



Learning Support Services & Social Emotional Well-Being

What is it all about?



Our Team

- **District Helping Teachers**
 - **4.5 FTE SEL Teachers (formally District Behaviour Support)**
 - **1.7 FTE Health Promoting Schools Teachers**
 - **1.0 SEL Psychologist**
 - **0.5 ADHD Clinic Liaison**

Our Team: School Based

- **Counsellors**
 - ➔ **15.5 FTE Elementary**
 - ➔ **28 Middle & Secondary**
- **14 Elementary SEL Teachers**
- **Approximately 12 Behaviour Intervention Teachers at each Middle/Secondary School**
- **Behaviour Intervention CEAs**
 - ➔ **6 Elementary**
 - ➔ **7 Middle**
 - ➔ **5 High School**

Our Team: Community Supports

- **ARC :**
 - ➔ **7 Elementary Clinicians**
 - ➔ **6 Secondary Clinicians**
 - ➔ **2 D&A Counsellors**
 - ➔ **1 D&A Prevention Worker**
- **CYMH Clinicians: Middle Schools**
- **5 School RCMP Resource Officers**

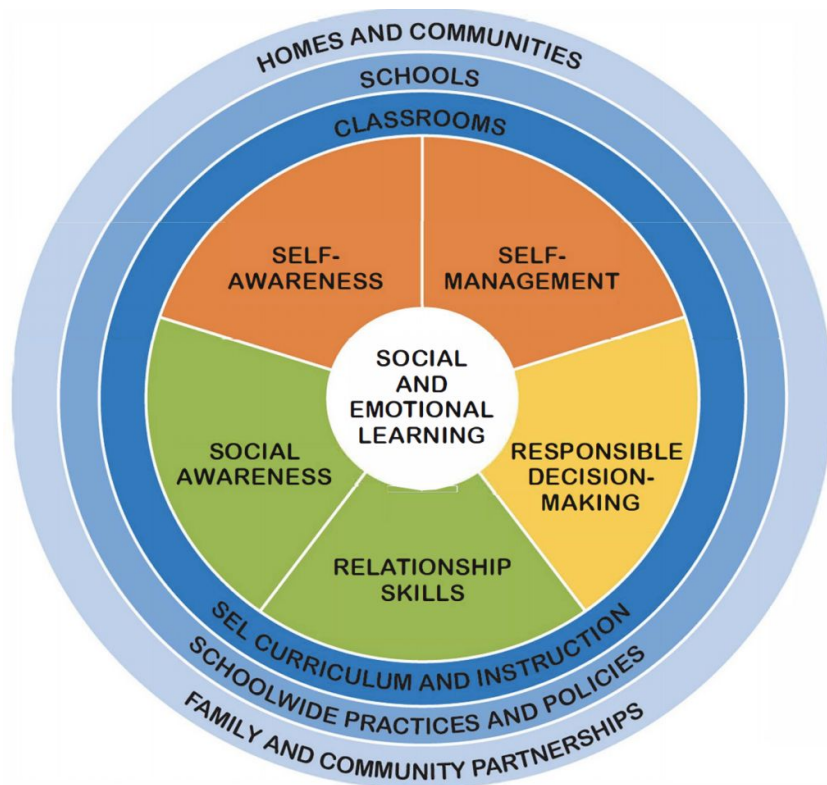
Our Purpose

Support schools with creating learning environments that are caring, safe, peaceful, nurturing, positive, respectful and that enable all students to reach their full potential.

WHAT SOCIAL EMOTIONAL LEARNING (SEL) IS

Social emotional learning (SEL) is the process of acquiring skills and knowledge to help us understand and manage our emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

How?



SEL Core Competencies

Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Setting and achieving goals

Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help



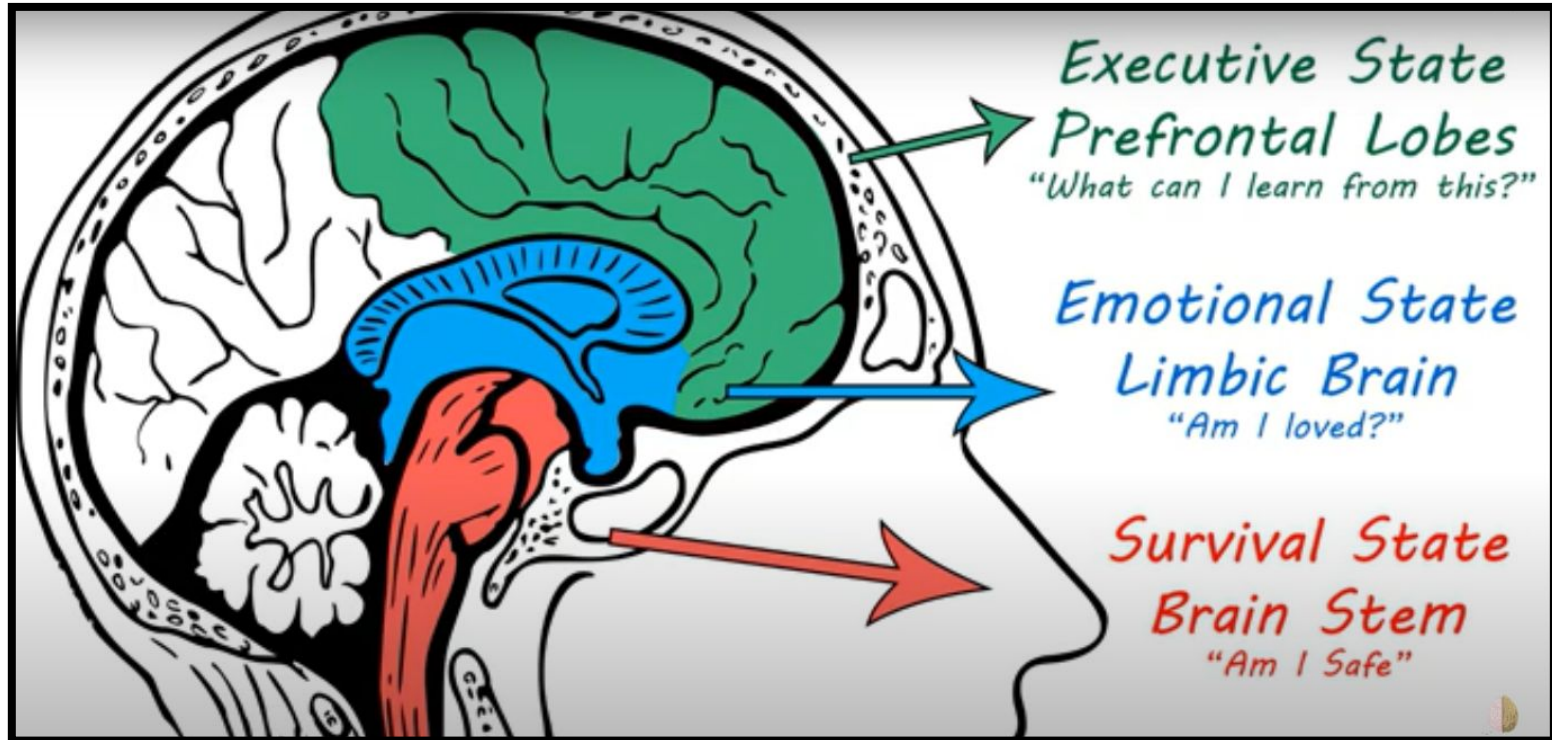
Responsible Decision-Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

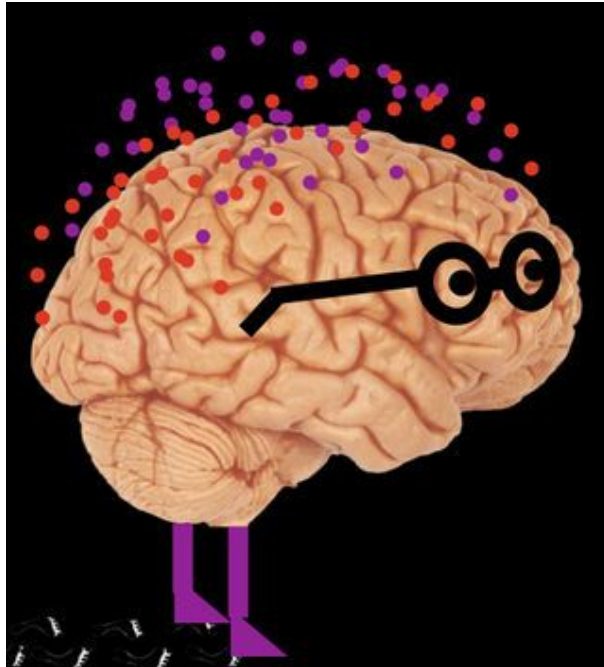
Sources: CASEL, Acknowledge Alliance



Brain Basics



Which Lens Will You Wear Today?



“A father and son were involved in a car accident in which the father was killed and the son was seriously injured. The father was pronounced dead at the scene of the accident and his body was taken to a local morgue. The son was taken by ambulance to a nearby hospital and was immediately wheeled into an emergency operating room. A surgeon was called. Upon arrival and seeing the patient, the attending surgeon exclaimed “Oh my God, it’s my son!’ Can you explain this?”

Overall Goal:

Instead of trying to change our reactions—which are often automatic and unconsciously driven—we need to change the way we see the things that trigger our undesirable reactions.



How Do We Help Children Develop This Awareness and Skill?

Key Trauma-informed SEL Practices



Create predictable routines.



Build strong & supportive relationships.



Empower students' agency.

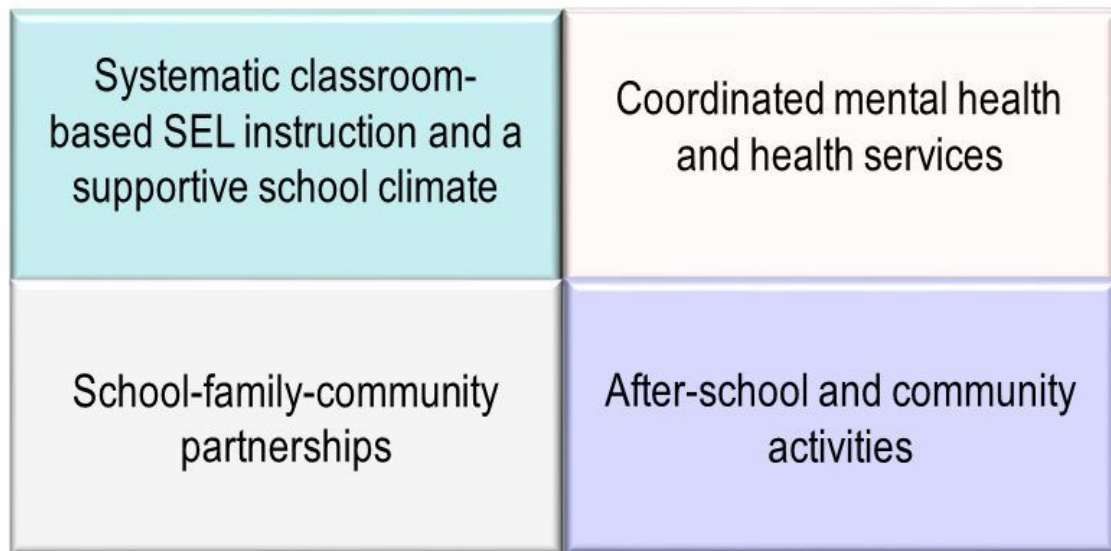


Support the development of self-regulation skills.



Provide opportunities to explore individual and community identities.

A Coordinated District-wide Model for Academic, Social, and Emotional Learning



Bringing SEL Home



During This Pandemic

- **Take Care of Yourself**-model ways to manage anxiety and stress
- **Dedicate structured time for creativity & connection**-play together, “be present”, get out in nature
- **Commit Acts of Service**-demonstrate kindness and gratitude to others
- **Celebrate What You Can**-2 or 3 small things each day
- **Practice Active Listening**-Validate that you see and acknowledge your child’s feelings, fears and concerns

SEL District Team: Action Plans

- Providing collaborative learning opportunities on Social and Emotional Wellness for all staff.
- Providing and supporting opportunities for teachers and support staff to build Social and Emotional Learning into their classroom and school.
- Supporting schools with resources and services to ensure success with our most vulnerable students.
- Expanding and strengthening community wellness partnerships including parents as key partners in wellness and social emotional learning initiatives.