



**The Board of Education of  
School District No.5 (Southeast Kootenay)  
AGENDA - STUDENT SERVICES MEETING**

May 30, 2022, 10:30 a.m.

Cranbrook Board Office

Members

**Co-Chair Trustee Krista Damstrom**

**Co-Chair Trustee Doug McPhee**

**Trustee Chris Johns**

**Trustee Kathryn Kitt**

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**1. COMMENCEMENT OF MEETING**

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**1.2. Approval of the Agenda**

**1.3. Approval of the Minutes**

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**2. BUSINESS ARISING FROM PREVIOUS MINUTES**

**3. PRESENTATIONS**

**4. REPORTS**

**4.1. Report on the 3 year SELC program (Darcy)**

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**5. NEW BUSINESS**

**6. ACTION ITEMS FOR FUTURE MEETINGS**

**7. CORRESPONDENCE**

**8. ADJOURNMENT**

Have we effectively addressed the needs of our most vulnerable students and their families?



**The Board of Education of  
School District No.5 (Southeast Kootenay)**

**MINUTES - STUDENT SERVICES MEETING**

**April 26, 2022, 10:30 a.m.  
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Krista Damstrom

Trustee Chris Johns  
Trustee Kathryn Kitt

Regrets: Trustee Doug McPhee

Board/District Staff in Attendance: Chairperson Frank Lento  
Trustee Trina Ayling  
Trustee Bev Bellina  
Trustee Wendy Turner  
Trustee Patricia Whalen  
Superintendent Silke Yardley  
Secretary Treasurer Nick Taylor  
Director of Student Learning and Innovation Diane Casault  
Director of Student Learning & Aboriginal Education Jason Tichauer  
District Principal of Student Services Darcy Verbeurgt  
Executive Assistant (recorder) Laurel Giesbrecht

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

The Student Services Committee meeting of April 26, 2022, was called to order at 11:47 a.m. by Trustee Damstrom.

**1.2 Approval of the Agenda**

Moved/Seconded by Johns/Kitt:

THAT the agenda for the Student Services Meeting of April 26, 2022, be approved as circulated.

**1.3 Approval of the Minutes**

Moved/Seconded by Johns/Kitt

THAT the minutes of the Student Services meeting of February 22, 2022, be approved as circulated.

## **2. BUSINESS ARISING FROM PREVIOUS MINUTES**

### **2.1 Update on Social Emotional Learning Centre (SELC)**

The SELC staff is comprised of the SELC teacher and a SELC youth care worker (YCW). The intention was to increase support at T.M. Roberts Elementary School (TMRES). The YCW is half time at TMRES and half time at Highlands Elementary School (HES). Data collection continues to elude us on student performance in social-emotional learning. Teachers are adding more social-emotional learning into their days. Social-emotional, behaviour and health are often working together and across lines making it difficult to separate into two silos.

In spring, the plan was to add on Steeples Elementary School (SES). We are struggling to get the SELC teacher into schools other than HES. The YCW will continue to support TMRES. We will work with SES to identify what they have for social-emotional learning and see where they wish to go. District level programs go into schools on an invited basis.

With the funds invested into the SELC program, what is the plan going forward? Pre-covid, the program was doing great, but it has been difficult since covid. It is important to recognize the impact that covid has had on the program. We need to find out if the program is still viable. We want to make sure it works if we are going to take the program throughout the district.

We had the GAUGE program for years prior to moving to the SELC program. The GAUGE program was successful. Could we incorporate elements of that program in the SELC program? We will review as things have significantly changed as far as the landscape of what we need to do. We need a complete picture before decision will be made.

### **RECOMMENDATION A:**

Moved/Seconded by Johns/Kitt:

THAT the District Principal of Student Services surveys stakeholders and presents a report of pros and cons on the 3-year pilot of the SELC program at the May Committee meeting.

## **3. PRESENTATIONS**

## **4. REPORTS**

### **4.1 Update on Transition Activities**

A large variety of transition activities are happening that include preschool, kindergarten, and transition from grade 6 in all communities. We do not have an update on grade 10's going to Mount Baker Secondary School (MBSS) this year. Grade 12 students are working in community services. We are thankful for the great things our counsellors do to help grade 12s in preparation for graduation.

Transition goal is for all kids experiencing a building change and what the spring transitions look like. We encourage all students who would benefit from this to participate. Students with learning disabilities or an anxiety in moving to the new building will be taken through the transition. Student services teams will come together to advise new schools on incoming students. Some transitions take place in June, others in September.

## **5. NEW BUSINESS**

Information was requested on the pre-K and DIAL 4

DIAL 4 is a diagnostic tool that uses developmental indicators for assessment of learning and comes into use when children are transitioning from pre-school to kindergarten. The DIAL 4 assesses language and the social-emotional health of kids starting school. This is especially useful with those kids who have had no interaction with other children. We have looked at other districts and other screeners.

The DIAL 4 been used in Frank J. Mitchell Elementary School (FJMES) for 5 years. Mardelle Sauerborn was in the kindergarten movement and recognized the importance of the motor, concepts, language, and human and social components of the program. Our speech-language pathologists (SLPs) at FJMES recognized it as a language screener and that is what they used. FJMES has shifted their entire kindergarten practice based on DIAL 4 results. All kindergarten students come in before classes are assigned and they go through the assessment. The school has found the that they get a good language baseline, and the concepts portion is more fulsome than the Brigance. The student services teachers (SSTs) would like to use the DIAL 4 as part of their screening as Level B testing does not take place until grade 3. Kindergarten teachers at FJMES use the tool to learn what kids know so that they can plan their learning activities. The team was very clear that they are using it as a Level B assessment and are making sure they have the right mix of kids in a class.

Recognizing the mental health concerns since the pandemic we have used the mental health grants to purchase kits for every school. The teachers from FJMES came and taught teams from all the elementary schools in our district.

Similarly, one school asked for release to review their Childhood Experiences Questionnaire (CHEQ) data. From that data, it was determined that they needed to set up their classes differently due to the results. These strategies may not get an education assistant (EA) in the classroom, but it may help to provide information on the class.

When gross and fine motor skills were assessed with the DIAL 4, it was discovered that many kids in that school had trouble holding a pencil. This was reviewed with an occupational therapist (OT) who then came in and spent time with the entire classroom, making suggestions to the teacher(s) on how to work with the students on this skill.

The DIAL 4 tool recognizes professional autonomy across our district. The tools' summary can be shared at School Based Team (SBT) meetings where what is being noticed can be shared at a school level. For example, it will show which kids are struggling in different areas and which may benefit from counselling.

Parents understand the premise behind catching the kids early. The DIAL 4 can help the SLP to discover things that parents may not have known or noticed if their child had not gone through the screening and the SLP can create tools for the parent to start working with their child.

For the Framework for Enhancing Student Learning (FESL), the DIAL 4 could determine the percentage of students not reading at a specific level and which are our most vulnerable schools. This tool gives us great data and will help us determine how to support and that is really the premise.

The SLP comes into the classroom and does very specific, targeted teaching in September and October. Previously, this would not be done until December. Once we find out the concepts and the fine/gross motor skills, it also allows us to bring the OT into schools in September rather than later in the year. The assessment looks at fundamental movement skills as well. SSTs and principals can now know what the class profile looks like and where they need to spend their time. SSTs can get in and work in kindergarten sooner rather than later.

A universal screening shows where the whole kindergarten population is functioning. The universal screening also tells us where in the district we need our services. All schools think they are the worst schools. This will help the principal and inform them on what services need to happen in their schools. DIAL 4 is a tool that pediatricians can look at and use in their diagnosis. Aboriginal education support workers (AESWs), YCWs, counsellors, SLPs, principals or vice-principals and kindergarten teachers make up the team.

Early intervention is key. They found that they got to meet each student before they became a problem. Parents spend time with the school principal completing the CHEQ during their child's screening. Any child with a diagnosis is assigned a classroom teacher. Work is done prior to the start of the school year.

Change is always hard, but we need to support people and we have done that by bringing them all together. After the school teams meet in mid Sept, intervention can start before the end of Sept.

**6. ACTION ITEMS FOR FUTURE MEETINGS**

**6.1** Report on the 3-year pilot of the SELC program

**6.2** Work with Trustee Johns on the Select Standing Committee presentation

**7. CORRESPONDENCE**

**8. ADJOURNMENT**

Moved/Seconded by Kitt/Johns:

THAT the meeting of the Student Services Committee be adjourned at 12: 38 p.m.

DRAFT

## Original Program Description

The Social-Emotional Learning Centre (SEL) program enables students to learn valuable social emotional skills while maintaining connections with their home school. Students are supported in transferring their newly acquired skills back to their home classroom by the SEL Centre learning team.

## Original Program Mission

The SEL Centre fosters an inclusive learning environment that embraces the developmental needs of primary students who require social emotional support in School District 5.

<b><u>Strengths of the SELC program model</u></b>	<b><u>Stretches of the SELC program model</u></b>
<ul style="list-style-type: none"> <li>○ The program provides a basic level of Social-Emotional Learning (SEL) understanding, what it really is, the breadth of the social, emotional, and behavioral work needed to undertake in large and small peer groups</li> <li>○ SEL is developmentally presented researched, scientific and evidence-based to provide good results for most recipients</li> <li>○ SEL enables building and maintaining positive relationships</li> <li>○ SEL Centre team staff works within &amp; models SEL</li> <li>○ Works with all students with small, targeted instruction.</li> <li>○ Intention is to build SEL skills classroom wide and eventually grow to school wide.</li> <li>○ 6-8-week program – fall, winter, or spring working with students in classrooms and small groups while modelling practice to classroom adults for a portion of the day</li> <li>○ Build a classroom culture of SEL and climate of psychological safety</li> <li>○ Instructional knowledge and strategies are researched, scientific and evidence-based to provide good results</li> <li>○ Year 2 residency model was most positively received</li> <li>○ SEL is a series of lessons and strategies from a very robust field of research and best practice.</li> <li>○ The program is intended for all students and some targeted small groups</li> <li>○ Offers a very well-equipped classroom with wonderful resources.</li> <li>○ Safe welcoming space</li> <li>○ Access to updated and appropriate resources</li> <li>○ Professional learning time honoured and supported for staff</li> </ul>	<ul style="list-style-type: none"> <li>○ SEL Centre is viewed as a short residency program.</li> <li>○ However, Social-Emotional Learning (SEL) is not a program, a unit, or a brief series of lessons.</li> <li>○ Program is too short and insufficient to build relationships and trust. Learning takes time.</li> <li>○ SEL is not an innate ability for most humans, but rather learned behaviour shaped by social interaction.</li> <li>○ SEL is a most basic, complex skill set that needs to develop along side other learning</li> <li>○ SEL is as complex to integrate as literacy and numeracy.</li> <li>○ SEL is needed for every person in our system – staff, students, parents, and care givers.</li> <li>○ SEL Centre is lead by a few individuals who move on to the next project school. Staff turnover is high.</li> <li>○ Recipients of the program need to be open and willing to grow and change</li> <li>○ All adults need to understand, live, model, and intentionally teach, practice, and reinforce SEL – the village approach.</li> <li>○ Often held expectation that the team was there to work with the most challenging and most vulnerable students – this is not the case and intention.</li> <li>○ SEL needs to be intentionally taught and modeled from kindergarten to grade 12 by all staff in every school in the district.</li> <li>○ Cranbrook elementary only</li> <li>○ Planning time essential to ensure all settings are psychologically safe.</li> <li>○ Removing tough students is not inclusive and retraumatizes.</li> <li>○ Not deemed important by all or perhaps misunderstood</li> <li>○ Work is necessary to meet the First Peoples Principles of Learning.</li> <li>○ Trust and relationships were built with program providers and not necessarily classroom teacher</li> <li>○ Time away from the classroom was often difficult</li> <li>○ Travel time to and from the Centre was time wasted</li> <li>○ Classroom peers not part of the lesson/plan</li> <li>○ As a program we needed to limit the grade levels and some situations could have been supported with a different model.</li> </ul>

# SEL Centre Program Review

May 2022

26 responses out of 44 invites to participate 99:22 Average time to complete

## Preamble

### Original Program Description

The SEL Centre program enables students to learn valuable social emotional skills while maintaining connections with their home school. Students are supported in transferring their newly acquired skills back to their home classroom by the SEL Centre learning team.

### Original Program Mission

The SEL Centre fosters an inclusive learning environment that embraces the developmental needs of primary students who require social emotional support in School District 5.

### Some chronology:

1. (2019-20) Teacher hired in Sept, YCW in October and EA in November. Significant program set up was required. A six-week session occurred in the primary grades from January to March 2020. Coronavirus shutdowns occurred and remote support was provided. District principal oversees the program with some leadership shared with Highlands school principal.
2. (2020-21) Team served three schools in approximately 6 to 8-week sessions - Highlands Elementary, Steeples Elementary and Pinewood Elementary. District principal oversees the program as it has no single connection to a particular school during pandemic stage restrictions.
3. (2021-22) Current year. Brand new teacher. YCW appointed late. Target schools for the year were Highlands Elementary, TM Roberts Elementary and Steeples Elementary. District principal oversees the program as it has no single connection to a particular school.

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## Connection to the SELC program

1. What role do/did you have when involved with the SEL Centre program? 26 Responses

SEL Centre staff member	3
Classroom Teacher	7
Other school staff	11
Other district staff	5



2. In what year(s) were you involved in the SEL Centre program? Could choose the multiple years they were involved.

2019-2020	13
2020-2021	18
2021-2022	14





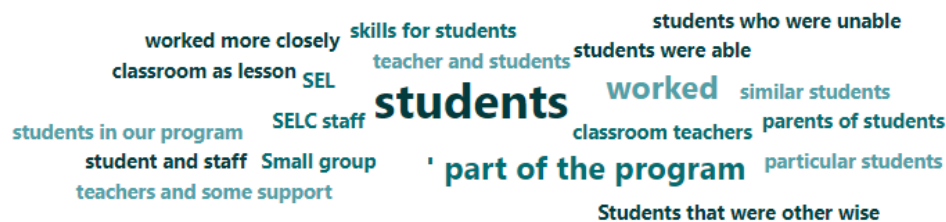
### **If you were involved in the first year 2019/2020...**

The program was being set up. One session occurred in the winter months. The SEL Team worked in three schools in the morning. Around 11:30 students were bussed from TM Roberts and Steeples to the SEL Centre room at Highlands and joined by students there. The students were returned to their home school for regular dismissal.

SEL support was offered virtually for the remainder of the school year due to at-home and blended learning.

### 3. What were the **advantages** of the first year of the program and the delivery method? 21 Responses

10 respondents (48%) answered **students** for this question.

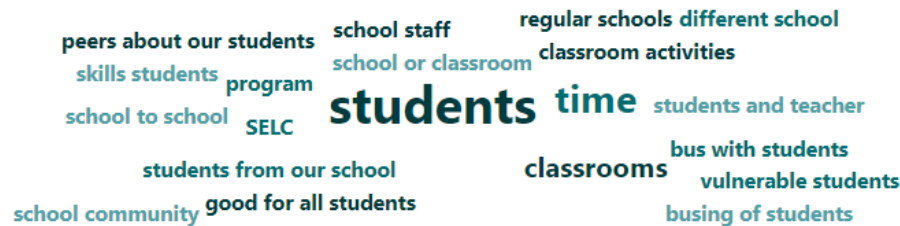


#### Comments:

- Ample training and support for the SELC team and classroom teachers
- The team, classroom teachers and parents were supported by the behavior resource teacher
- Book study with the behavior resource teacher gave a chance to meet, discuss and strategize
- Teacher professional development with other classroom teachers
- Regular in servicing for classroom teachers whose students were in the program
- Students were excited to go to SELC room at Highlands, mostly because they got to leave the demands of their regular classrooms behind.
- Allowed reprieve for the classroom teacher when the students were out of the home school
- Students left their home classroom and went to Highlands SELC room.
- The SELC room at Highlands was a beautiful, inviting space with new furniture and great resources.
- Students were able to practice social skills in a safe place where students with similar difficulties were learning alongside them.
- Small groups
- Focus on specific and necessary skills for the students
- Students were able to work on social skills, social emotional learning, friendship skills and also learned to regulate their bodies for seat work.
- Being at the 'home school' of the SELC program, students were in a familiar environment and saw the people they were working with regularly.
- Students learned some strategies they started to apply in classroom.
- There was no transition from skills learned in the program back to the home classroom.
- Students that were otherwise unable to participate in whole class SEL lessons because of lack of regulation had a safe and consistent location and relationships to practice SEL in small learning groups where the stress of a whole class was eliminated.
- Collaboration against my colleagues to find solutions to problems related to implementing effective SEL instruction, sharing and exchanging ideas and resources, and learning about collaborative problem solving from the SEL facilitators
- Shared lunchtime with the students

#### 4. What were the **disadvantages** of the first year of the program and the delivery method? 21 Responses

14 respondents (67%) answered **students** for this question.



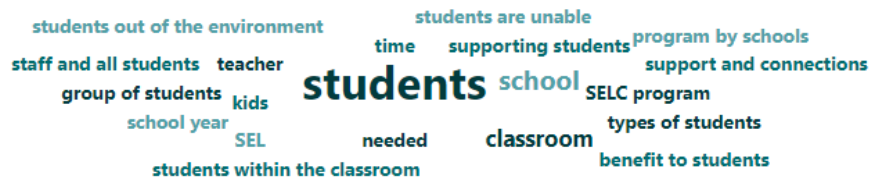
#### Comments:

- Very short time to try to develop skills. the program should be a year long
- Would have benefited from more time at the SELC program
- Very few students started and graduated the program
- Students missed out on some of the classroom activities while at SELC.
- Students from the home classroom in Highlands sometimes found the transition to the program room difficult
- Students were distracted in the classroom before the 11:15 departure each day
- Didn't feel that SELC staff were accepted or trusted by some school staff and school staff wanted a "fix" instead of gaining knowledge
- Time on the bus was time not learning in the home classroom for the program
- At times it was difficult to transfer students between home classroom staff, the program staff and back at the end of the day – waiting for staff, the bus might be running late, was difficult for staff to stand around waiting.
- Challenging transitions between classroom and program – made for a disjointed day for the student.
- Transition into the classroom near the end of the day was hard and did not always go smoothly.
- As a classroom teacher I found it sometimes challenging to reinforce and carry strategies through in the classroom since I had not been there for the instruction of the strategies
- The skills students learned at SELC did not translate to their own school environment in any significant way.
- Communication was also challenging between SBTs and the SELC Team
- Students were no longer with their classmates or peers.
- Skills were learned away from the classroom in a small setting.
- Teacher missed some valuable lessons and strategies taught in the program. Time wasted shuffling students from the home classroom to the program room and back to the school for dismissal.
- The students missed out on so much of the group work, the learning, the lunch hour, and those connections with friends and the home classroom teacher. They really felt displaced.
- Student lost connection to the home classroom, lost a sense of where they belonged.
- Information was not shared with all schools in Cranbrook nor district-wide.
- Selection of students was not articulated and shared which resulted in many wonders about the program.
- The profile for the students that would benefit from the program was articulated in the program documentation and on the student referral form, but students that needed a more intense intervention were sent to the program
- Some students were referred to the program to be 'fixed' in 6-8 weeks.
- Information was not district wide.
- The connection initially articulated with parents did not materialise.
- A real connection with the host school/admin never happened as the program was new and not many understood the premise of the program.

## 5. What did you **find interesting** about the first year of the program and the delivery method?19

Responses

10 respondents (53%) answered **students** for this question.



### Comments:

- Concept behind the SELC was excellent, but it just hasn't found its way into practical application.
- It took awhile to hire the SELC support staff and was not their preferred choice where to work.
- Excitement that the district was starting a program supporting this type of learning
- The pandemic lock down and restrictions interfered with the momentum of this program.
- This is a positive structure for our kids, but the program should have been a year long so those that received supports could shine.
- These kids were often those with trauma and needed small group support.
- The learning we received about relationship building and social emotional learning was excellent.
- I think moving kids out of a school, causing a disconnection with the home classroom, may have unintentionally caused additional relationship damage and further trauma.
- The needs of the kids that were selected needed a more intense, long-term solution.
- a lot of the learning also went along with relationship building
- While having a student participate in a program for a condensed chunk of time, the relationships that are built with the other adults are then broken. They are unfortunately lost or had weekend relationships with the home school and classroom.
- Students are often unable to remain in the classroom fulltime because they are overstimulated. The original SELC model helped these kids immensely, and at the same time-built capacity with teachers, spreading SEL knowledge and trauma wisdom.
- Whole concept for addressing SEL and supporting students to develop these skills
- Enjoyed reading "Lost at School" by Dr. Ross Greene, collaborating with colleagues, participating in SEL lessons in my classroom, and discovering how to use tools and implement procedures that contribute to SEL growth in my students
- Concerns were heard and expressed around academics being missed in the home classroom while students were away, but also having feedback that those students were not completing academics even if they were at school because of lack of regulation.

### If you were involved in the second year 2020-21...

The SEL Team consisted of the same teacher, a new YCW and new EA.

Due to COVID protocols, they served each school in approximately 6 -8-week sessions while taking residence in primary grade learning groups in the school. Similar strategies were implemented, and small group sessions occurred. Highlands Elementary, Steeples Elementary and Pinewood Elementary were schools that were served.

## 6. What were the **advantages** of the second year of the program and the delivery method? 22 Responses

11 respondents (50%) answered **students** for this question.



### Comments:

- In class support
- Small group work outside of class
- Having the support of another teacher, EA and YCW to focus on our classrooms that were 'on fire' and to work with our students that were reacting to the complex trauma in their lives with complex behaviours
- The SEL team working with the entire classroom with some of our students with the most complex behaviour needs, and working with the classroom teacher to set up cool down boxes and calming corners, etc.
- It wasn't the pull-out model that focused only on the students with complex behaviour
- It was a great model for inclusion that still provided SEL support to the teachers, EAs, and ALL students, with extra time for the students that needed more
- Great to have a team with us working in our classroom. So effective
- Reduced issues of students having to 'leave' their home school and their negative perceptions of being removed.
- Supported teachers with some very big challenges and offered teacher some tools to work with in the classroom.
- Working at the classroom level teaching and learning about social emotional strategies.
- More of an inclusive model
- Ample training and support for SELC staff as well as classroom teachers/supported by the behaviour support teacher
- Focus on specific and necessary skills for students in their classroom setting with teacher and classmates
- Never missed a class outing or opportunity
- Schools of target were chosen by district support staff + district management
- Classrooms of target were chosen by SELC teacher, behaviour teacher, and the school-based team.
- Learning in the setting.... not having to learn then transfer to a completely different setting
- Every support in the classroom was able to learn along with the students
- All students were more inclined to participate
- Using the same learned SEL language as a peer group supported the more challenging students as well
- SELC in the school took some pressure off staff in dealing with behaviours, being supported, and gaining the skills they can continue with once SELC was gone
- Some connection remained between the SECL staff and schools they departed after the 6–8-week period
- No time lost through bussing or transition times.
- Going IN to schools to provide the teaching and support seemed to go somewhat better
- Schools seemed more receptive to wanting this
- Students stayed connected with their schools, classrooms, and peers
- Teachers were being supported right in their classrooms to learn strategies
- Were able to share social emotional support to the entire class
- Individual students who may have been targeted got to still stay with their peer group
- Beneficial for all students to be participating in the SE learning and also taking advantage of learning some of the strategies
- Classroom teachers, school EAs and other school personnel such as SSTs, admin, and district counsellors were also exposed to elements of the program to varying degrees
- Helped facilitate the acquisition of common language and philosophy by the staff that remained once SELC moved on
- Nice having the instruction for the whole class. The whole class participated and learned many strategies. No one felt singled out.
- While in residency, the close relationship between the SELC teacher and the classroom teacher(s) was advantageous
- Able to lead and model lessons, and share and make resources for teachers to make their lives easier

- Able to lead and model lessons, and share and make resources for teachers to make their lives easier
- I felt that in its second year, SELC found its voice.

## 7. What were the **disadvantages** of the second year of the program and the delivery method? 22

Responses

10 respondents (45%) answered **school** for this question.



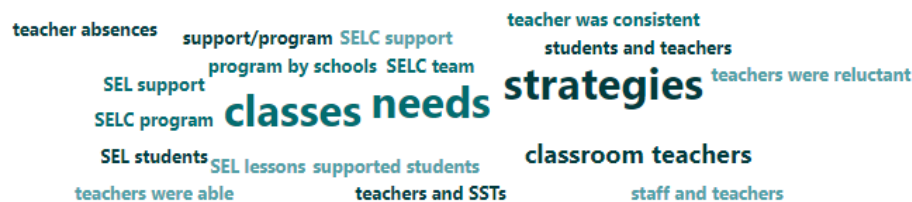
### Comments:

- Wasn't long enough time in residency, and it was really HARD when the SEL Team left.
- Managing ways to fit in curriculum due to the 10-week extensive SELC in class/school
- COVID made it challenging to bring groups together from different learning cohorts
- Schools were wanting more clarity on the process and who does what when and how etc.
- Students that needed a smaller more regulated space/group did not have that available to them as most schools do not have the extra space to provide that level of intervention
- Shown classroom teachers and EAs that were 'on fire' every minute of every day, what their classes could be like if there was more support for the students with complex special needs, and then we pulled that support. It led to frustration and a lot of negativity about the need for more support in classes and with our students with complex needs
- Even though the SEL team worked in classrooms where the school staff identified, there were sometime problem with the 'buy in' factor from classroom staff.
- Do not believe that the importance of social emotional learning and all of the research and philosophies behind it can be taught in 6-8-week segment.
- Needs to be a whole school mandate/professional development/growth plan goal.
- The SEL team had to leave. Would have loved to have them forever.
- Challenging for the home classroom teacher to not feel their space was being taken over by all the other adults
- Challenging for students who connected to the added adults as they become primary support for some students then were 'gone'
- When extra SEL team support was removed I feel the students and teachers felt a bit of a loss and struggles to manage with less support as students became accustomed to having
- In-service sessions for classroom teachers did not happen monthly
- Did not allow the classroom teacher a reprieve when students were not present in the class
- Some teachers expected the SELC team to come in and 'fix' their class rather than understanding they would need to learn the curriculum/strategies and implement them and make sure they were developing a strong and positive relationship with their challenging students
- Understanding of the SELC program by schools was lacking - perhaps there needed to be a much clearer, sequential, written process of what was going to happen, who was to be involved and when, what everyone's role would need to be, what the expectations of the school staff would be (i.e., changing supports within that certain class, changing times of support, SSTs involved or not etc.).
- A full meeting to outline all of this PRIOR to SELC involvement may have helped clarify the mystery or frustration around some of this
- Less one on one support, no small tight knit group of kids getting together, less connected to the SELC teacher
- Student attached themselves to a SELC YCW and then experienced a loss and regression when that person was no longer in the building, after a couple of months
- Classroom at HES was expensive and now underutilized
- Many adults present in the classroom, made for very busy times

- The language of the Zones of Regulation so that was a negative for me
- Classroom space at HES changed to office space and resources not able to move around with the mobile storage
- Lack of qualified SELC staff to support those students who were not able to learn in the classroom environment.
- Lack of parent/SELC staff relationship. It was much less personal than the first year
- SELC room and furniture sat idle – though Highlands staff liked using the extra space
- New SELC program support staff, which took a long time to hire.
- All staff with SELC left in June or July
- Not all classroom teachers were on board with the program... teacher buy-in needs time
- Difficult to attach an admin overseer when the program was not in one location. this meant that the District Principal was the admin... difficult to do when not present in the schools
- Not enough communication/consultation with the host school prior to SELC's arrival. We want the SELC staff to be welcomed and their role understood before they start
- Lack of parent/SELC staff relationship. It was much less personal than the first year.
- Not having office space to store materials or consistent workspace to work with students
- COVID made it challenging to bring groups together from SL different cohorts
- Students that needed a smaller more regulated space/group did not have that available to them as most schools do not have the extra space to provide that level of intervention

8. What did you **find interesting** about the second year of the program and the delivery method? 22  
Responses

5 respondents (23%) answered **needs** for this question.



#### Comments:

- We learned that if SEL is not consistently taught and implemented as part of the everyday learning/teaching of a classroom, it does not work, and it won't continue. It must be more than a 6 - 8-week pop in/pop-up program.
- Being in the same schools for a longer amount of time to work with multiple classrooms would have been more beneficial. Blitz the school well so there is staff buy-in
- Communication between team members was more difficult and roles needed to be better defined to avoid stepping on people's toes.
- Even teachers that ask for SELC support and strategies have a hard time following through once SELC team is not directly involved
- Really liked the idea of SELC working in a host school
- The social emotional learning was imbedded in more of the day.
- The teacher used real life situation to help students understand.
- Only in the elementary – lacking in the middle years
- The program faced additional challenges with classroom teacher absences and leaves but when the classroom teacher was consistent and seemed comfortable with the additional bodies in their room, enthusiastic collaboration was apparent. I think ensuring that the program is matched to a teacher who welcomes the coaching makes a critical difference to success.
- The perception of the classroom as "high need" may not be the best determinant for programming.
- It was great having two classes participate
- With the Covid limitations it made it tough to truly expand the program school wide
- Third year would provide the opportunity to create a school wide common language and possibility of even a scope and sequence to strengthen the social emotional development across the school



- A clear program was never presented to the staff, so the growth became stagnant
- The whole class could take advantage of the SEL lessons and understand that fair is not always equal
- Social Emotional Learning is important for all - the SELC program was targeting some of our 'littles' who have significant struggles in this area and need much more support and some targeted interventions. But they also are the students who need a very strong, positive connection with the adults in their world to be willing to try these strategies. Teachers need to be willing to have SELC not only teach the teacher the strategies and how to help our 'littles' learn them (it's better to come from the classroom teacher as that is who will be in the classroom for the year), but to put it all into practice with the SUPPORT of the SELC staff. At times it seemed like teachers were hoping that SELC would come in and 'fix' the class.
- SELC YCW supported students that overlapped with school based YCW but did not coordinate goals/services despite school request.
- Amount of visual support suggested from SELC team for some of our 1701 students
- Length of time was short. Many students with SEL needs at Steeples take longer to connect and 'buy-in' to new people and programs
- Many teachers were reluctant to the support/program. Once things moved forward there was acceptance but until teachers understand everyone's role in the classroom it is scary and very busy
- I enjoyed listening to the children using the language.
- Other support staff to many of the students in the classes receiving the program we were not given any information or support in programming that was being presented to the students to create any consistency or ongoing support in the format that was being used
- The entire program was interesting, practical, and very enlightening
- Improvement over the first year. More students and teachers were involved, rather than the students being sent to another school for part of the day for part of the year, and the classroom teachers and SSTs having no idea of what was being taught at Highlands. The support team for the students was involved. Communication was good between the SSTs, the SEL team, the teachers, the EAs, and the families
- I found the information pertinent and relevant. The SELC teacher became part of our classroom community. Her delivery method was engaging and inclusive

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### If you were involved in this year 2021-22...

The SEL Team consisted of a new teacher and a new YCW. We stopped seeking an EA for the position in November after many postings.

New staff brought on new approaches and ideas. The program started in Highlands where the SEL Centre room existed. YCW services continued at Highlands and branched to TM Roberts in the winter months. Teacher services started at Steeples in May.

9. What were the **advantages** of this years' program and the delivery method? 20 Responses

9 respondents (45%) answered **school** for this question.

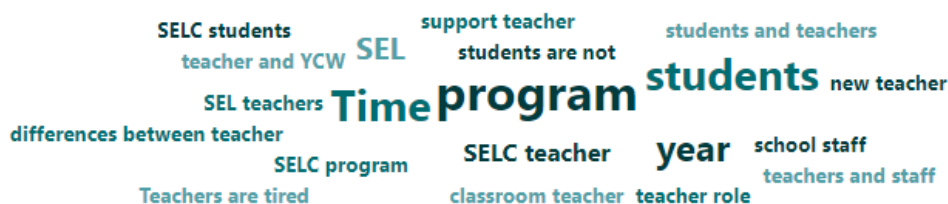


## Comments:

- Have another teacher in the building to help regulate and offer ideas/strategies for our students that are not able to be in their classrooms, and to help with complex aggressive and violent behaviours that seem to be increasing
- Were able to hire a new teacher who was given a lot of time to learn and plan
- Support with challenging students, providing the time and personnel needed to work intensively with more challenging students in the primary (grades 1,2). Bringing in resources to support our students. Supporting EA and teachers is something the teacher would like to do, especially with recognizing their own nervous systems
- Able to look at our current Regulation Room to have SELC use the space as it fits well with the purposes of SEL
- Believe there would be a possibility of this method being beneficial school wide if there was a clear plan outlined and a willingness to engage with children
- Not as child-friendly language like last year
- SELC attempted to support the whole school rather than in isolated classrooms so that ALL staff and stakeholders can benefit from SEL
- SELC attempted to support the whole school rather than in isolated classrooms so that ALL staff and stakeholders can benefit from SEL
- YCW from SELC provide some small group instruction for a small group of students from my class
- Through the exchange of interests and resources I was made aware of some of what the SELC teacher was doing in the district and the school where I was the counsellor starting in January. I think that one of the advantages was the careful research and selection of an accessible resource for classroom teacher implementation.
- The SELC teacher went into classes and taught full class lessons. This was helpful for some teachers as well so they could pull and work with individual students if necessary (ex: teacher wanted to build a relationship with a student with selective mutism, this gave her the opportunity and benefited the rest of the class with SEL lessons)
- Having the SELC program in a host school
- Staff is very knowledgeable
- YCW provided lots on program in classes and with small groups
- Having a YCW deliver programming and support to Students - equipping them with a toolbox of concepts, tapping into multiple groups of kids hearing the same language

#### 10. What were the **disadvantages** of this years' program and the delivery method? 22 Responses

8 respondents (36%) answered **program** for this question.



Comments:

- Very little classroom support
- No specialized interventions for students that are unable to regulate in a whole classroom setting
- No teacher in-services to bring teacher to collaborate and learn way to make SEL part of their everyday classroom
- No teacher in-services on trauma or other developmental delays that might contribute to difficulties in SEL
- Not understanding what the delivery of SELC was supposed to look like
- Unclear about the teacher role of SELC and the teacher role of SELC students



- Having a SELC teacher connect and provide strategies with the students and teachers in the school might have had a positive spill over of support
- The SELC team struggled to get buy-in from school staff with their vision of the program
- Took a long time for the program to figure out their identity and how they want to run things. They have lots of great ideas, but maybe just taking on more than they can handle at a given time
- I have questions about the developmental appropriateness of some of the "self-awareness" techniques promoted by the program
- I was disappointed that I did not observe more apparent collaboration with the Indigenous Education department to indigenize the SEL curriculum. My best hopes for the future of the program would be that Indigenous worldview and storytelling would be integrated into the materials which is in keeping with the goals of the revised provincial curriculum.
- Supervision of the program could have been better.
- Communication was inadequate
- Having a change in staff had an impact on the program gaining momentum
- This was the third year in a row of seeing things change again with the program
- Committees were struck (ex. staff, parents, students) to try and develop a whole school SELC, but I didn't see this having an impact
- I appreciate that different people bring new approaches and ideas
- As teachers we have professional autonomy and work hard to integrate SE learning in my daily practice and there were times when I felt like the program was very focused on telling us about different program names or different professionals
- From a relationship lens having a new teacher and YCW was hard as trust is something that is earned rather than expected. Planning and a new lens takes time
- People were tired and I think trying to build on this was putting more on their plate in a time when people were feeling very stretched already
- SELC program was initially developed to focus on primary students, I saw a big focus turning to the intermediate
- Teachers are tired and it was difficult to engage in taking part in SEL
- It is very difficult to build a bond with students at this time of the year and when it is for a short duration
- The space we have to offer the SELC team are limited with the high needs and planned spaces already in use in the school
- The SELC team started unannounced
- Late start due to staffing appointment
- Time restraint on proper delivery to multiple schools
- Role differences between teacher and YCW - both provided support & programming
- Guidance from SELC teacher in providing options for programming
- SELC staff not present in all schools listed
- Too many program options available - no long-term plan or goal setting
- This year's approach did not allow for the relationship building required to build trust when providing programs
- Referral process to SELC
- Not having a consistent space in other schools
- Scheduling programs around other programs being facilitated by school staff (SLP, YCW, SST)
- SELC staff do not present as a "team"
- Communication was lacking in many ways (DO - SELC, SELC - schools, DO - schools)
- This was the most challenging year of all for SELC. There were so many issues surrounding hiring and establishing relationships that it never really found its footing.
- Lots of resource gathering but limited implementation from my vantage point
- Time spent on planning
- Went a bit on their own path as little was known and ability to follow through with the initial vision was difficult with COVID
- Some overlap in what the Behaviour support teacher and the SELC teacher are trying to support
- EA not hired for program after several attempts - there is little interest to work in the program in any of the years and honestly no need

- Teachers and staff are tired. They do not have the energy to take on someone new in their class and explain the dynamics of their classroom, and listen and implement strategies that they have already previously heard about from the BRT and previous SEL teachers

#### 11. What did you find **interesting about** this years' program and the delivery method? 20 Responses

6 respondents (30%) answered **program** for this question.



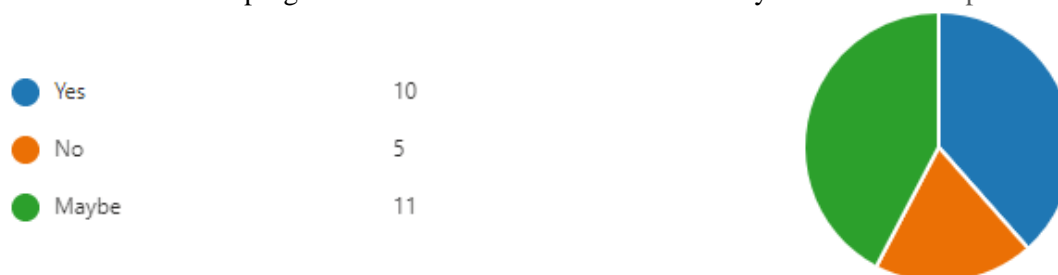
#### Comments:

- SEL is not a lesson that can be taught once a week for 45 minutes. It encompasses the culture and climate that is within a school and even the broader community. SEL needs to happen within the relationships and space that are already present rather than thinking that students can learn the "skills" necessary for SEL in a set amount of time and then be expected to transfer those skills back in the environment in which they came from.
- It is key to have connection with kids and that takes time and direct interaction with them.
- We know our complex students rely on predictability, routine, and consistency. Our students are not quick to warm up or trust others, especially the ones that need the most support.
- It has shifted so far from what the initial proposal and presentation was..... most likely out of need but also out of belief that having students learning out of element is not always the best transference of learning/understanding
- Opportunity to provide programming to various classrooms and students in each school
- Feedback on YCW delivery has been positive
- Could be sustained through support and use of YCW already in each school
- I loved this year's enthusiasm and vision for the program
- Resources seem thorough
- Plans are being made for the remainder of the year, as we are the school in the last part of this year's service it would make sense to have SELC continue into the next school year for a good chunk of time or have them at our school for the year (as needed)
- The idea was there. I thought the involvement of parents was a great step. Maybe post Covid this would be beneficial.
- SE Learning is a huge area, and we just teach the surface stuff, and we think we are covering it. I thought I was covering it. I have found that there is way more to know, understand and embed in my teaching – when do I find the time to learn what I need and fit it into a day full of all the other learning priorities I have?
- There is a lack of data collection and measurable results
- It was interesting to understand the effects of COVID on both students and staff and how the past two years have affected schools.
- In talking to colleagues in other buildings, where needs are also high, I was surprised that they had not heard about the SELC program.
- At the beginning of the year, we heard a lot about a school-wide SELC program, but as a staff we had not be part of any discussions on our participation in this, or what it would look like. There was a meeting that was supposed to clarify what the program was, but it still didn't provide very much clarity.
- I also found that there was a big focus on the social emotional wellness of adults, rather than students, which the program is in place for.
- As adults we need to be aware of our own social emotional strengths and how to deal with stress to be able to model and help kids with their SE learning.

- Although I am solution-focussed in my practice, I found the application of the problem-solving strategy which was part of the program interested me. I saw students at Highlands accessing this aspect of the program when they had a need
- The data collection is great, just need a plan of what to do with it and how to address results.
- Getting to meet a new SELC staff.
- Wonderful vision of how the program could run and what it could look like but lacked some clarity and follow through
- I did not understand why the teacher did not connect with our students who were at risk/fragile and or in need? I guess a person can't be everywhere so perhaps the needs were bigger elsewhere
- I am not sure that I have ever understood what the purpose/mandate/intent of the program was

## Social-Emotional Learning Fall 2022 onward

12. Should the SEL Centre program continue for Cranbrook Elementary schools? 26 Responses



13. Please elaborate on your answer in question 12. 26 Responses

19 respondents (73%) answered **students** for this question.



### Comments:

- Every year we try something different, and with feedback and support, we are going to find what works. We just are not there YET.
- I would like the program to go back to its initial phase, where it's housed within one school and students leave their school to attend.
- If it's only in 6 - 8-week chunks of time, then no. I don't see enough improvement with staff and students to justify spending the amount of money required
- If it's only small chunks of time, in and out of schools, I don't think it's worth the cost. It needs to be a year long investment in one school to show if it makes a difference or not
- If the program can continue to change and grow, then yes, I think there is HUGE potential.
- Have the SEL teacher, EA and YCW come into one school, and the entire focus for every pro-d day, staff meeting, and the growth plan is SEL. The entire school commits to this and the SEL team leads it. They teach it and they model it, and they measure it. They take data in Sept., Dec., and June. Did we see a difference in the behaviour of our students?
- I also think the BRT should be involved with the SEL team.
- This is too important to not have happen yearly.
- I saw tremendous growth within some of the students that took part.
- SELC indicates that students have a hard time learning when they are dealing with social emotional challenges. I understand the theory behind the concept but sometimes, I think there is too much emphasis on the theory part and not enough on practice by all teachers who have so many students with varying needs.
- I feel their needs to be more connection to services and supports in the district to create more cohesive programming for our challenging students.

- Having programs work together and form a collaborative approach for students with trauma and /or other challenges may be easier for the continued staff working with that student to help maintain and continue that support and more likely to meet a student's specific needs
- I see many students with SE challenges. I think there should be a type of SELC program at the school level for grade 6 and 7.
- The program delivery needs to be revisited and articulated more clearly with all. What we have been doing is not working.
- I think that the model of year 2 (residency within the buildings) would help.
- A centre pullout model removes students from their home community - these are many students who don't have strong attachments in their early development - so they need to remain in their home site and be supported through connection, safety and co-regulation of their adults and peers.
- Starting SEL in a school is a project that would require more time, money, and resources than a school could offer to make the program successful. Our school is in need of a good program to teach and use with staff and students.
- SELC would need to look different. Perhaps it could be a targeted to a classroom or a school rather than to students. There would need to be work on specific goals, some data collection prior, and then again after at the very least to see effectiveness etc.
- Not in its current form. To support students social emotional learning students, need to be able to form connections with people. Having the program move from school to school is not sustainable. Who gets the support? How long? Then those kids make connections and then that person is gone to another school.
- There needs to be much more clarity around what it is, who accesses it, what expectations are for everyone, what the goal(s) is for it etc.
- Our students are our future. We need to invest in them. The SELC program gave some advantage to these struggling students. Gave them a connection to more adults in our school, allowed them to build friendships in small groups, provided students with one-on-one support in learning how to learn at school. It helped build a bridge for our kids. It showed them that we truly cared about them and their future. I am grateful for this program and wish there was more of it.
- I believe at a time when we are being forced to make very hard economic decisions, this program has a high cost for very little benefit to kids.
- Under the philosophy of lifelong learning and a growth mindset it is important to reflect on the past three years and make changes to the program and its delivery. Mistakes are merely learning opportunities and we have an obligation to our staff and students to not give up on something because we made mistakes the first time. Change takes time and we have systems in place that may hinder growth. COVID has provided a huge opportunity to step up and really reflect on the mental health gaps and the developmental variability that exists within our students. We will all fail and "fall down" in life but the lesson lies not within the fall and but the choice to get back up and try again.
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- I think it is imperative that the SELC program be given another year at least to roll out the programming to other motivated teachers and schools in the district.
- I just wish there was a way to evaluate if the program made an impact.
- I feel that I spend a lot of my time helping to regulate students; if someone was in our school consistently, they could provide tools and a space for students who need it.
- The SELC program could be structured more like the Behavior resource teacher who helps SSTs, teachers, and maybe even YCWs. The SELC position could focus on resources and ways to help staff teach their students about SEL. I think YCWs are lacking training in this area, and this could benefit them a lot.

- There seems to need to be a balance between the pull-out concentrated format and push in/support, in the students' natural settings. Also needed is supported follow through with support staff in the school and classroom. Although having said that when the SELC program left the classroom after all their push in hard work, there wasn't consistent support by the classroom teacher and support staff. I felt that the services the YCW and counsellor delivered such as Mind Up in all classes was perhaps just as beneficial.
- I felt that the SEL program was effective at reaching students with specific social and emotional challenges and equipping them with tools that they could then practice using in their normal classroom setting.
- If there is any return to the initial purpose and vision of the original program or growth towards something that still supports, the original vision of inclusion and safety of student with SEL difficulties. This may not always look like full inclusion in classroom communities, because that is not necessarily the safe place for them to regulate, but inclusion in school community and providing skill that will generalize into success for long term, not just a short-term band-aid.

14. How would you recommend we increase positive social, emotional and behavior health with students?  
25 Responses

16 respondents (64%) answered **Teachers** for this question.

**needs Teachers students**  
**support staff**

Comments:

- Looking at bigger picture for these students, not a band-aid that gets them through the year. Have YCW's that know different programs and what is available, provide training to all team members working with these students. Have options available for when the classroom environment is to much stress.
- Promoting healthy connections, continued support and from another teacher in-person rather than loading more onto teachers to read about, modelling and providing example lessons, supporting specific students and their team with ongoing work and strategies that can be implemented and used as strategies ongoing
- I believe it would be beneficial to invite principles, parents, and professionals in the community to learn more about the positive impact of Social & Emotional Learning on students so that they can work with teachers to provide more support and follow-up for students beyond the classroom space.
- Schools or the district needs to focus on developing a common language, common programs, targeting specific skills. Finding ways to give teachers or SST the skills, tools and programs to better support the kids in their schools/ classrooms.
- In my opinion, the delivery of any program needs to be normalized and kids need to be supported and have strategies to learn and practice that are supported in the settings in which they occur. Inclusive education, push in and UDL. Not to mention what about the student's needing connection in their home school with their home support staff and peers. Maybe SELC staff and funding could relive classroom teachers to build bonds with their most difficult and disconnected students. Just some thoughts maybe not built on a tonne of wisdom.
- Programs that support targeted students, as well as school-wide supports for ALL students.
- I think it would be great if we eventually get a program that carries through all grades in a school so that there is consistency for these students as they transition from year to year.
- more trained staff at schools, SEL in teacher college, more spaces for small groups to work on skills, space for a SEL room in each school, parent support/education
- I appreciate the work of both the SELC teacher and the Behaviour teacher in the district, plus the work of the counsellors and YCWs but I think that social, emotional, and behavioural wellness is

caught more than taught so I would love to see more support for parents, teachers, SBT teams, and school communities to build healthy teams with improved support, communication, and connections. My best hopes are to have alienated parents more included in community as I believe this is an overlooked resource for kids in our schools. I am disappointed when teachers and school teams overlook the "secondary" parent

- Professional development for classroom teachers, more counsellor time, smaller class sizes to enable classroom teachers to not be so stretched to continued to develop connections with students.
- First and foremost, we need to also support the adults. You can't lend calm if you aren't calm yourself. Everyone is eager for "strategies", but the true strategy exists within the safety and security of relationship. Teachers and admin need more training and support to understand that self-regulation isn't about self control, that there is no winner in a power struggle and that problem solving involves collaboration. We need to embrace a trauma informed lens and help build a community of understanding and empathetic individuals. We need to reflect on our principals and values and then ensure that the work that we are doing lines up accordingly. We need to look at equity, bias and our policy and procedures. If we are doing what we are currently doing because "that's the way, we have always done things" then perhaps it is time to do things differently. Change takes courage and leadership is a collective experience. If anything, good can come out of COVID it has provided us the opportunity to reflect and change in a way that truly prepares our kids, our future generation, for the real world. To do this, we need to teach and model connection, empathy, understanding, perspective taking and problem solving on all levels. While I have some specific ideas about how to do this, I am hesitant to put them here because they are only my ideas and come from my perspective and I honor collective decision making and a team effort. We can't keep existing in silos.
- I believe many teachers are already doing a great job of social emotional instruction with their classes. Especially in the primary grades. I think it may be beneficial to have a steering committee that would meet, discuss, and look for ways to support teachers who are interested and willing to strengthen their social emotional instruction. The movement will grow (I think it is already growing rapidly). A district vision with actual resources would also go a long way. In addition, allowing each school time to develop a plan and implement it.
- A SELC program at each building. Especially the schools with a higher need. Small group times that help students build a connection to our schools, teachers and build their interest in learning/or help them regulate so they have the chance to learn.
- Teachers need to understand their role in the process and that Social Emotional Learning teaching/training does not immediately 'fix' a class. There needs to be buy in for SEL as a process and strategies to help support staff and students. SEL needs to 'become' a part of the classroom.
- In our school, it all starts with connection and trust. Our students, especially those with trauma are so far removed from the learning aspect that they need their basic needs to be met, safety being key. We have used the Zones of Regulation as a school approach in the past, but over time, the learning ceased to go beyond the initial recognition stage of what colour zone they were in. I think that we need to have students to start to recognize how they are feeling, how to describe them in mind and body, that all feelings are good to have. I have heard that the interoception program is very good for this but need to learn more.
- Also, what has been key this year is learning and practicing co-regulation. This has been extremely important, but also extremely difficult. Staff understand the importance of regulation, but not everyone can be a co-regulator. Finding time for training has been difficult but harder yet is having to retrain staff to be effective at helping children regulate.
- I do firmly believe in connection being key, and with that, if we can have a SEL program in our school for an extended period that would foster connections and trust, I think that our school would continue to grow in a positive direction.
- I think we need to start by supporting the staff brain and body state (nervous system). and the adopting tier 1 universal supports in schools to help students and staff regulate emotions. Staff need to know they have connection, community and administration that cares not only for their students but for their staff well-being and that they have their back.

- This might include focused attention practices before recess, scheduled brain intervals, implementation of schoolwide neuroscience language WITH the goal being reduced office referrals and connection within the building.
- (Example from Connections Over Compliance book page 19 -Abbett Elementary - identified over 100 students of concern -and focused in on meeting the needs of the student -along with the above-mentioned school-wide strategies implementation - and the following year their list of students of concern was down to 14.)
- We need to address the pain beneath the pain-based behaviours many students and staff are carrying into our buildings.
- In-service opportunities for all staff
- SE Parenting programs
- Positive asset development training for staff
- "Zen-Den" type room in each school to allow for regulation (not just a closet)
- Focus on relationships first, then curriculum
- Less reactive responses and more pro-active support (teach all students skills BEFORE the behaviour happens so when the behaviour happens, they have support of peers to assist)
- Classroom presentations/programs for the whole school
- After school programming to support latch-key kids
- Consistent staffing in schools (when possible)
- Keep a type of social emotional program perhaps gearing towards the transitional years.
- A type of SE program would be good at the teacher training (COTR)
- Increase education for support staff/teachers to develop more of a Trauma informed lens with students. Develop a program/assessment/training for teachers, staff working with students to become more self aware of their own emotional responses and reactions.
- Increase pressure for Provincial/National teaching programs to include Trauma informed based courses as part of the standard Teaching Certificate.
- Enlist the help of all staff to follow through with SEL programming.
- These are skills that need to be taught to teachers first. Then once teachers are on board, they will pass it along to their students. There also needs to be consistency. Are we using Zones of Regulation? Are we using the Social Thinking program? Are we using Five Point Scale? Are we using the colour codes that Kim (BRT) has introduced? Are we using Mind Up? SO many different programs have been and are continuing to be used, that it gets confusing, and I think it makes SEL look like the next fad/gimmick rather than research based neurological learning that needs to happen with our students.
- SEL needs to occur daily within all classes, across all grade levels. Teachers should be equipped with the knowledge for delivery.

Respectfully submitted,  
District Principal Verbeurgt