



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**COMMITTEE OF THE WHOLE
AGENDA**

April 28, 2015 from 9:30-11:30 a.m.
School Board Office – Gibsons, BC

1. Mind The Gap – S. Leech and R. Skene
2. Visions for Learning – Strategic Plan Review

Opening letter

- student centered, lifelong learning, importance of aboriginal culture and cultural learning and highlight plan

Quick facts re geography student #, school # and mix – town/rural

Mission...

to enable and inspire our students to realize their full potentials, as knowledgeable, confident and contributing citizens in the global community

Vision...

a community engaged in lifelong learning and educational excellence

Our Values

Inclusion:	We strive for a diverse, creative community that is dynamic, welcoming and inclusive where all learners and staff belong and are engaged.
Equity:	Our learning environments are healthy and safe to enable all students to reach their full potential.
Responsibility:	We believe environmental sustainability, social and fiscal responsibility will create aware citizens and a healthy future for our local and global communities.
Respect:	Building positive relationships through clear communication, and mutual respect enable us to be accountable to our community.
Innovation	We aspire to excellence in all we do by encouraging creativity, risk-taking and pride in personal and collective achievement
Collaboration	By working together in cooperation we create meaningful connection and a sense of belonging.
Celebration	By celebrating the contributions of students, staff and community members we create unity and bring joy to our work together
Ethics	We place ethics in high regard, and with open processes we aim to foster an environment of mutual trust and respect.



Mind the Gap

Building Bridges for Youth in
Transition



Funded by Health Canada



What is Social, Emotional Learning (SEL)?

A process of developing social and emotional skills in a learning environment, including opportunities to practice those new skills.

SEL skills include the ability to:

- Recognize and manage emotions
- Care about and respect others
- Develop positive relationships
- Behave responsibly and ethically
- Make good decisions

Social & Emotional Learning Core Competencies



www.casel.org



Why is SEL important?




Student Gains:

Improved Social emotional skills
Improved stress management
Increased academic performance
Increased job readiness
Improved attitude about self & others.



Reduced:

Emotional distress
Risky behaviours
Incidents of bullying
Aggressive behaviour
Stress and anxiety.



What does the evidence say?

- ▶ More than two decades of research shows that high-quality, well-implemented SEL can have a positive effect on school climate and promote academic, social, and emotional benefits for students.
- ▶ A meta-analysis of 213 studies showed that, on average, educational programs designed to promote social and emotional learning were capable of producing 11 percentile-point gains in academic achievement.

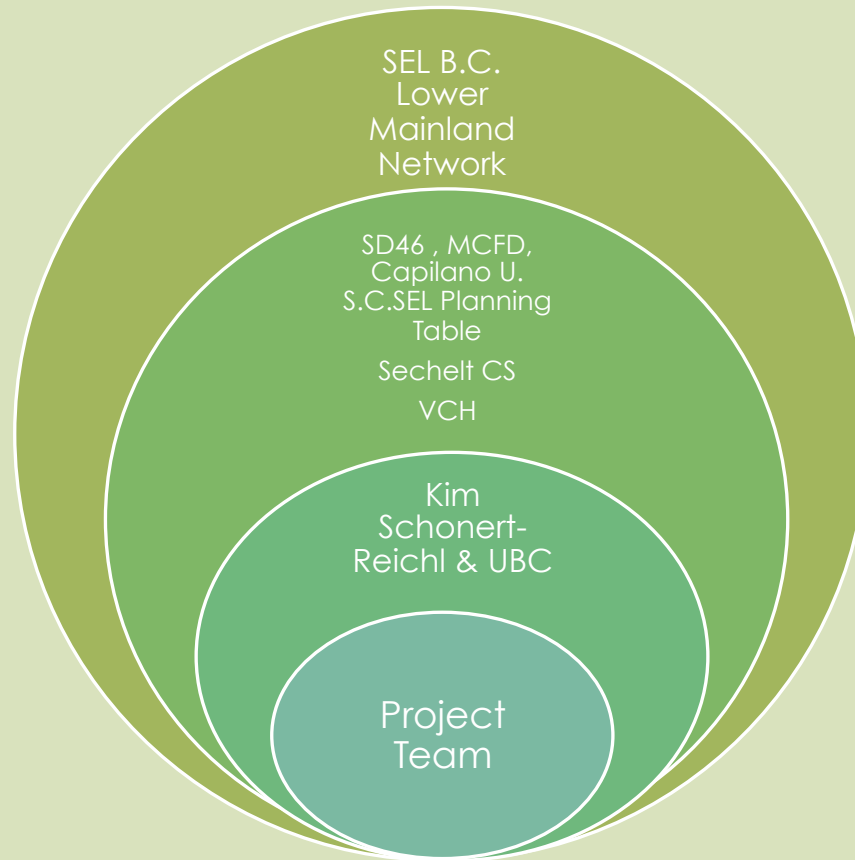
Why have an SEL plan?

Effective Social & Emotional Learning Practice



Roberts Creek Community School Mind the Gap Project Map





Project Partners:

School District #46

UBC – Kim Schonert-Reichl

Capilano University – Sechelt Campus (Health Minds Health Campus)

Ministry of Children and Family Development

Sunshine Coast Social Emotional Learning Planning Table

Vancouver Coastal Health

Sechelt Community School



Mind the Gap project.

- 3.5 years years. December 2013 – June 2016
- Building on the previous 2 Health Canada funded projects (April 2005 - March 2013)

DELIVERABLES:

- Programs, activities, and interventions to increase the social emotional capacity of our school community.
- Increase SD 46 capacity to deliver researched, evidence based Social Emotional Learning.
- Create a pool of instructors who can deliver programs to students, educators and families that support Social Emotional Learning in the classroom.
- Data collection: Pre-Post measures of all activities. Implementation evaluation (quality, duration and intensity of the interventions).
- SEL Implementation Guide.



What is unique about the project?

► **Universal intervention – not targeted or indicated**

Rose's maxim: *'a large number of people exposed to a small risk may generate many more cases than a small number exposed to high risk'.*

► **Ecological Intervention**

Combining skills-based interventions at the classroom level with programs that focus on behaviour, skill building and SEL learning in other areas or domains of the school and family.

What is Mindfulness?



Mindfulness is a state of being aware of and attentive to the present moment.

~ AND ~

“Paying attention in a particular way: on purpose, in the present moment, and non judgementally”

Jon Kabat-Zinn



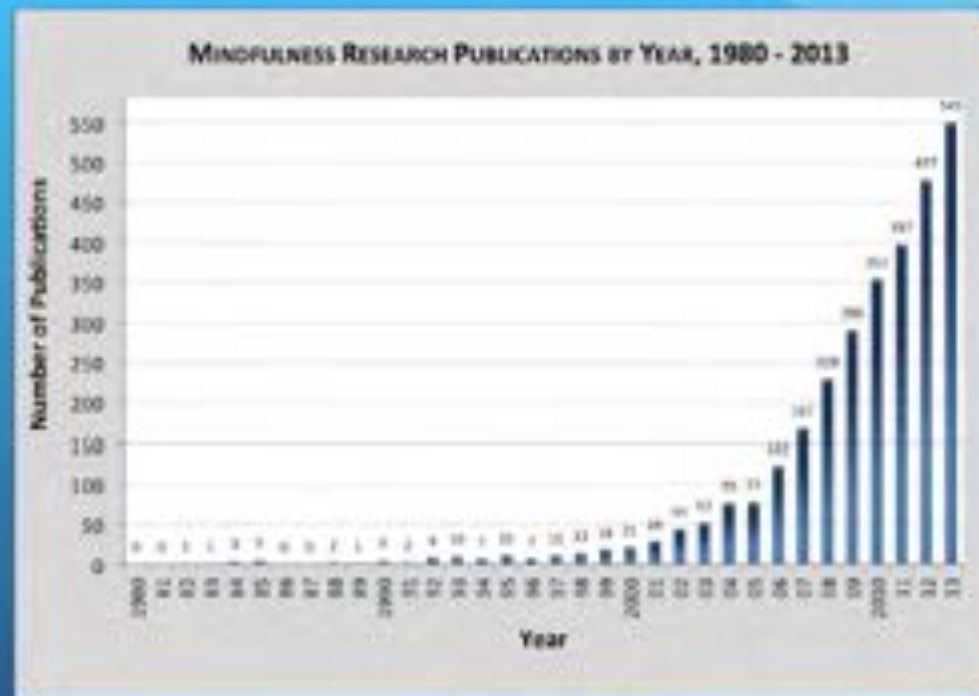
Mind Full, or Mindful?



Why mindfulness?


- ▶ When taught and learned together, mindfulness and SEL have the potential for greater impact by cultivating the tendencies for compassion and ethical ways of being and teaching the skills to make that happen.
- ▶ Mindfulness practices connect students' inner and outer experiences.
- ▶ Evidence based Mindfulness/SEL programs exist for students (*Mind Up*), educators (*Mindfulness Based Stress Reduction*) and families (*Mindfulness enhanced Strengthening Families Program*)

Growth of Mindfulness Research



(Black, 2014)

<http://www.mindfulexperience.org/mindfo.php>



MIND UP Curriculum Training for SD 46 teachers/SEA's

- ▶ A series of one-day professional development trainings in the Mind Up curriculum for School District 46 staff.
- ▶ 5 Mind Up workshops since 2011
- ▶ To date over 70 SD46 teachers/SEA's have participated in five training workshops.




What did the teachers say about the Mind Up training?

- ▶ *"Mindfulness training has influenced the way I work with students." "It helps me in my interactions with students".it creates more kindness and compassion in the classroom." "...as relevant to school as the 3Rs."*


When asked "what training on mindfulness education in the classroom would you like to see in the future?"

- ▶ *"More hands on lessons"*
- ▶ *"I believe we need many more touchback sessions. We had our first one yesterday. The teachers were over the moon. We need funding to support the touch back sessions and the trainings."*
- ▶ *"Another follow-up session with more about making it a school wide initiative."*



MIND UP Curriculum Delivery to students

- 15 weeks of Mind Up curriculum delivered to 52 grade 7 students.
- Pre & post measure administered by UBC graduate student
- Implementation evaluation survey (satisfaction survey) also administered

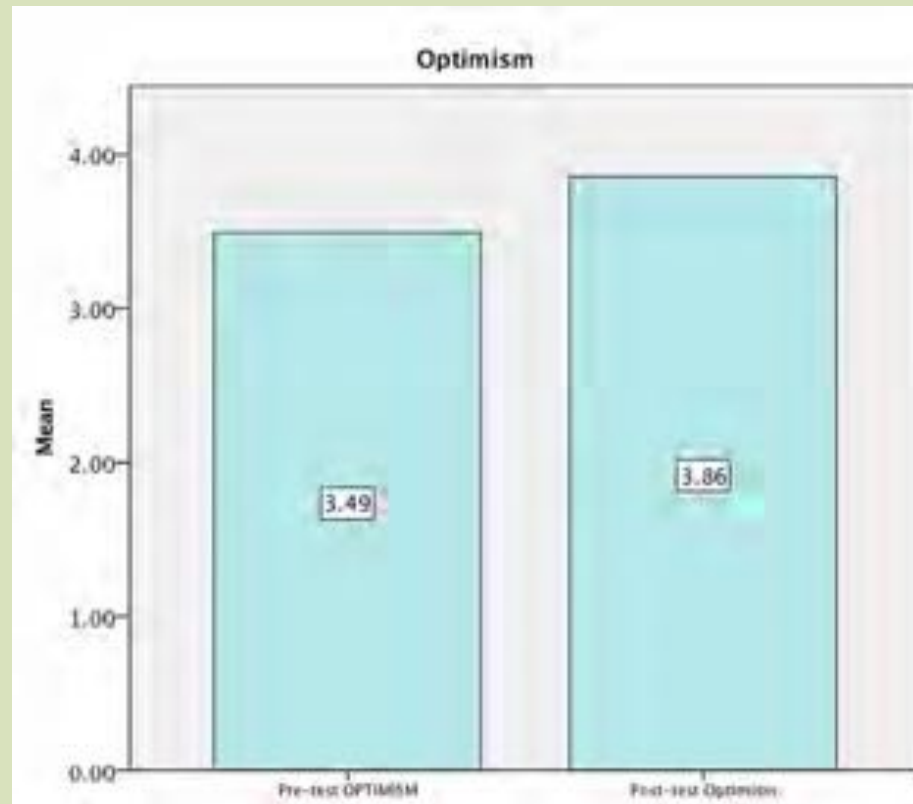


Results of the student survey pre- and post-test.

- ▶significant differences between students' pre- and post-test responses on measures of *Depression symptoms, Optimism, Emotion Control, and Mindful awareness*
- ▶with *Depression Symptoms* significantly decreasing and *Optimism, Emotion Control, and Mindful Awareness* significantly increasing, from pre- to post- test.

“There was a strong **significant** difference between **optimism** scores at pre-test ($M=3.5$, $SD=.61$) vs. post-test ($M=3.86$, $SD=.72$); $t(36)=-.3.93$, $p =.000$. In terms of practical significance of this result, Cohen’s effect size value ($d = .54$) suggests this difference is **large** in size.”

Jenna Whitehead Arruda PhD Student KSR Social Emotional Learning Lab
Educational and Counseling Psychology and Special Education
University of British Columbia





Mindfulness Based Stress Reduction (MBSR) Program for educators.

8 week program taught by certified MBSR instructor.

- ▶ 16 teachers participated in Oct/Nov 2014
- ▶ 16 teachers & principals are mid way through the second course.

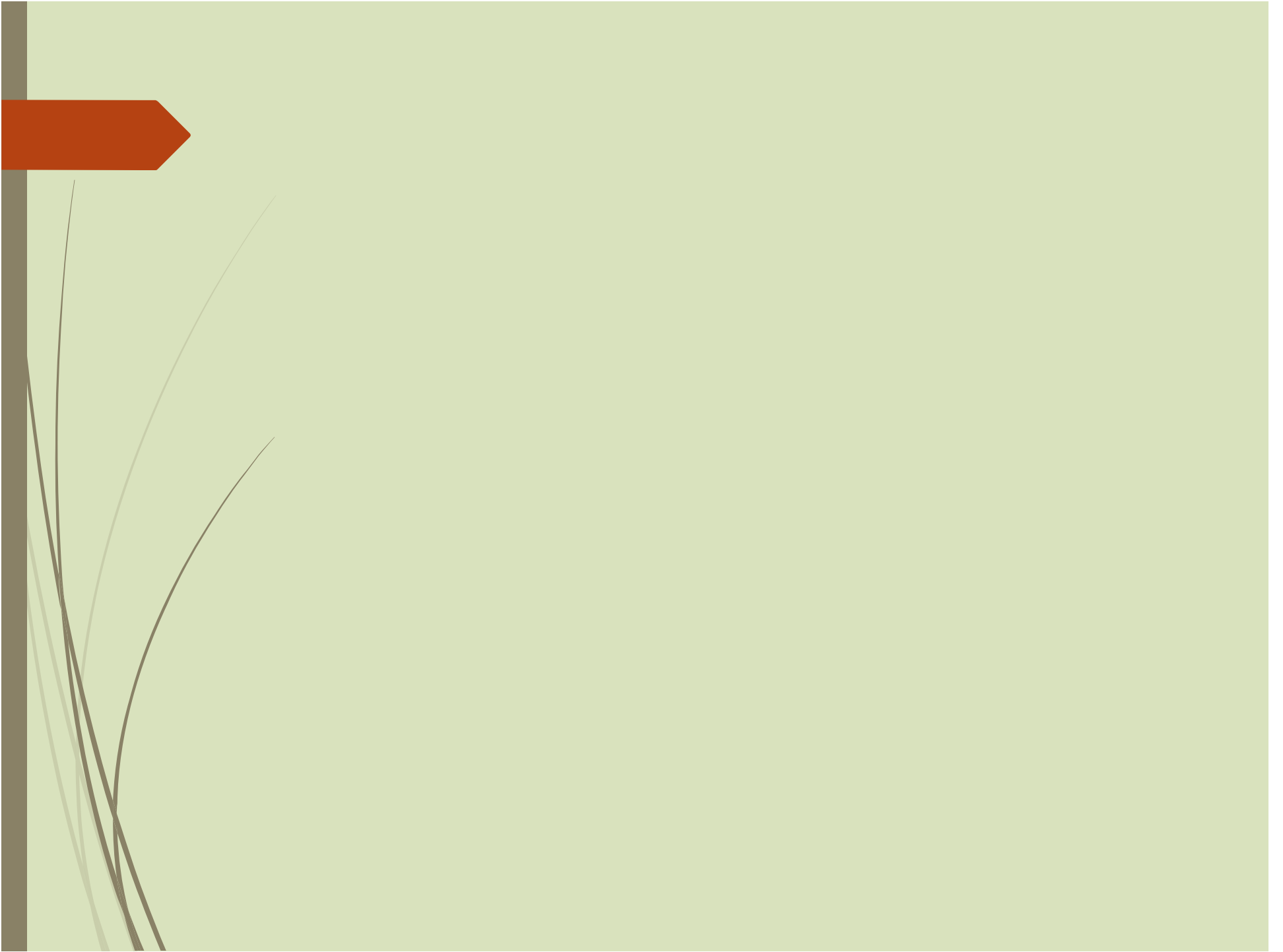
Results from the Oct/Nov 2014 pre-post assessment:

- ▶ The Cognitive and Affective Mindfulness Scale (CAMS) was administered as a pre-post measure. There was a statistically significant difference ($t=3.489$, $P<.004$) between pre and post test scores.
- ▶ The participants had higher mindfulness scores after the course than they had before. The difference was large and coincides with the evaluation comments which indicate that the course had a major impact on those who took it.

What the teachers said:

- *“I hear my students better. I deal with difficult situations with greater equanimity, balance and compassion.”*
- *“I feel far calmer, more pleasant, able to listen more effectively.”*







Mindfulness Enhanced Strengthening Families Program (ME SFP)

A parent, youth, and family skills—building curriculum designed to:

- Prevent teen substance abuse and other behavior problems
- Strengthen parenting skills
- Build family strengths

Special Features of the Program:

- Parents and youth learn together
- Fun, interactive projects and activities
- Rigorously evaluated

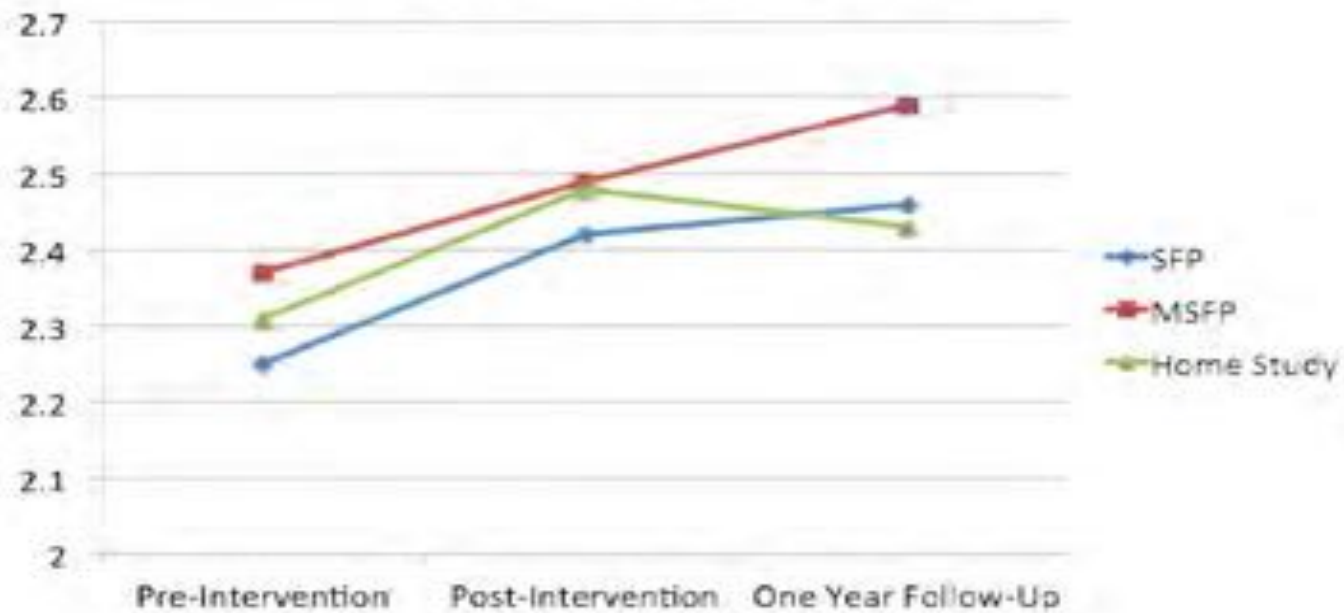
Researched & Evidence Based

- In use for almost 30 years.
- Evaluated in many Randomized Control Trials and field studies by independent research teams
- Rated by the UN as a **Model Evidence-Based Program.**
- Approved for implementation using US government funds



MeSFP research.

Self-Regulation in Parenting (Father-Report)



"Wonderful facilitation, great role modeling, many opportunities to practice.

Thorough, researched, well developed materials. A focus on skill building & real problem solving for youth and families - practical and fun.

The mindfulness practice being woven into the training."





Me SFP next steps.

- ▶ February 2015, 4 day Me SFP facilitator training – 15 participants. SD 46 counsellors, MCFD child & youth social workers, VCH child & youth mental health, project team members, youth outreach worker, community school staff.
- ▶ September 2015, delivery of two MeSFP programs. Roberts Creek Elementary and Kinnikinnick Elementary.
- ▶ 8 – 12 families in each program.
- ▶ MeSFP – could be a response to Transitions Coordinator forum feedback – need for parent program.



HACE curriculum support & Capilano University partnership

- ▶ Fall 2015 – Plans to deliver SEL to Grade 8 students to support the Health And Career Education (HACE) curriculum (possibly NVC).


Capilano University – Sechelt Campus:

- ▶ SEL support for the 'Healthy Minds Healthy Campus' initiative.
- ▶ Mindfulness/Mind Up curriculum workshop delivered to the Cap U SEA students and faculty.



Residential - Teen Mindfulness Retreat

- Summer of 2015, modeled on successful iBme program.
- Five day residential mindfulness camp experience for Sunshine Coast youth.
- Staffed by project, VCH & YOW team
- Guided mindfulness practice, small group discussions, and fun workshop activities.



SEL Implementation Guide (Tool Kit) 2016 - 2017

- ▶ Link to a school districts strategic plan.
- ▶ Link to Community schools:

Community schools offer a multifaceted strategy for delivering Social Emotional Learning programs to students, educators and families.
- ▶ Provide school districts with the support they need to move evidence-based practices into real-world settings. Including the roles of school and district-level leadership, teacher training, and school-family partnerships.

BC Curriculum Redesign - how does Mind the Gap fit?

1. Thinking Competency
2. Communication Competency
- 3. Personal and Social Competency**
 - Positive, Personal, & Cultural Identity
 - Personal Awareness & Responsibility
 - Social Awareness & Responsibility



Roots Of Empathy School District 46.

- An initiative of four S.C. Community Schools.
- A cornerstone SEL program in SD 46
- Training and mentoring supported by the Provincial Roots of Empathy organisation.

Funded by PAC's, Rotary and coordinated by Roberts Creek Community School CommunityLINK funding –

\$11,000 of our \$39,900

- 2014 – eleven programs in 9 elementary schools.
- Fifteen certified ROE instructors.





Summary of the Mind the Gap achievements/deliverables to date

- Development of the SC Social Emotional Learning Planning table.
- 2 Mindfulness Based Stress Reduction for teachers courses (32 participants from 3 high schools, Alternate school, 6 elementary schools)
- 15 Mindfulness enhanced Strengthening Families Program facilitators trained
- Student pre- and post-test resiliency survey administered
- Evaluation surveys administered for every activity
- Stress Ninja workshop for grade 8/9 Elphinstone students
- Mind Up curriculum delivered to 52 grade 7 students
- SEL implementation workshop presented at Heart of the Matter Conference
- Project presentation to Sunshine Coast Community Wellness Forum
- Project presentation to SEL BC – Lower Mainland Network



Our Vision for June 2016 and beyond:

- ❖ Mind Up training workshops regularly scheduled on Pro D days
- ❖ Annual Roots of Empathy facilitator training with sustainable funding for elementary school programs
- ❖ Regular Mindfulness Based Stress Reduction programs for teachers
- ❖ Regular Mindfulness Enhanced Strengthening Families Programs.



Mind the Gap

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