**
 - Seek feedback
- **Create/access ‘Screening Tools’**
- **Identify 4-5 ‘pilot schools’ in CESD**
 - Test ‘screening tools’
 - Analyze **Student Data**
 - **Targeted Interventions** implemented for students who are not meeting SEL outcomes
 - **Staff training**
 - Review and monitor **progress**

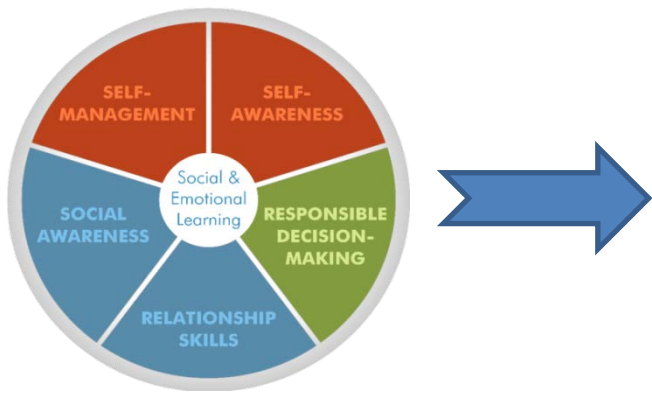


“SOCIAL EMOTIONAL LEARNING”

NEXT STEPS...2017/2018 and beyond

- **‘Pilot schools’ share their SEL journey of learning with other schools in CESD**
 - Screening tools
 - Data Analysis
 - Student progress
 - Successes/Challenges
- **Administrators, LST’s and other education staff will have opportunity to receive SEL training**

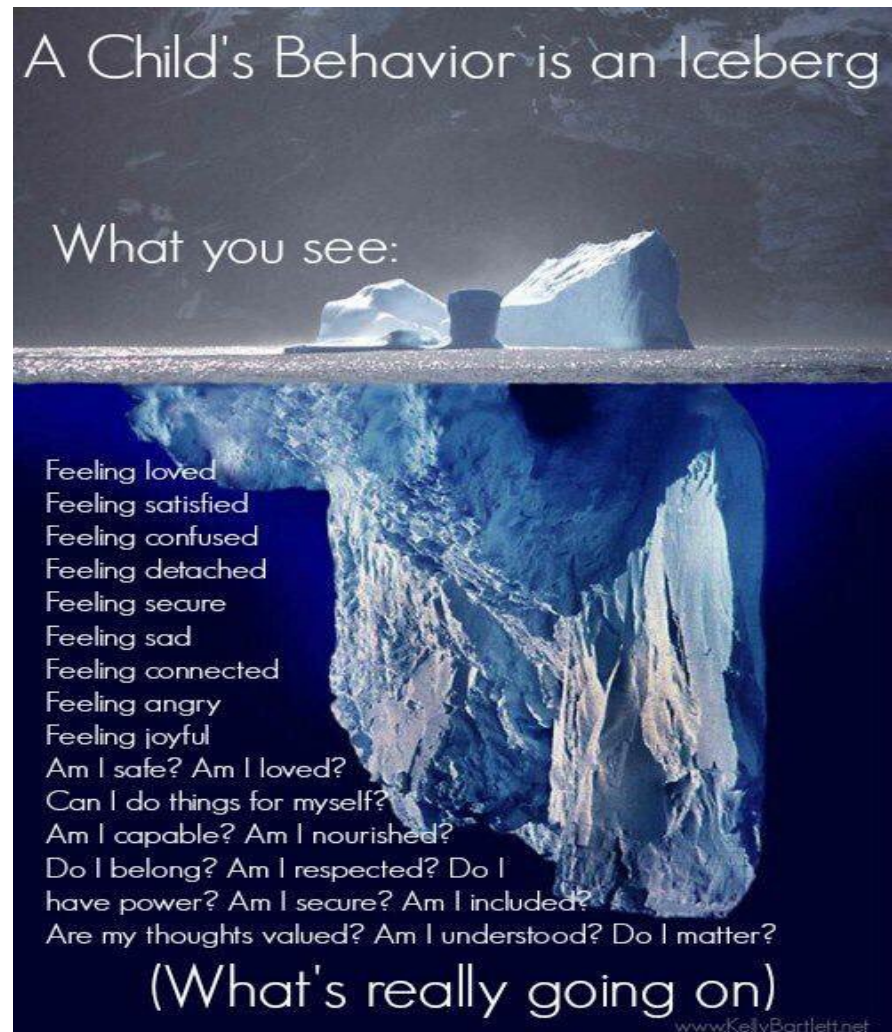




A Developmental-Relational Approach to Social Emotional Learning

Staff development training plans to equip education staff to implement 'SEL Instruction' will be based on ...

"The Developmental-Relational Approach to Social Emotional Learning"

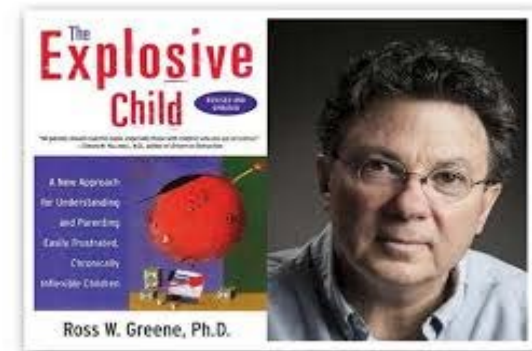
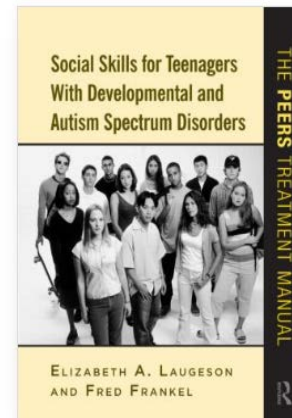
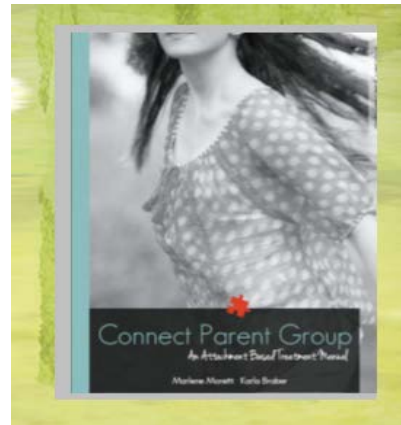


NEXT STEPS: 2016/2017 – 2019/2020

Training for staff: *Based on evidence based practices...*

Mental Health Literacy Project- Core Training

With Andrew Baxter MSW RSW



The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control



The Fourth R
Strategies for Healthy
Youth Relationships



Where
Students
Come First!

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has.”

Margaret Mead

