



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

January 22, 2024, 1:30 p.m.

Cranbrook Board Office

Members

Bev Bellina
Trina Ayling
Irene Bischler
Chris Johns

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Approval of the Agenda

1.3 Approval of the Minutes

3

Approval of the minutes from November 27, 2023

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 In-District Response Training Program for Non-Violent Crisis Intervention

To align with the District's 2024/2025 annual budget timelines, the Committee has requested that a more definitive plan be in place for the January 22, 2024 meeting of the Student Services Committee

3. PRESENTATIONS

3.1 Social Emotional Learning Presentation

5

4. REPORTS

5. NEW BUSINESS

6. ACTION ITEMS FOR FUTURE MEETINGS

7. CORRESPONDENCE

8. QUESTION PERIOD

9. 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**

November 27, 2023, 1:30 p.m.

Cranbrook Board Office

Committee Members in Attendance: Co-Chair Trustee Trina Ayling
Co-Chair Trustee Sarah Madsen
Trustee Alysha Clarke
Trustee Chris Johns

Board/District Staff in Attendance: Chairperson Doug McPhee
Trustee Bev Bellina
Trustee Irene Bischler
Superintendent Viveka Johnson
Secretary Treasurer Nick Taylor (in at 1:07 p.m.)
Director of Student Learning and Innovation Diane Casault
Operations Manager Joe Tank
District Principal of Student Services Darcy Verbeurgt
District Principal of Early Learning and Child Care Laura-Lee Phillips
Executive Assistant to Secretary Treasurer and Superintendent (recorder) Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Co-Chair Trustee Ayling called the Student Services Committee meeting of November 27, 2023, to order at 1:01 p.m.

1.2 Approval of the Agenda

Moved/Seconded by Clarke/Johns:

THAT the agenda for the Student Services Committee meeting of November 27, 2023, be approved as circulated.

1.3 Approval of the Minutes

Moved/Seconded by Johns/Clarke:

THAT the minutes of the Student Services Committee meeting of October 23, 2023, be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

Nil

3. PRESENTATIONS

3.1 Neurodiversity

Presentation by Speech Language Pathologist, Collette Tovee. This was followed by a question and answer period.

4. NEW BUSINESS

Nil

5. ACTION ITEMS FOR FUTURE MEETINGS

5.1 In-District Response Training Program for Non-Violent Crisis Intervention

District Principal Verbeurgt and District Vice Principal Atwal are continuing to research a district training plan for non-violent crisis intervention. The plan will be both online and in-person.

To align with the District's 2024/2025 annual budget timelines, the Committee has requested that a more definitive plan be in place for the January 22, 2024 meeting of the Student Services Committee.

This is an ongoing action item.

6. CORRESPONDENCE

7. ADJOURNMENT

Moved/Seconded by Clarke/Madsen:

THAT the November 27, 2023, Student Services Committee meeting adjourn at 1:52 p.m.

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

Social Emotional Learning in SD5

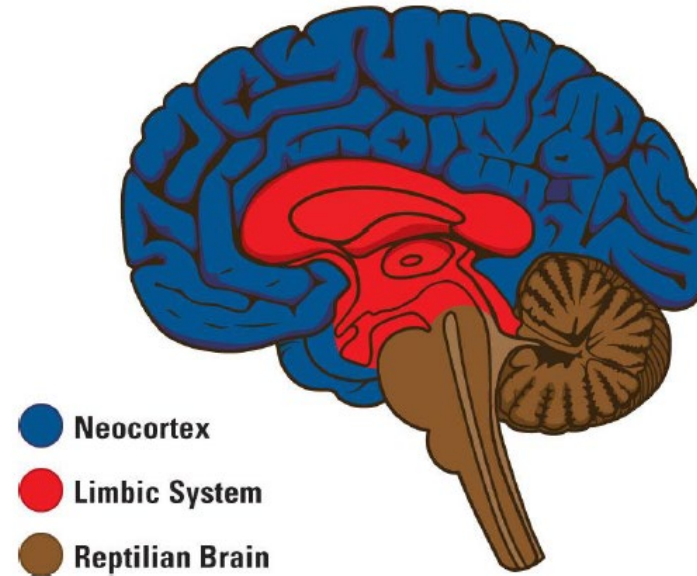
Building Capacity in Our System

January 22, 2024

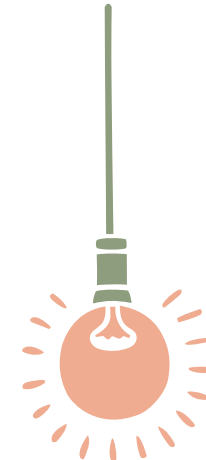
Great things happening...

- Compassionate Systems Leadership (CSL)
- Book Studies: Connections Over Compliance, The Re-Set Process Trauma-Informed Behaviour Strategies, Regulation and Co-Regulation: Accessible Neuroscience and Connection Strategies that Bring Calm into the Classroom, Girls on the Brink: Helping Our Daughters Thrive in an Era of Increased Anxiety, Depression, and Social Media, Feeling Seen
- Curriculums/Resources/Courses: The Changemakers Curriculum, Calm Connect, The Regulated Classroom, Interoception, Sunshine Circles (attachment-based play circles), Enhancing Resilience in Children and Youth (Self Reg Course by The MEHRIT Centre)
- SEL Focus Group of teachers and PVP – six sessions through 2023-24
- PVP and SSTs reaching out to ask for training/book study/ PRO-D opportunities

Figure 1.3 The Triune Brain



Source: The MEHRIT Centre, based on MacLean's (1990) Triune Model of the brain



Stress Behaviour or Misbehaviour

Understanding the Impact of Stress on the
Brain and Body






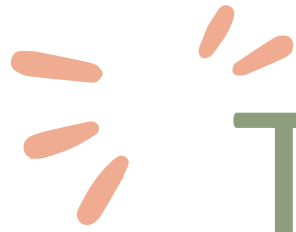
SELF-REG SCHOOLS A HANDBOOK FOR EDUCATORS



CHRONIC EXCESSIVE STRESS

Causes neurobiological changes that can change our perceptions of safety and threat – making us more susceptible to having a stress response to non-threatening stimuli (Porges, 2011).





THE BRAIN



✦✦ ADAPTS TO PROTECT
ITSELF FROM THE COST
OF EXCESSIVE STRESS

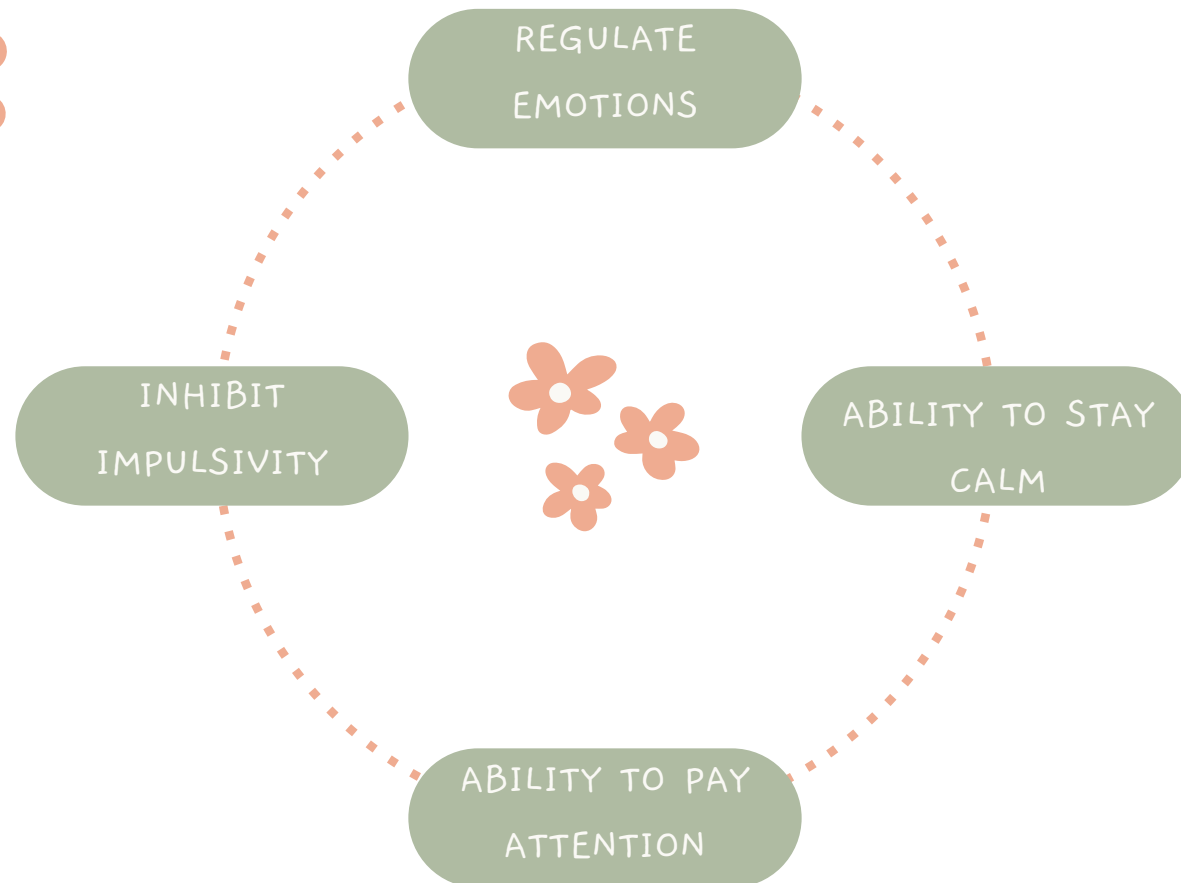
(PORGES, 2011.; SCHORE, 1994; VAN DER KOLK, 2014).

✦✦ CERTAIN PARTS OF THE
BRAIN ARE PLACED ON
HIGH ALERT, WHILE OTHER
PARTS BECOME MUCH
LESS ACTIVE





THIS IMPACTS THEIR ABILITY TO...



And form
healthy
relationships



CHILDREN IN CHRONIC STRESS



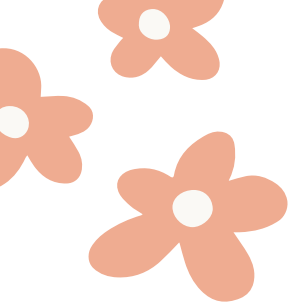
OFTEN

- seem to be sad/no emotion
- hair-trigger response to stress
- see neutral facial expressions and even friendly remarks as threats
- have problems regulating strong negative emotions- not just anger but also fear, sadness, loneliness, and shame



- demonstrate a significant increase in impulsivity and distractability
- have trouble anticipating consequences and evaluating risk
- are prone to withdrawal and aggression
- do not seem to feel empathy or have a sense of right or wrong





RED BRAIN?

BLUE BRAIN?



SELF-CONTROL LENS

We expect children to:

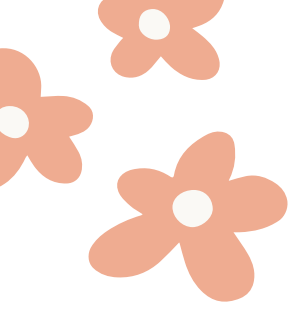
- inhibit impulses
- suppress emotions
- manage their own behaviours



SELF-REG LENS

- We recognize that Blue Brain and Red Brain states affect the ability to demonstrate self-control
- "Why this child?" and "Why now?"
- Consider next steps - recognize and reduce the negative stressors at the root of learning, mood, and behaviour problems





STRESS BEHAVIOUR



IS CAUSED BY
TOO HIGH A
STRESS LOAD.








TIPS TO DEAL WITH STRESS BEHAVIOUR IN STUDENTS



1. Figure out and reduce the stressors.
 2. Help the child learn what it feels like to be calm.
 3. Help the child develop strategies that help him get back to calm when he feels himself becoming agitated.
- 
- 



BY HELPING CHILDREN LEARN

- 
- how to manage the stresses in their lives
& to balance their energy and tension,
 - We can put them on a new trajectory that
leads to long-term well-being.
- 
- 

Moral Issue or Biology?

Fight	Flight	Freeze	Fawn
Clenched fists	Walking/running away	Blank stares	Perfectionism
Aggression including slamming/throwing	Head down, hoodie up	Dissociation	Over-prepared
Arguing or sudden outbursts	Purposely getting kicked out	Won't can't engage/ respond/move	Overly helpful
Defiance or answering back	Withdrawing/ daydreaming	Seems numb and unreachable	Submits to pressure easily
Yelling, hitting or provoking others	Headphones in/ignoring	Seems distant, forgetful, unfamiliar	Lacks boundaries
Silliness or yelling	Hiding	Mute	People pleasing

Figure 2.7 Examples of Self-Reg Stressors Across the Five Domains

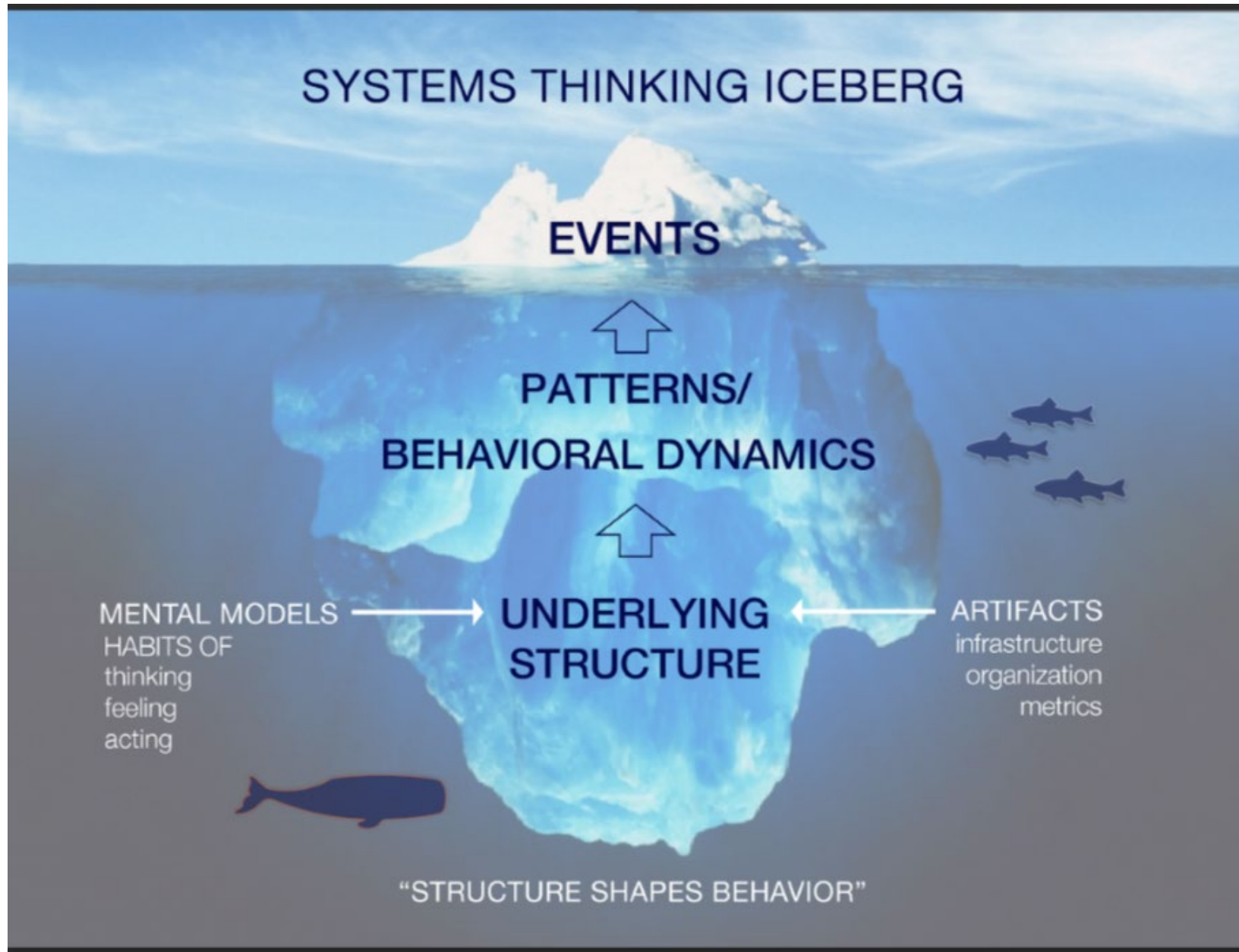
1. Biological Domain: Consider energy expenditure resulting from the following example sources of brain-body stress.			
<ul style="list-style-type: none"> • asthma • bright lights or fluorescent lighting • caffeine • chronic pain 	<ul style="list-style-type: none"> • extreme weather conditions • food intolerance or sensitivities • hormonal changes 	<ul style="list-style-type: none"> • hunger or thirst • insomnia • loud voices • smells or scents 	<ul style="list-style-type: none"> • traffic • travel • visual noise (busy walls)
2. Emotion Domain: Consider energy expenditure resulting from the following example sources of brain-body stress.			
<ul style="list-style-type: none"> • anticipation or overexcitement • anxiety or fear • confrontation 	<ul style="list-style-type: none"> • depression • disappointment • divorce or separation • doubtfulness 	<ul style="list-style-type: none"> • embarrassment • grief or loss • helplessness 	<ul style="list-style-type: none"> • loneliness • moving or relocating
3. Cognitive Domain: Consider energy expenditure resulting from the following example sources of brain-body stress.			
<ul style="list-style-type: none"> • ability to organize thoughts • being put on the spot • competition • confusion 	<ul style="list-style-type: none"> • deadlines • information overload • interruptions • learning something new, such as a language 	<ul style="list-style-type: none"> • making decisions • memory lapses or issues • pattern recognition 	<ul style="list-style-type: none"> • reading challenges • understimulation • visual problems
4. Social Domain: Consider energy expenditure resulting from the following example sources of brain-body stress.			
<ul style="list-style-type: none"> • adjusting to retirement • being bullied • being in a social setting alone • confrontation 	<ul style="list-style-type: none"> • confusing social situations • crowds • difficulty reading others' cues 	<ul style="list-style-type: none"> • disagreements with a partner • hostility • jealousy • lack of friends • large family gatherings 	<ul style="list-style-type: none"> • learning the norms of a new group • peer pressure • small talk at social events
5. Prosocial Domain: Consider energy expenditure resulting from the following example sources of brain-body stress.			
<ul style="list-style-type: none"> • being exploited by people or organizations • compromising your needs to help out another person 	<ul style="list-style-type: none"> • expectations of others • feeling empathy or sympathy • dealing with others' strong emotions 	<ul style="list-style-type: none"> • feeling responsible for other people's happiness • feeling unprepared 	<ul style="list-style-type: none"> • giving a gift • jealousy • sick child

What is needing support...

- **Our lens through which we view behaviour/social-emotional needs** – soft eyes, preventative, relational, co-regulatory, goal of felt safety and a sense of belonging, brain-aligned classroom discipline with small, medium, large back up plans, repair plans, empower staff and students with understanding their nervous systems/stress response
- **Foundation of a framework imbedded throughout the day** (Applied Educational Neuroscience, Self-Reg, CSL)
- **Understanding current research & neuroscience** -Why we must attend to regulating the physiological state (of staff and students) to make them more available for connection, conscious decision-making and academic learning

- **Neuro-affirming/trauma-informed/accommodating practices** throughout the district
- **Space** in all buildings for bodies that cannot stay in the classroom all day (Re-Set areas for staff & students)
- Focusing on **building capacity for all levels** of staff with *ongoing support* across the district
- Increasing **staff** social-emotional **competencies** & stress awareness
- **Resources** (release time, team meeting budgets, SEL team)

What is needing support (continued)



Self-Regulation

Self-Reg is based on the original, psychophysiological definition of self-regulation, which refers to **how we respond to stress – whether in a manner that promotes or constricts recovery and growth.**

The ultimate Self-Reg goal is to help people acquire the necessary understanding of when and how to manage their own energy and tension, so they adapt to the ever-changing and increasing stresses of life.

