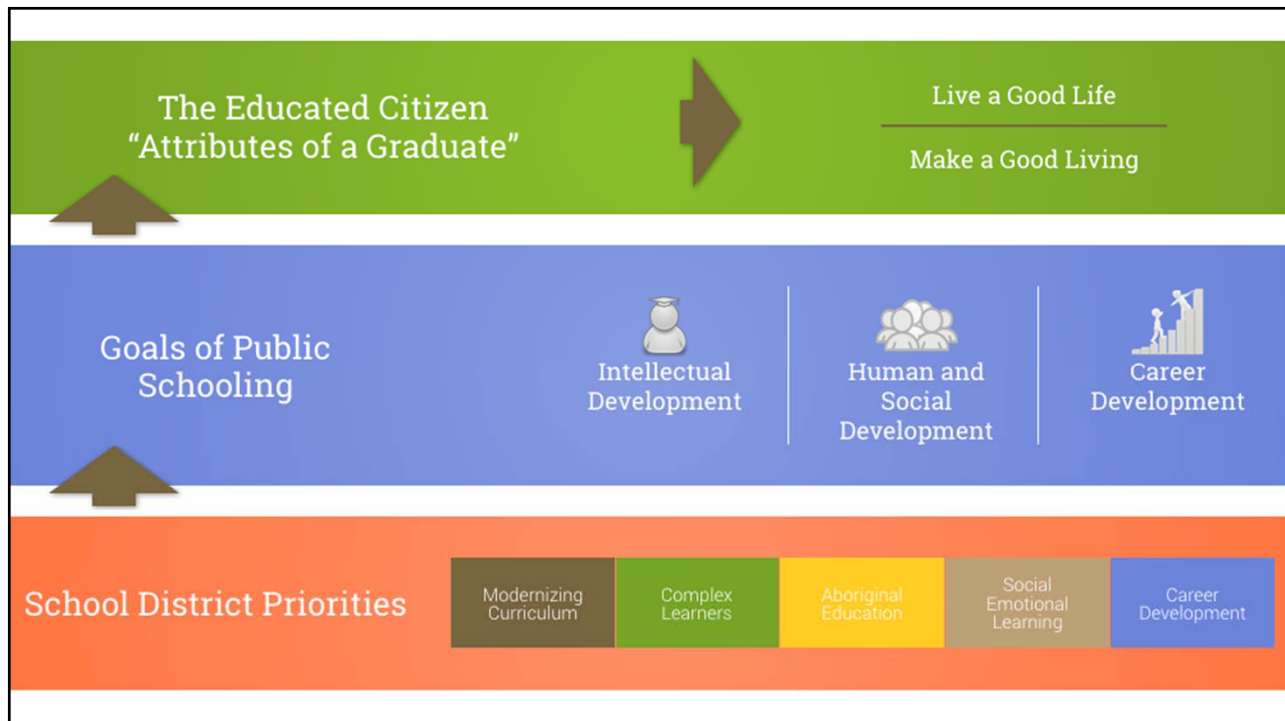
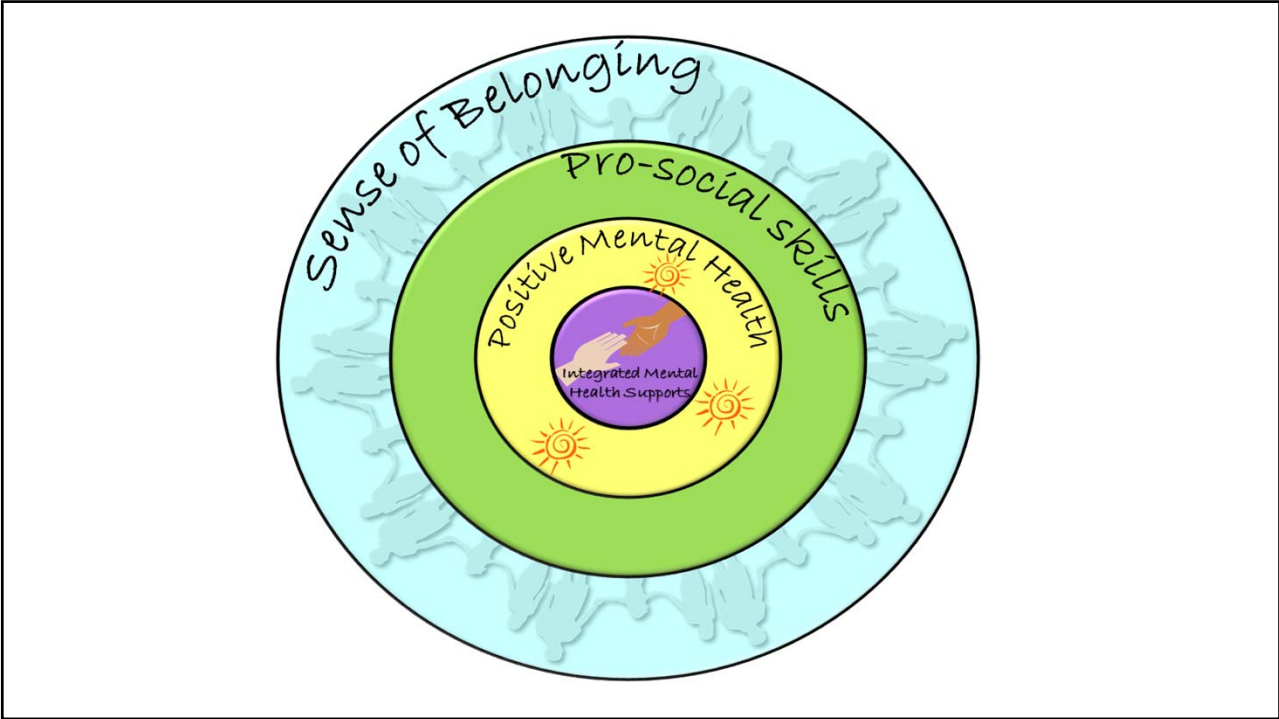


# NVSD 44 School Board

## Programs and Standing Committee Meeting

Foundry, LAT, and Social/Emotional Learning





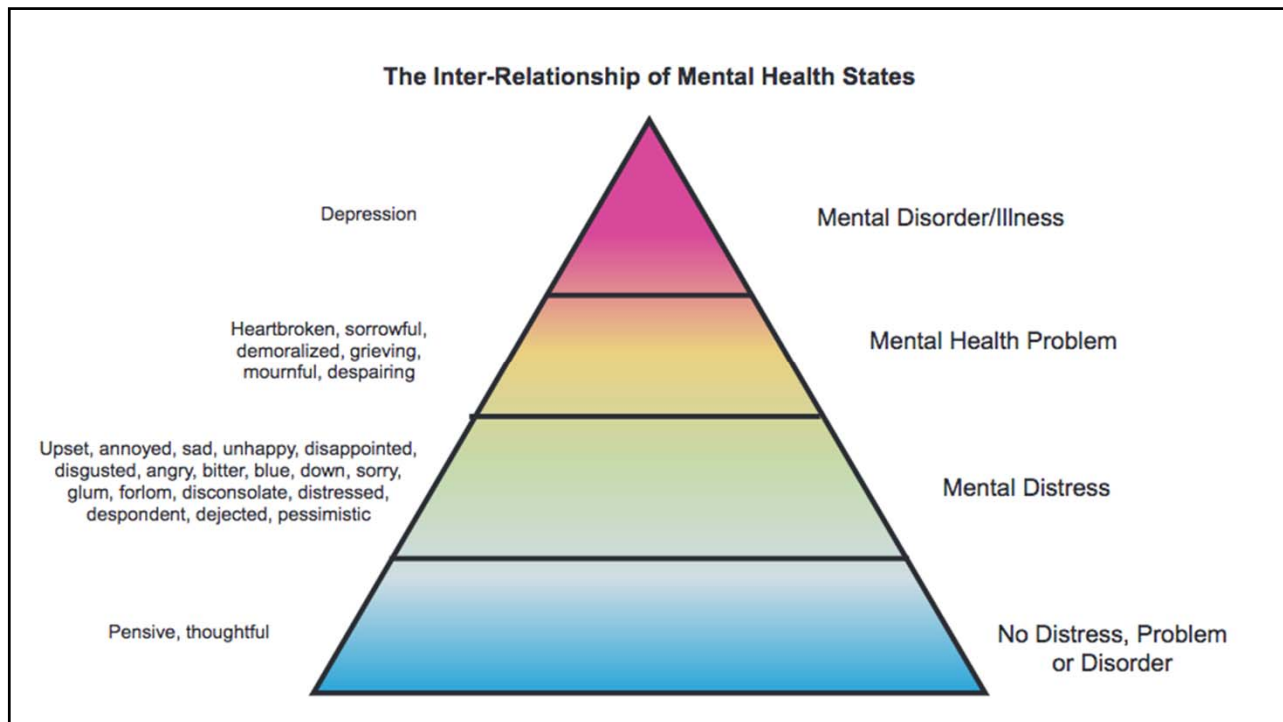
**Sense of Belonging** – an intentional focus on strategies and structures that ensure each and every student feels a sense of belonging and connection with their classmates, teachers, and school

**Pro-Social Skills** – using the CASEL Framework, intentionally teaching students the key social emotional skills to be successful

**Positive Mental Health** – through the use of Dr. Stan Kutcher’s curriculum, improving mental health literacy for all grade 9 students district-wide and providing teachers a shared language in promoting positive mental health

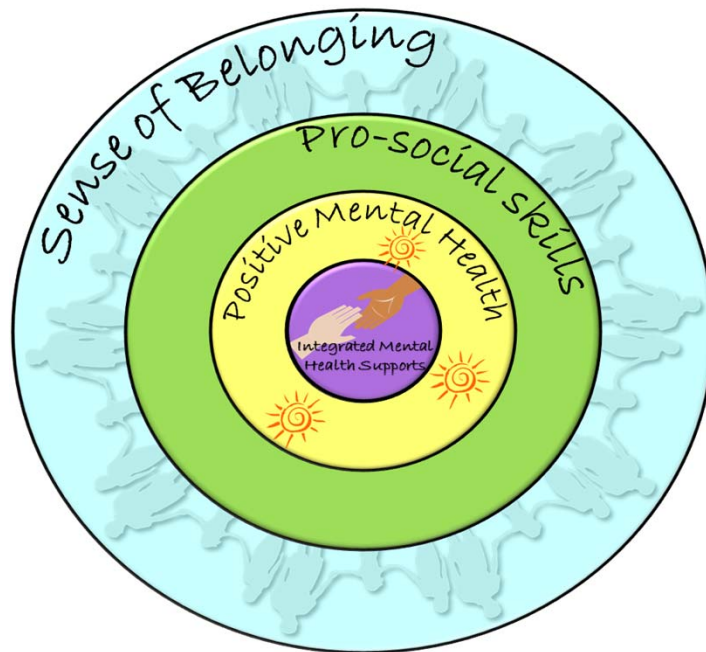
**Integrated Mental Health Supports** – developing strategic partnerships with inter-ministerial partners to create seamless supports for children and youth with mental health needs





## Mountainside – Integrated Case Management

- Ascent Program
  - VCH clinicians and NVSD staff
  - Semester long, DBT (Dialectical Behavioural Therapy) approach
  - Individual and Group Therapeutic interventions
- Child and Youth Mental Health Intake
- Mountainside Youth Clinic
  - GP and Nurse weekly
- Community Youth Workers
- Hollyburn Family Services



## Mental Health Literacy

- All schools rolled out in Spring of 2017
- Planning is under way for implementation this year
- Only school districts in province offering universal MHL to grade 9's
- New MOOC (online) course offered through UBC



# Mountainside - New Ground

- Mountainside Expectations Chart
- Case Manager Snapshot
- Community Support Readiness Rubric

	1 – Well Below Expectations	2 – Below Expectations	3 – Meeting Expectations	4 – Exceeding Expectations
<b>ATTENDANCE</b>	Below 50% of planned classes	50%-65% of planned classes	65%-80% of planned classes	Over 80% of planned classes
<b>BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>o Numerous drug suspensions/ suspensions/after effects</li> <li>o Not following staff direction</li> <li>o Actions contrary to school rules/code of conduct</li> <li>o Often disrespectful/ disruptive towards peers/staff</li> <li>o Intense social distractions</li> </ul>	<ul style="list-style-type: none"> <li>o Drug suspicions/after effects</li> <li>o At times argumentative with staff</li> <li>o Actions contrary to school rules/code of conduct</li> <li>o Occasionally disrespectful/ disruptive towards peers/staff</li> <li>o Frequent social distractions</li> </ul>	<ul style="list-style-type: none"> <li>o No Drug suspensions/ suspicions/after effects</li> <li>o Follows staff direction when asked</li> <li>o Adheres to school code of conduct</li> <li>o Usually respectful to staff and peers</li> <li>o Mostly healthy social interactions</li> </ul>	<ul style="list-style-type: none"> <li>o No Drug suspensions/ suspicions/after effects</li> <li>o Anticipates staff direction (does not need to be asked)</li> <li>o No violations of school code of conduct</li> <li>o Always respectful to staff and peers</li> <li>o Totally healthy social interactions</li> </ul>
<b>ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>o Not working in class or working with minimal effort</li> <li>o Often outside of class during class time</li> <li>o Work produced is careless and sloppy</li> <li>o Almost no academic progress</li> </ul>	<ul style="list-style-type: none"> <li>o Needs to be encouraged to work in class</li> <li>o At times needs to be encouraged to get to class</li> <li>o Work can be careless and messy</li> <li>o Minimal academic progress</li> </ul>	<ul style="list-style-type: none"> <li>o On occasion needs to be reminded to focus in class</li> <li>o Almost always in class and on time</li> <li>o Does all work required with care and attention</li> <li>o On track to graduate with peers</li> </ul>	<ul style="list-style-type: none"> <li>o Self-starts/never needs to be reminded to work in class</li> <li>o Always in class, on time and prepared to work</li> <li>o Always does his/her best on assignments</li> <li>o On track to graduate with or before peers</li> </ul>
<b>OUTCOMES</b>	<b>2+ in this column</b> Indicates a student is not ready for an in-class program	<b>3 in this column or below</b> Indicates a student may not be ready for an in-class program	<b>3 in this column or above</b> Student is working towards graduation	<b>3 in this column</b> Student is on an accelerated path to graduation and possible return to mainstream

Name	Designation	Attendance 1-2-3-4	Behavior 1-2-3-4	Engagement 1-2-3-4	Weekly Guardian Contact			SBRT Discussion	Community Interaction	15 min Private Conversation	Last IEP Update	ICM	Other Information
		3-4	4	2-3-4	x	x	x						
Student 1	R	3	2	2x	x	x	x			X	16-Oct-17		
Student 2		2	4	3	x				X	X	SLP needed.		
	R	2	4	3	x				X	X	16-Oct-17		
	R	2	3	3x	x	x	x			X	16-Oct-17		
	H	4	4	4	x	x	x			X	Pending change in designation		
	H	4	4	4x	x	x	x			X	20-Oct-17		
	Q	2	2	2x	x	x	x	F		X	20-Oct-17		
	H	4	4	4	x		x			X	Pending change in designation		
	R	2	3	3	x		x			X	20-Oct-17		

Potential Barrier	Not Ready Barrier level 4	Somewhat Not Ready Barrier level 3	Somewhat Ready Almost Ready? Barrier level 2	Ready Barrier level 1
Open to Receiving Service	Not open to receiving service at this time.	Very reluctant to access services.	Interested in services but some questions/concerns.	Open and prepared to access services
Transportability <ul style="list-style-type: none"> <li>Public Transit</li> <li>Walking/Biking</li> <li>Caregiver supported</li> <li>Youth Worker</li> </ul>	<ul style="list-style-type: none"> <li>Unable to access transportation including transit, cars, walking</li> <li>No community supports in place to facilitate transport</li> </ul>	<ul style="list-style-type: none"> <li>Access to transport is limited to certain times of day, certain areas, or certain conditions</li> <li>Unreliable community supports in place for transport</li> </ul>	<ul style="list-style-type: none"> <li>Access to transport is available but <i>occasionally</i> limited to certain times of day, certain areas, or certain conditions</li> <li>Stable systems of support for transport</li> </ul>	<ul style="list-style-type: none"> <li>Access to transport is not an issue loaded compass card, driver available, within walking distance etc.</li> </ul>
Navigation <ul style="list-style-type: none"> <li>Finding addresses</li> <li>Following directions</li> <li>Navigate offices</li> <li>Asking for help</li> </ul>	<ul style="list-style-type: none"> <li>Unable to find addresses, or follow directional instructions, with familiar or unfamiliar buildings</li> <li>Unable to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Can locate buildings they are familiar with, but unable to find address or follow instructions for unfamiliar buildings.</li> <li>Discomfort asking for help</li> </ul>	<ul style="list-style-type: none"> <li>Able to find most locations, both familiar and unfamiliar, using addresses, directions, and internal navigation.</li> <li>Comfort asking for help</li> </ul>	<ul style="list-style-type: none"> <li>Comfortable finding locations using tools at disposal.</li> </ul>
Caregiver support <ul style="list-style-type: none"> <li>Waking up</li> <li>Answering phone calls</li> <li>Encouragement</li> <li>Reminders</li> </ul>	<ul style="list-style-type: none"> <li>Caregiver support is unavailable</li> <li>Caregiver is against accessing services/supports in community</li> <li>Caregiver is struggling</li> </ul>	<ul style="list-style-type: none"> <li>Caregiver support is limited <ul style="list-style-type: none"> <li>Working during day</li> <li>Other children to care for</li> <li>Not totally in favour of services</li> </ul> </li> <li>Caregiver is struggling</li> </ul>	<ul style="list-style-type: none"> <li>Caregiver support is available but <i>occasionally</i> limited due to: <ul style="list-style-type: none"> <li>Work schedule</li> </ul> </li> <li>Back-up systems sometimes in place</li> </ul>	<ul style="list-style-type: none"> <li>Caregiver is ready and willing to be supportive in a variety of ways</li> <li>System of back-up in place and working</li> </ul>
Additional Support to access community based service <ul style="list-style-type: none"> <li>Youth Worker</li> <li>School Staff</li> <li>Friends</li> </ul>	<ul style="list-style-type: none"> <li>No youth worker</li> <li>No trusted school staff person</li> <li>No friends feel comfortable with</li> <li>No additional family</li> </ul>	<ul style="list-style-type: none"> <li>Limited contact with youth worker</li> <li>Limited relationships with school staff</li> <li>Limited additional friends or family to accompany</li> </ul>	<ul style="list-style-type: none"> <li>Occasional connection with youth worker</li> <li>2-3 key staff at school</li> <li>1-2 family or friends able to accompany</li> </ul>	<ul style="list-style-type: none"> <li>Strong relationship with youth worker</li> <li>Trust established with 2-3 key school staff</li> <li>Strong network of family or friends to accompany</li> </ul>
Comfort engaging with office processes <ul style="list-style-type: none"> <li>Filling in forms</li> <li>Waiting in waiting room</li> </ul>	<ul style="list-style-type: none"> <li>Unable to engage with the public - including office staff.</li> <li>Unable to fill in forms</li> <li>Discomfort with waiting (will leave)</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with the public can be challenging most days.</li> <li>Able to fill in some forms, but not always correct</li> <li>Discomfort with waiting</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with the public can be challenging sometimes.</li> <li>Able to fill in forms. Willing to make corrections.</li> <li>Semi-comfort with waiting</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with the public is not an issue.</li> <li>Filling in forms not a problem</li> <li>Fine waiting for appointments</li> </ul>
Consistently able to keep appointments	<ul style="list-style-type: none"> <li>Unable to consistently keep appointments. No communication if missing an</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty keeping regular appointments - challenging to communicate ahead a missed</li> </ul>	<ul style="list-style-type: none"> <li>Some inconsistency with appointments - but communication is good</li> </ul>	<ul style="list-style-type: none"> <li>Consistent with making regular appointments and good at communicating if</li> </ul>

## The Big Question?

- Considering the level of service and integration present on the North Shore, (including Foundry and the Local Action Team):
  - What role could public schooling play in contributing to the development of social, emotional, and mental health and well being of children and youth?

Questions?