



**Social-Emotional Learning and Wellness
External Program and Presentation Guidelines**

When planning for a program or a presenter to speak to students or parents regarding student wellness issues, it is important to keep the following considerations in mind (particularly where sensitive content may be covered):

Program/ Presenter Reflection Questions

Qualifications

What are the qualifications of the presenter and the organization that they represent regarding the subject area?

- Do they have professional training and/ or relevant certification?
- Do they have a valid and current criminal record check?
- Do they have experience with the grade level the presentation is aimed at?

The Program/ Presentation

How will the program/ presentation be delivered?

- What is the evidence base?
- What is the timeline?
- Who is the intended audience (whole class, whole grade, small groups, individual)?
- Is there a clear plan for reporting student safety concerns?

Support

Does the program/ presentation include implementation support and ongoing support for teachers?

- Will any pre-/ post-session activities be planned to reinforce learning from the presentation?
- Is information for parents available so that they can supplement what students learn?

Trauma Informed Practices

Could the presentation be a traumatic trigger for students, parents, or staff?

- Has the session been scheduled on a day/time (e.g. end of the day or week) which could impact the ability to identify and support students who require assistance?
- What is the plan to support attendees, either during the presentation or afterwards?
- Who will be available to provide any necessary support?
- Will information be provided to students/ parents/staff on school or community resources that can provide additional help and support?

| Practical Application |
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| <p>Are there opportunities to practice new skills?</p> <ul style="list-style-type: none"> - Are there plans for differentiation? - Is there a teacher relationship required for guided practice? Is this planned for? - Have measures been taken to ensure that the presentation is delivered in an inclusive and culturally sensitive manner? |
| Learning Outcomes |
| <p>What are the intended learning outcomes of the presentation?</p> <ul style="list-style-type: none"> - Are these learning outcomes linked to the BC curriculum, CASEL Competencies, First Peoples and/ or OECD Principles? - Will program/ presentation efficacy be measured (e.g. pre- and post-assessments of learning, anecdotal evidence)? |
| School Reflection Questions |
| <p>What needs will be addressed by this program/ presentation?</p> <ul style="list-style-type: none"> - How will it be integrated with curriculum? - Does this duplicate a service that could be delivered by existing district supports? |
| <p>***Indigenous outside agencies to be vetted by Indigenous Education Department (link)</p> |
| <p>Final Administration Approval <input type="checkbox"/></p> |

References

- British Columbia Ministry of Education & Safer Schools Together. *Using External Presenters on Student Wellness and Safety Topics*.
- Collaborative for Academic, Social, and Emotional Learning. (2015). *CASEL Guide: Effective Social and Emotional Learning Programs: Middle and High School Edition*. Collaborative for Academic, Social, and Emotional Learning.
- Collaborative for Academic, Social, and Emotional Learning. (2012). *CASEL Guide: Effective Social and Emotional Learning Programs: Preschool and Elementary School Edition*. Collaborative for Academic, Social, and Emotional Learning.