

**PRIORITY:** Instruction

**GOAL:** To enhance personal and social responsibility.

**STRATEGIES:**

- Targeted social and emotional learning experiences
- Provide Tier 2 and 3 structures and strategies to support students who require additional instruction/intervention for social and emotional learning
- Promote and establish brain-friendly classrooms

FEBRUARY 2017



## STRATEGIC PLAN UPDATE: SOCIAL AND EMOTIONAL LEARNING

### Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

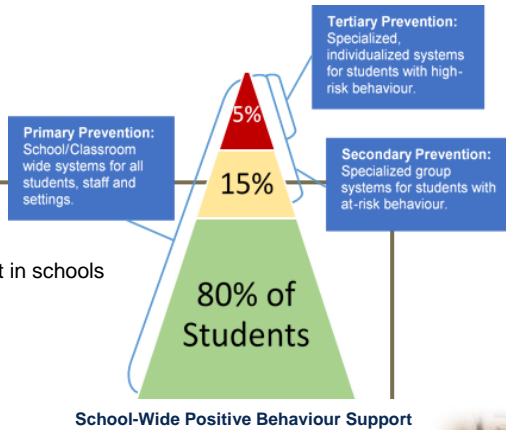


### Tier 1 Supports

Classroom	School	Community
<ul style="list-style-type: none"> <li>• Side by side teaching and instruction in areas of SEL                             <ul style="list-style-type: none"> <li>◦ Learning Support Teachers, Counsellors, Child and Youth Care Workers</li> <li>◦ Practicum Nurses</li> </ul> </li> <li>• Pilot Projects (eg. MindYeti)</li> <li>• Programs focused on mindfulness, self-regulation and empathy</li> </ul>	<ul style="list-style-type: none"> <li>• In-service Opportunities: Positive Behaviour Supports (PBS), anxiety and self-regulation</li> <li>• Professional Day/Community Event keynotes and speakers</li> <li>• Networking Opportunities: PBS Networking</li> <li>• Afterschool Learning Sessions: self-regulation, trauma-informed practice</li> <li>• School Social Work Practicum Students UFV/MCFD pilot project</li> </ul>	<ul style="list-style-type: none"> <li>• Child and Youth Mental Health and Substance Youth Collaborative Local Action Team initiatives and projects</li> <li>• Primary Prevention Committee</li> <li>• Mindfulness Based Stress Reduction course for service providers (teachers)</li> </ul>

### Tier 2 and 3 Supports

- Strategic use of additional EA support in schools
  - Needs based planning
- Counselling: Small group instruction
- Positive Behaviour Support
  - Behaviour support plans
- Check-In/Check-Out programs
- Elementary Mental Health Consultant
- Middle School Mental Health Consultant
  - Partnership with Child and Youth Mental Health
- Drug and Alcohol Counselling
  - Partnership with Pacific Community Resources Society
- Sensory Rooms
  - Development of protocols and involvement of occupational therapists/physiotherapists



### Brain-Friendly Classrooms

- Fostering of positive classroom environments that address:
  - Physical conditions
  - Mental conditions
  - Emotional conditions
- Actions to support:
  - Fine motor and sensory kits
  - Trauma-informed practice, self-regulation in-service



### School Innovation Assessment

#### Goal 3 (Social Responsibility)

To what extent are social/emotional learning experiences incorporated into daily instruction?

		Not aligned	Approaching Alignment	Fully Aligned	(NR) - Innovative
Brain-Friendly Classrooms	To what extent do classrooms reflect an awareness of current brain, research including sensory sensitive environment, self-regulation strategies and universal design?		✓		
Supporting Structures	To what extent does the school promote effective behaviours support systems through consistent behaviour expectations? (I.E. PBS, Code of Conduct, Restorative Practices etc.)			✓	