

SURREY SCHOOL DISTRICT'S SOCIAL AND EMOTIONAL LEARNING LEAD INITIATIVE:

2022/2023 REPORT



A MESSAGE FROM SURREY SCHOOLS

Surrey Schools is located on the traditional, ancestral, and unceded territories of the Katzie, Kwan-tlen, Semiahmoo and other Coast Salish Peoples. It is B.C.'s largest school district where close to 12,000 employees serve almost 80,000 children in our diverse multicultural city. We have over 130 educational sites from early learning to adult education.

The District is committed to continuous improvement and success of all students through implementation of evidence-informed practices that enhance student learning, inclusivity, and equity outcomes. We welcome and honour diversity while supporting students' holistic growth—mind, body, and heart—a commitment captured in our welcome video, *Éy swayel/Bienvenue/Welcome to Surrey*.



Click to watch our welcome video,
**Éy swayel/Bienvenue/ Welcome
to Surrey.**

TITLE: Surrey School District's Social and Emotional Learning Lead Initiative: 2022/2023 Report

CONTRIBUTORS: Surrey School Helping Teachers and the Research and Evaluation Department contributed to the evaluation planning, data collection and analysis process, and report development. SEL Leads and Teachers developed and administered SEL-based activities throughout Surrey Schools.

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
THE SOCIAL AND EMOTIONAL LEARNING LEAD INITIATIVE	2
STUDENT SEL INITIATIVE SURVEY RESULTS	4
Grade K-2 SEL Initiative Results	5
Grade 3-4 SEL Initiative Results	12
Grade 5-7 SEL Initiative Results	19
SEL Staff Responses on Student SEL	26
STAFF RESPONSES ON OWN SEL EXPERIENCE RESULTS	33
Staff Open-Ended Item Results	34
Staff Close-Ended Item Results	46



EXECUTIVE SUMMARY

This report provides the results of surveys administered to assess the outcomes of Surrey School District's Social and Emotional Learning (SEL) Lead Initiative. Between December 2022 and January 2023, 65 teachers and 2,213 K-7 students completed baseline surveys designed to measure students' SEL across six domains: (1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging and Connection to One's Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Learning Goals. Surveys were administered to four groups: (1) Teachers; (2) Grade K-2 students; (3) Grade 3-4 students; and (4) Grade 5-7 students. Teachers also answered about their own embodiment of SEL competencies, use of instructional practices, and experiences with the SEL Lead Initiative in their school. In June 2023, 34 teachers and 1,568 K-7 students completed end-of-year surveys designed to measure their development across these SEL domains and outcomes.

In this report, we first present an overview of the SEL Lead Initiative. We then present the methodology, as well as the baseline and end-of-year findings for both student and teacher perceptions of student SEL. Next, we present the findings for teachers' perceptions of their own SEL, instructional practices, and their experiences with the SEL Lead Initiative.

SIX SEL DOMAINS



(1) Empathy for Others



(2) Self-Awareness & Self-Management



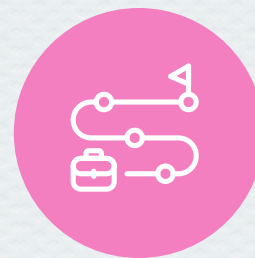
(3) Sense of Belonging & Connection



(4) Critical Thinking & Decision Making



(5) Healthy Relationships



(6) School Engagement & Achievement of Learning Goals

THE SOCIAL AND EMOTIONAL LEARNING LEAD INITIATIVE

This section provides an overview of Surrey School District's Social and Emotional Learning (SEL) Lead Initiative, as well as the goals, activities, and expected outcomes of the initiative.

SOCIAL AND EMOTIONAL LEARNING AS A PRIORITY PRACTICE

Surrey School District knows that advancing educational equity and improving students' SEL competencies, well-being, overall achievement, and positive life outcomes requires the implementation and support of quality social and emotional learning through research-based processes and practices. Social and emotional well-being includes a number of competencies: (1) self-awareness; (2) self-management (3) social awareness; (4) relationship skills; and (5) responsible decision-making.

OVERVIEW OF THE SEL LEAD INITIATIVE

The District's SEL Lead Initiative offers opportunities for teachers and administrators to participate in a SEL collaborative with the District-based SEL team (DB-SEL Team). The vision of the initiative, as articulated by the DB-SEL Team, is to support school communities by building upon their existing knowledge, skills, and dispositions to cultivate rich learning opportunities for the development of learners' social and emotional well-being.

The DB-SEL Team believes in a schoolwide, systems approach to integrating academic, social, and emotional learning across classrooms. This systems approach helps to provide a learning environment that incorporates SEL into all aspects of instruction and promotes equitable outcomes for all students. As part of this approach, participating schools designate one of their school-based teachers to be a SEL Lead. In this work, SEL Leads are responsible for supporting the development and implementation of quality SEL practices. SEL Leads work collaboratively with their SEL team and other teachers, staff, and administration to create opportunities for SEL and SEL development within their school. This involves a variety of activities such as developing schoolwide initiative that foster inclusiveness, compiling and sharing SEL resources with staff, teaching SEL lessons in other classrooms, supporting staff with the development and implementation of SEL activities, and co-facilitating lessons with teachers.

To support the District's SEL Lead Initiative, we drew upon resources and protocols produced by the Collaborative for Academic, Social, and Emotional Learning (CASEL)¹. As part of an extensive review of research, the DB-SEL Team identified several key student competencies and outcomes the SEL Lead Initiative aims to enhance, including: (1) empathy for others; (2) self-awareness and self-management; (3) a sense of belonging and connection to one's classroom and school; (4) critical thinking and decision-making; (5) the ability to develop and maintain healthy relationships; and (6) school engagement and achievement of one's learning goals.

¹ CASEL was founded in 1994 with the goal of supporting the delivery and integration of SEL within school curricula and policy from preschool through secondary school. URL: <https://casel.org>

THE SOCIAL AND EMOTIONAL LEARNING LEAD INITIATIVE

To enhance these outcomes in students, teachers must approach the teaching and learning process with a more SEL-focused lens. This includes a greater focus on adult SEL, as this directly impacts student SEL. Thus, the DB-SEL Team also identified a few desired teacher outcomes, including: (1) greater embodiment of SEL competencies; (2) greater use of SEL practices as a foundation to teaching and learning processes; and (3) greater promotion of a positive classroom climate.

EVALUATING THE SOCIAL AND EMOTIONAL LEARNING LEAD INITIATIVE

As part of Surrey School District's ongoing commitment to evidence-informed practice, the DB-SEL Team and Research and Evaluation (RESE) Department collaborated to develop survey materials that evaluate the desired outcomes of the SEL Lead Initiative. As part of this evaluation process, both teams agreed to collect baseline and end-of-year data measuring students' SEL competencies and experiences of SEL as well as teachers' embodiment of SEL competencies. To do so, we developed four sets of survey materials, which can be viewed in the Appendices.

First, we created age-appropriate surveys for K-7 students that measures their perceptions of their own SEL competencies and outcomes. Three versions of the student surveys were created for different grade ranges, including (1) Kindergarten, Grade 1, and Grade 2 students; (2) Grade 3 and Grade 4 students; and (3) Grade 5, Grade 6, and Grade 7 students. All surveys evaluated the same six SEL domains, but varied in the number of items within each domain and the language used across items.

Second, we created a survey for teachers to complete that examined teachers' embodiment of SEL competencies (e.g., empathy, positive self-perception, resiliency), use of SEL practices as a foundation to teaching and learning processes, and promotion of a positive classroom climate. The teacher survey also included a section in which teachers indicated how often their students exhibit SEL competencies and outcomes. Surveys can be viewed upon request to the Research and Evaluation Department (RESE-Office@surreyschools.ca).



THE SOCIAL AND EMOTIONAL LEARNING LEAD INITIATIVE

RESPONSES ON STUDENT DEVELOPMENT



K-2 STUDENTS

STUDENT END-OF-YEAR RESULTS



SEL surveys were administered to Grade K-2 students across 34 schools both at the beginning (N = 643) and end (N = 590) of the 2022/2023 school year. The following pages provides the results of the Grade K-2 student data, considering changes in scores from the beginning to the end of the 2022/23 school year across domains.

Percent of K-2 Students Thriving:

65%

To be considered thriving across domains, students would need to have responded with either most or all of the time on at least four of the six domains on the end-of-year survey.

Percentage of Students Thriving Across Domains for K-2 Students:

70%

(1) Empathy for Others

67%

(2) Self-Awareness & Self-Management

67%

(3) Sense of Belonging & Connection

54%

(4) Critical Thinking & Decision Making

84%

(5) Healthy Relationships

61%

(6) School Engagement & Achievement of Learning Goals

K-2 STUDENTS

EMPATHY FOR OTHERS

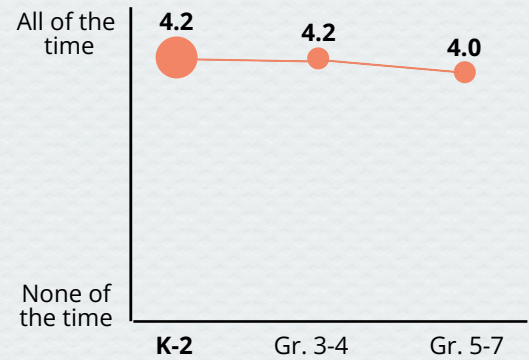


Percent of Students Thriving:

70%

To be considered thriving in the empathy for others domain, students would need to have responded with either most or all of the time on both items.

Average Ratings by Grade Level:

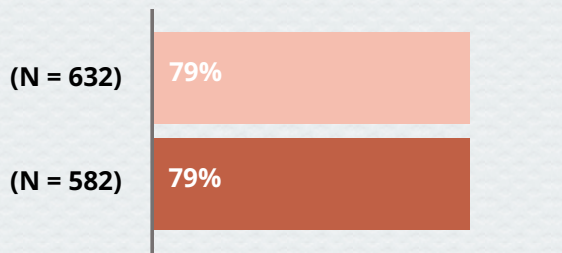


DOMAIN ITEMS

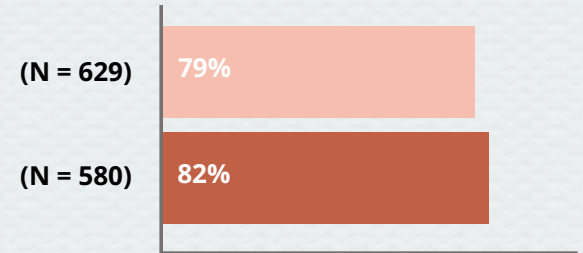
The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

A. I care about how other people feel



B. I show care for others when they get upset



Student Improvements Throughout the Year

For K-2 students who completed the surveys at **both** the beginning and end of the year, **64%** of the students who did not show care for others when they were upset more than some of the time at the beginning of the year were able to show care for other people when they are upset most or all the time by the end of the year.

K-2 STUDENTS



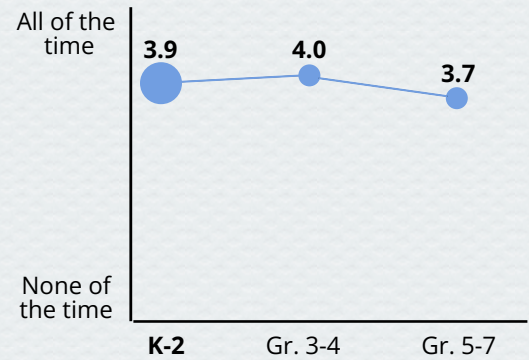
SELF-AWARENESS & SELF-MANAGEMENT

Percent of Students Thriving:

67%

To be considered thriving in the self-awareness and self-management domain, students would need to have responded with either most or all of the time on the one item.

Average Ratings by Grade Level:

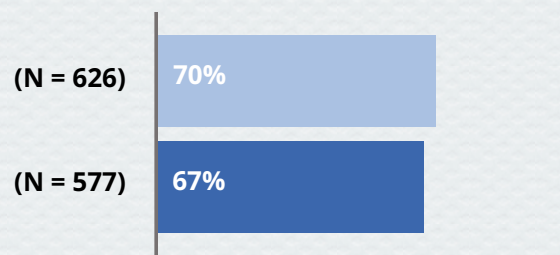


DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in the single item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

A. I can name my feelings



Student Improvements from the Year

For K-2 students who completed the surveys at **both** the beginning and end of the year, **58%** of the students who could not share their feelings more than some of the time at the beginning of the year, were able to name their feelings most or all the time by the end of the year.

K-2 STUDENTS



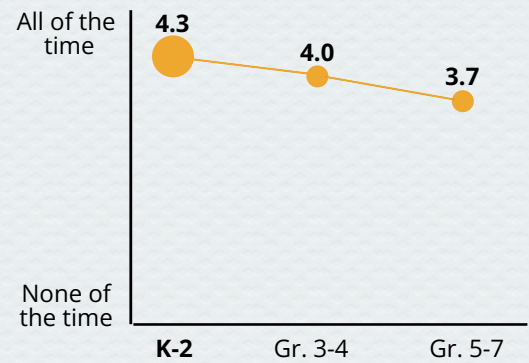
SENSE OF BELONGING & CONNECTION

Percent of Students Thriving:

67%

To be considered thriving in the sense of belonging and connection domain, students would need to have responded with either most or all of the time on both of the items.

Average Ratings by Grade Level:

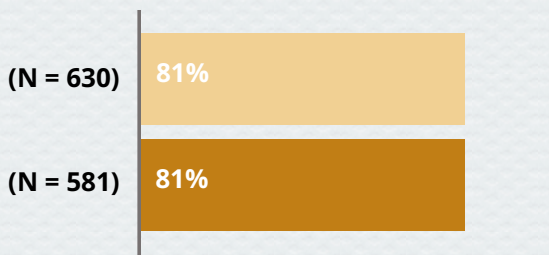


DOMAIN ITEMS

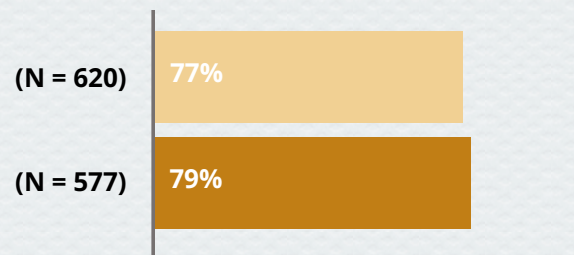
The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

A. There is at least one adult at my school who really cares about me



B. I get along with the students at my school



Student Improvements Throughout the Year

For K-2 students who completed the surveys at **both** the beginning and end of the year, **73%** of the students who did not get along with the students at their school more than some of the time at the beginning of the year were able to get along with the students at their school most or all the time by the end of the year.

K-2 STUDENTS



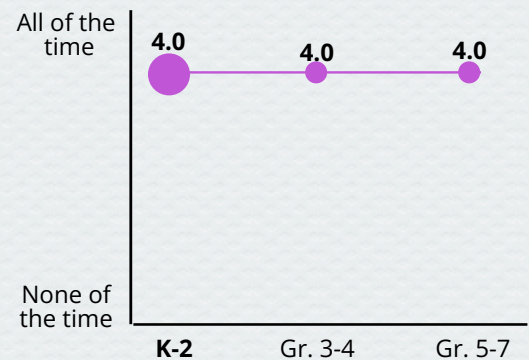
CRITICAL THINKING & DECISION MAKING

Percent of Students Thriving:

54%

To be considered thriving in the critical thinking & decision making domain, students would need to have responded with either most or all of the time on both of the items.

Average Ratings by Grade Level:

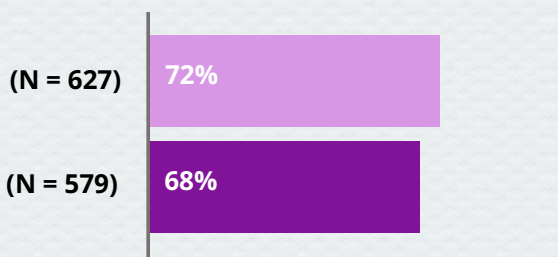


DOMAIN ITEMS

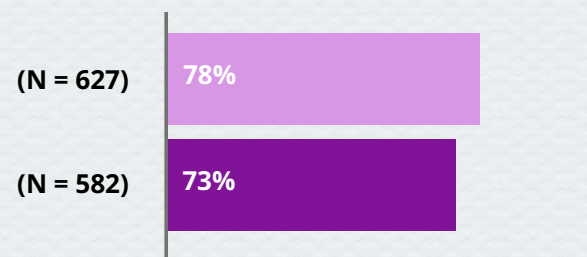
The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

A. I know what is right and wrong



B. I make good choices that do not get me into trouble



Student Improvements Throughout the Year

For K-2 students who completed the surveys at **both** the beginning and end of the year, **63%** of the students who did not make good choices that did not get this into trouble more than some of the time at the beginning of the year were able to make good choices that did not get them into trouble most or all the time by the end of the year.

K-2 STUDENTS



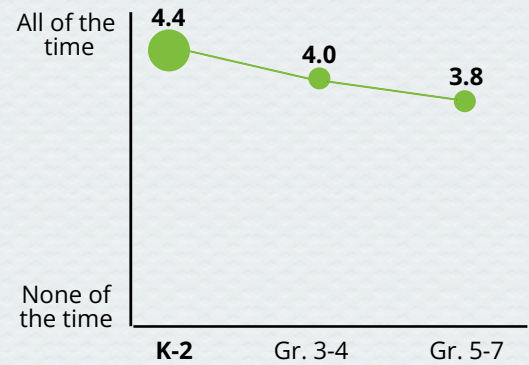
HEALTHY RELATIONSHIPS

Percent of Students Thriving:

84%

To be considered thriving in the healthy relationships domain, students would need to have responded with either most or all of the time on the single item.

Average Ratings by Grade Level:

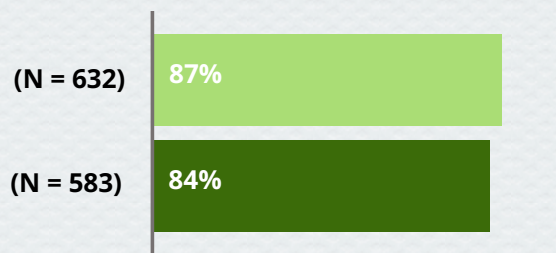


DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving on the single item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

A. I feel like I am a good friend to other people



Student Improvements Throughout the Year

For K-2 students who completed the surveys at **both** the beginning and end of the year, **70%** of the students who did not feel like they were a good friend to people more than some of the time at the beginning of the year were able to feel like a good friend to people most or all the time by the end of the year.

K-2 STUDENTS



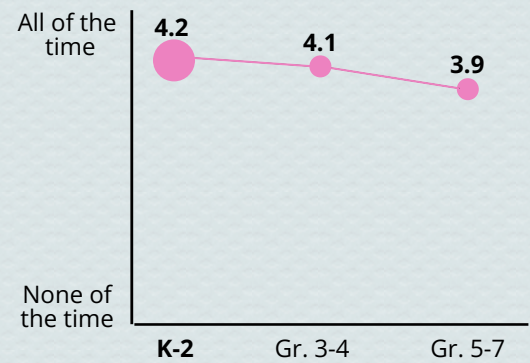
SCHOOL ENGAGEMENT & ACHIEVEMENT OF LEARNING GOALS

Percent of Students Thriving:

61%

To be considered thriving in the school engagement & achievement of learning goals domain, students would need to have responded with either most or all of the time on both of the items.

Average Ratings by Grade Level:

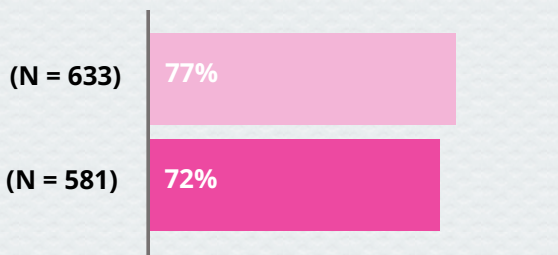


DOMAIN ITEMS

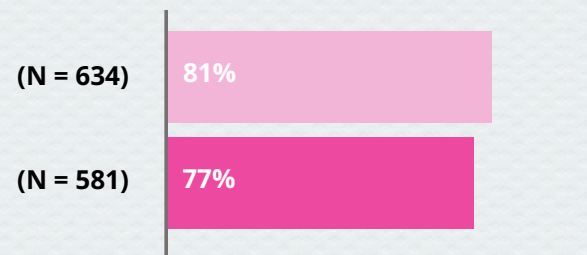
The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

A. I like to participate in my classroom or school activities



B. I feel like I can listen in class



Student Improvements Throughout the Year

For K-2 students who completed the surveys at **both** the beginning and end of the year, **65%** of the students who did not like to participate in their classroom or school activities more than some of the time at the beginning of the year liked to participate in these activities most or all the time by the end of the year.

GRADE 3-4 STUDENTS

STUDENT END-OF-YEAR RESULTS



SEL surveys were administered to Grade 3-4 students across 34 schools both at the beginning (N = 503) and end (N = 389) of the 2022/2023 school year. The following pages provides the results of the Grade 3-4 student data, considering changes in scores from the beginning to the end of the 2022/23 school year across domains.

Percent of Grade 3-4 Students Thriving:

78%

To be considered thriving across domains, students would need to have responded with either most or all of the time on at least four of the six domains on the end-of-year survey.

Percentage of Students Thriving Across Domains for Grade 3-4 Students:

78%

(1) Empathy for Others

75%

(2) Self-Awareness & Self-Management

69%

(3) Sense of Belonging & Connection

74%

(4) Critical Thinking & Decision Making

78%

(5) Healthy Relationships

82%

(6) School Engagement & Achievement of Learning Goals

GRADE 3-4 STUDENTS

EMPATHY FOR OTHERS

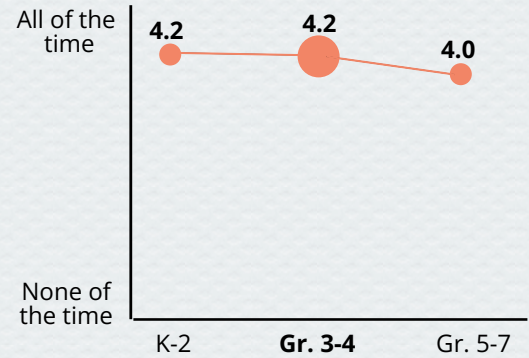


Percent of Students Thriving:

78%

To be considered thriving in the empathy for others domain, students would need to have responded with either most or all of the time on three out of the four items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

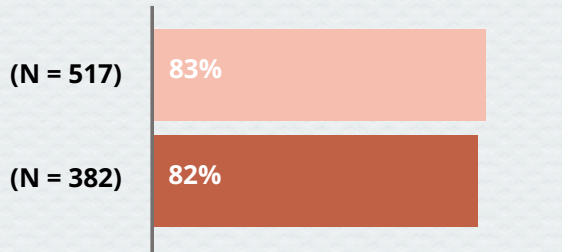


Beginning of the Year

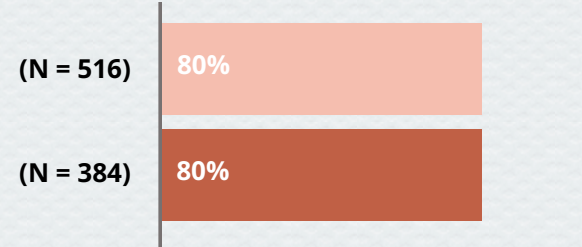


End of the Year

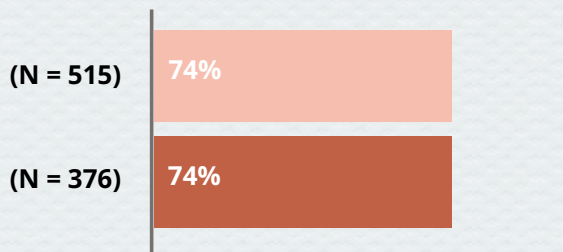
A. I care about how other people feel



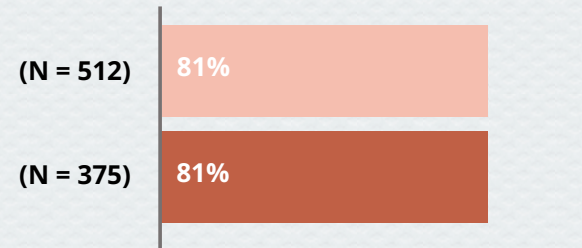
B. I show care for others when they get upset



C. I try to understand how other people think and feel



D. It bothers me when I see someone being mean to someone else



Student Improvements Throughout the Year

For Gr 3-4 students who completed the surveys at **both** the beginning and end of the year, **61%** of the students who did not show care for others when they were upset more than some of the time at the beginning of the year were able to show care for other people when they are upset most or all the time by the end of the year.

GRADE 3-4 STUDENTS

SELF-AWARENESS & SELF-MANAGEMENT

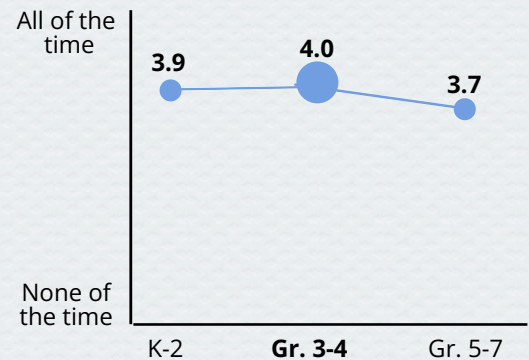


Percent of Students Thriving:

75%

To be considered thriving in the self-awareness and self-management domain, students would need to have responded with either most or all of the time on two of the three items.

Average Ratings by Grade Level:

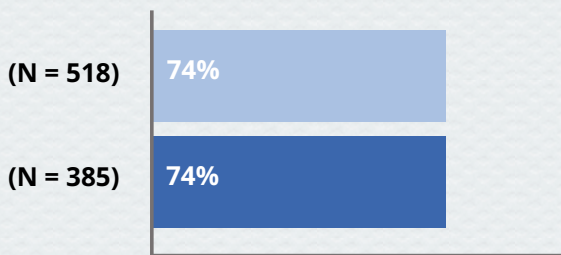


DOMAIN ITEMS

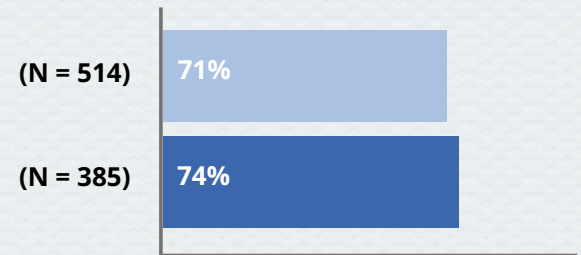
The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

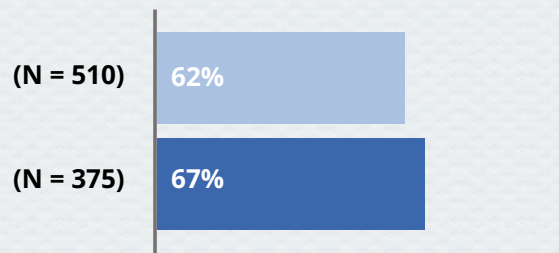
A. I know what my strengths and positive qualities are



B. I understand that my emotions affect my behaviours



C. I can manage my emotions



Student Improvements from the Year

For Grade 3-4 students who completed the surveys at **both** the beginning and end of the year, **63%** of the students who could not manage their emotions more than some of the time at the beginning of the year, were able to manage their emotions most or all the time by the end of the year.

GRADE 3-4 STUDENTS

SENSE OF BELONGING & CONNECTION

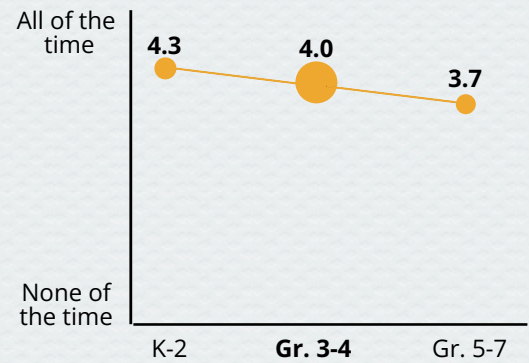


Percent of Students Thriving:

69%

To be considered thriving in the sense of belonging and connection domain, students would need to have responded with either most or all of the time on three of four items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

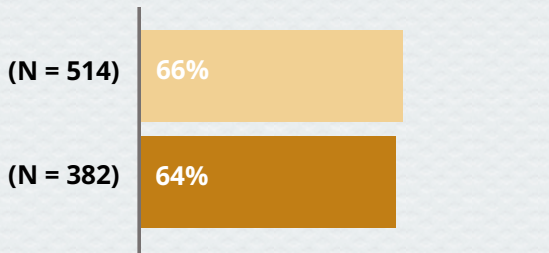


Beginning of the Year

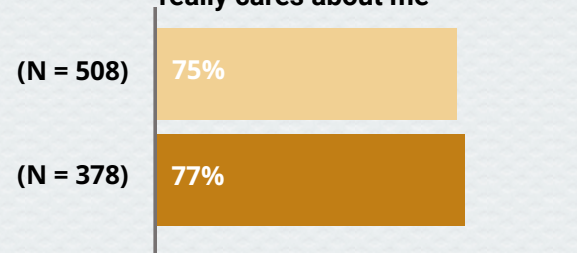


End of the Year

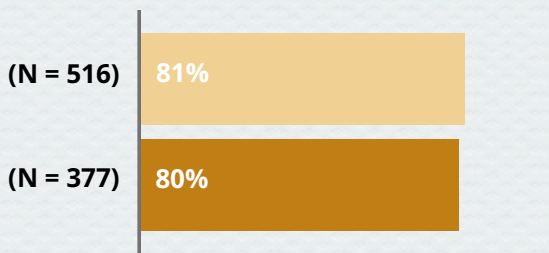
A. I feel connected to the students at my school



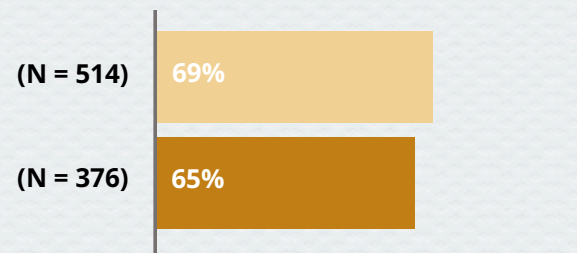
B. There is at least one adult at my school who really cares about me



C. I feel like I belong in my classroom and/or school



D. I get along with the students at my school



Student Improvements Throughout the Year

For Grade 3-4 students who completed the surveys at **both** the beginning and end of the year, **79%** of the students who did not feel that at least one adult at their school really cared about them more than some of the time at the beginning of the year felt like there was at least one adult who really cared about them most or all the time by the end of the year.

GRADE 3-4 STUDENTS

CRITICAL THINKING & DECISION MAKING

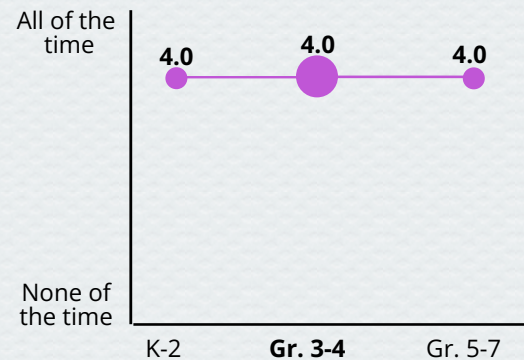


Percent of Students Thriving:

74%

To be considered thriving in the critical thinking & decision making domain, students would need to have responded with either most or all of the time on two of three items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

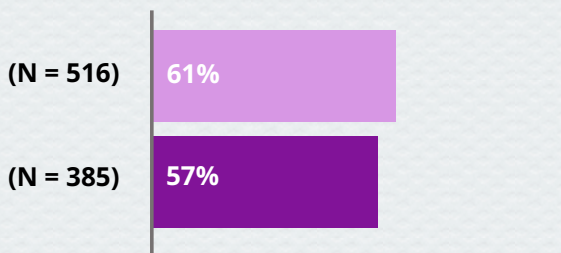


Beginning of the Year

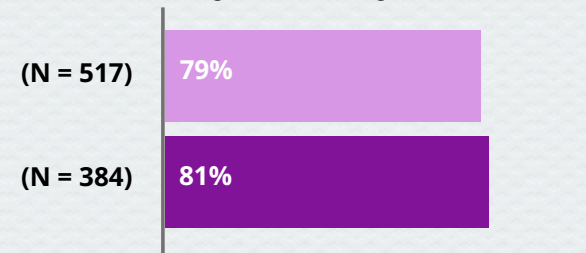


End of the Year

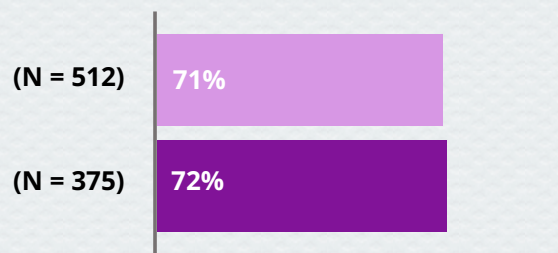
A. I think through the consequences of my actions before I make a decision



B. I understand the difference between what's right and wrong



C. I understand that my choices can affect other people



Student Improvements from the Year

For Grade 3-4 students who completed the surveys at **both** the beginning and end of the year, **61%** of the students who did not understand their choices could affect other people more than some of the time at the beginning of the year, were able to understand their choice can affect other people most or all the time by the end of the year.

GRADE 3-4 STUDENTS

HEALTHY RELATIONSHIPS

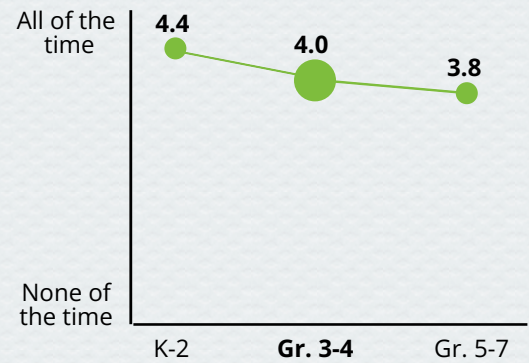


Percent of Students Thriving:

78%

To be considered thriving in the healthy relationships domain, students would need to have responded with either most or all of the time on two of the three items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

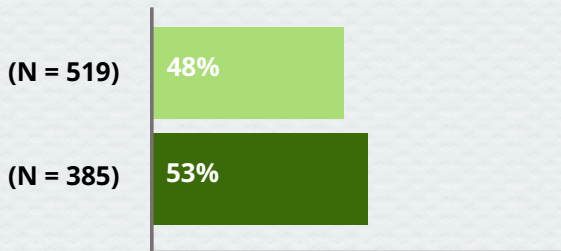


Beginning of the Year

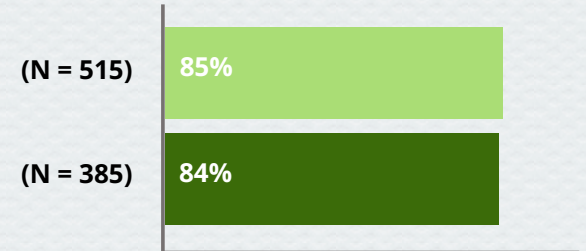


End of the Year

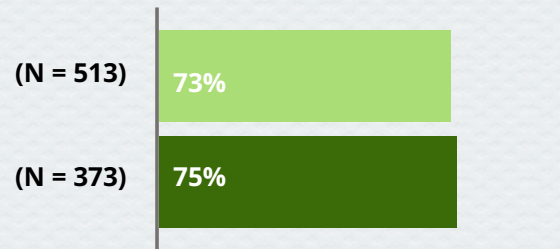
A. I am good at solving problems I have with other people



B. I feel like I am a good friend to other people



C. I have a friend or peer at school who helps me when I'm having a hard time



Student Improvements Throughout the Year

For Grade 3-4 students who completed the surveys at **both** the beginning and end of the year, **66%** of the students who did not feel like they had a friend/peer at school who helped them through hard times more than some of the time at the beginning of the year, felt like they had a friend/peer who helped them through hard times most or all the time by the end of the year.

GRADE 3-4 STUDENTS



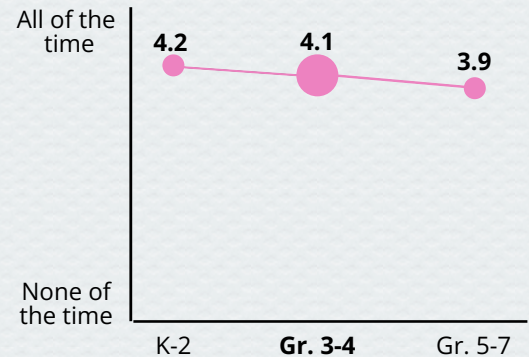
SCHOOL ENGAGEMENT & ACHIEVEMENT OF LEARNING GOALS

Percent of Students Thriving:

82%

To be considered thriving in the school engagement & achievement of learning goals domain, students would need to have responded with either most or all of the time on two of the three items.

Average Ratings by Grade Level:

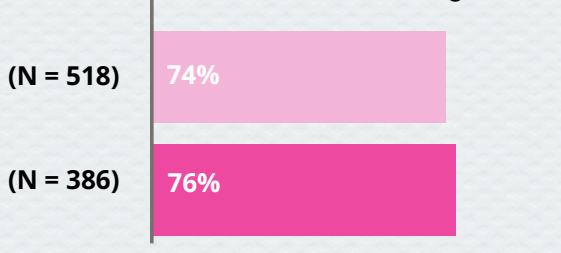


DOMAIN ITEMS

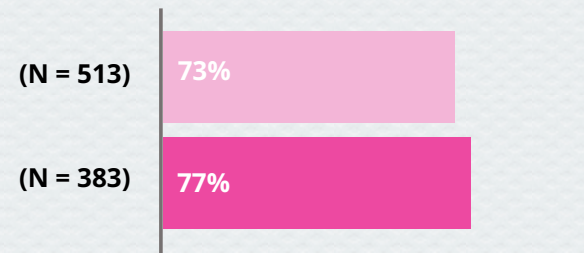
The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

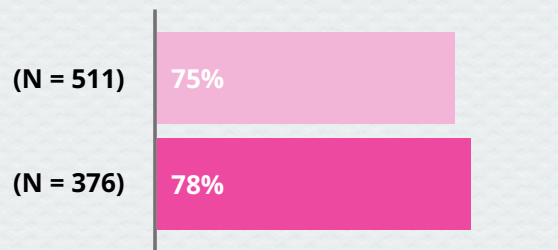
A. I feel like if I set my mind on it and work hard, I can learn how to do most things



B. I like to participate in my classroom or school activities



C. I feel like I am able to pay attention in class



Student Improvements Throughout the Year

For Grade 3-4 students who completed the surveys at **both** the beginning and end of the year, **69%** of the students who did not feel like they could learn most things if they set their mind on it and worked hard more than some of the time at the beginning of the year, were able to feel like they could learn most things if they set their mind on it and worked hard most or all the time by the end of the year.

GRADE 5-7 STUDENTS

STUDENT END-OF-YEAR RESULTS



SEL surveys were administered to Grade 5-7 students across 34 schools both at the beginning (N = 967) and end (N = 589) of the 2022/2023 school year. The following pages provides the results of the Grade 5-7 student data, considering changes in scores from the beginning to the end of the 2022/23 school year across domains.

Percent of Grade 5-7 Students Thriving:

65%

To be considered thriving across domains, students would need to have responded with either most or all of the time on at least four of the six domains on the end-of-year survey.

Percentage of Students Thriving Across Domains for Grade 3-4 Students:

73%

(1) Empathy for Others

65%

(2) Self-Awareness & Self-Management

66%

(3) Sense of Belonging & Connection

69%

(4) Critical Thinking & Decision Making

64%

(5) Healthy Relationships

66%

(6) School Engagement & Achievement of Learning Goals

GRADE 5-7 STUDENTS

EMPATHY FOR OTHERS

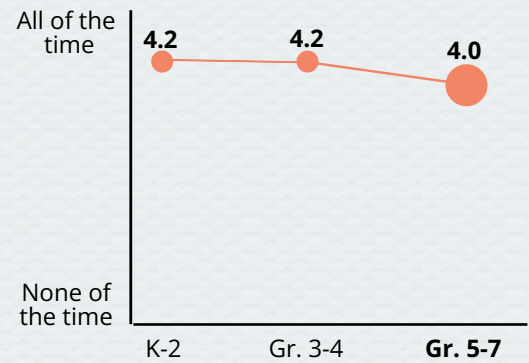


Percent of Students Thriving:

73%

To be considered thriving in the empathy for others domain, students would need to have responded with either most or all of the time on three out of the four items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

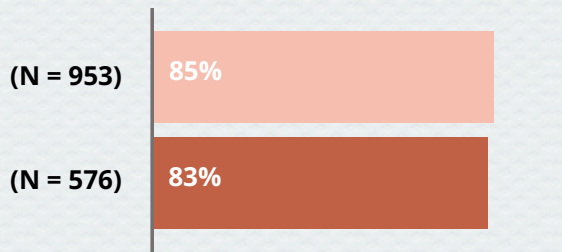


Beginning of the Year

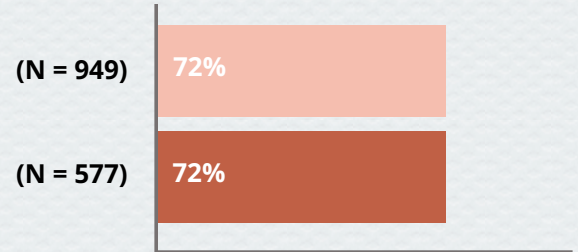


End of the Year

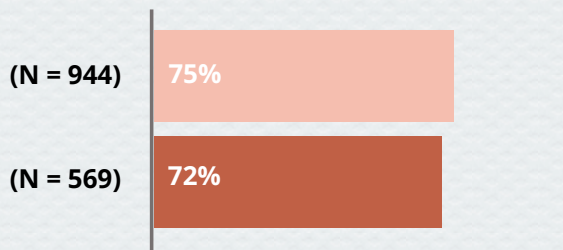
A. I care about how other people feel



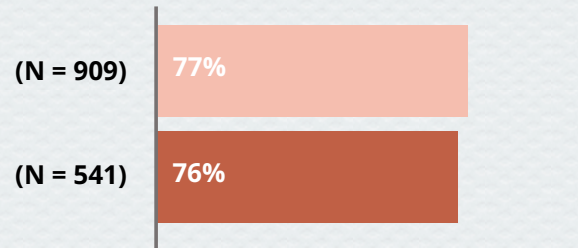
B. I try to cheer someone up when they are feeling sad



C. I try to understand how other people think and feel



D. It bothers me when I see someone being mean to someone else



Student Improvements Throughout the Year

For Gr 5-7 students who completed the surveys at **both** the beginning and end of the year, **61%** of the students who did not care about others' feelings more than some of the time at the beginning of the year were able to care about other peoples' feelings most or all the time by the end of the year.

GRADE 5-7 STUDENTS

SELF-AWARENESS & SELF-MANAGEMENT

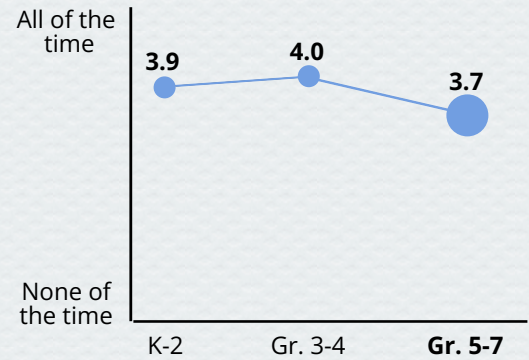


Percent of Students Thriving:

65%

To be considered thriving in the self-awareness and self-management domain, students would need to have responded with either most or all of the time on three of the five items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

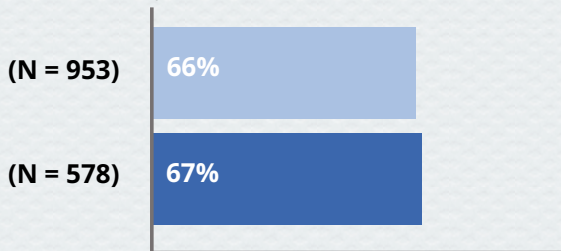


Beginning of the Year

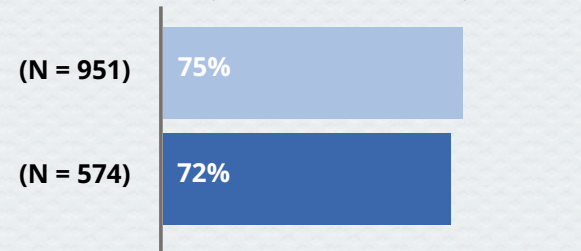


End of the Year

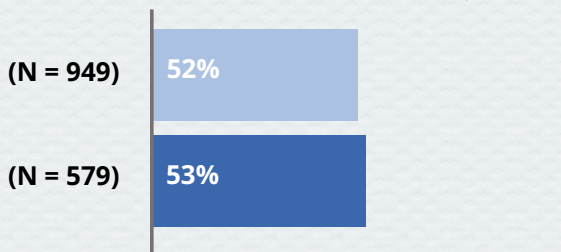
A. I know what my strengths and positive qualities are



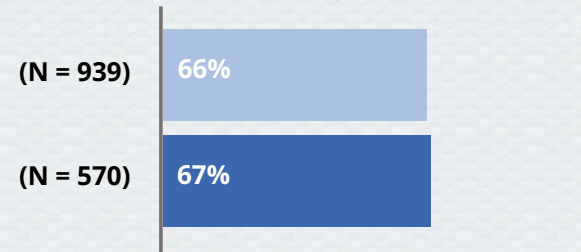
B. I understand that my emotions affect my behaviours



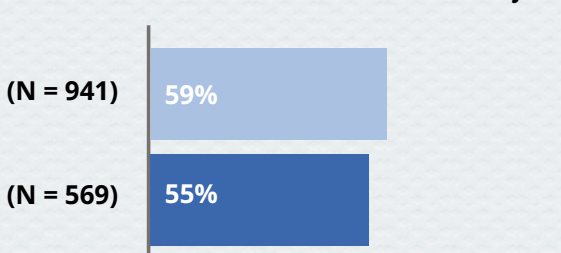
C. I am good at setting goals for myself



D. I can manage my emotions



E. I know how to deal with difficulties in my life



Student Improvements from the Year

For Grade 5-7 students who completed the surveys at **both** the beginning and end of the year, **75%** of the students who did not know how to deal with difficulties in their lives more than some of the time at the beginning of the year, knew how to deal with difficulties in their lives most or all the time by the end of the year.

GRADE 5-7 STUDENTS

SENSE OF BELONGING & CONNECTION

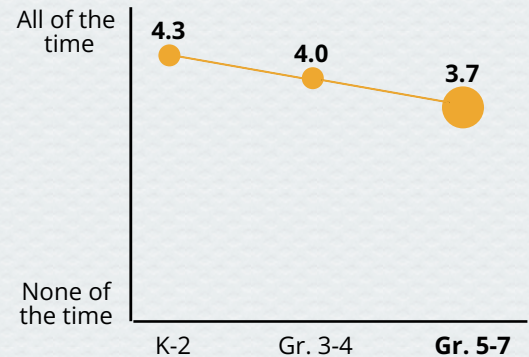


Percent of Students Thriving:

66%

To be considered thriving in the sense of belonging and connection domain, students would need to have responded with either most or all of the time on three of five items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

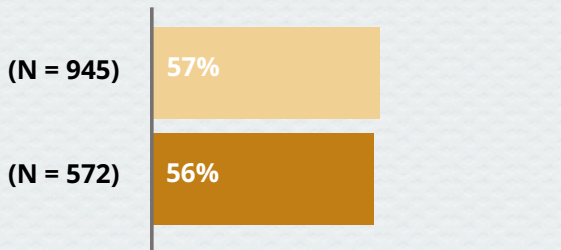


Beginning of the Year

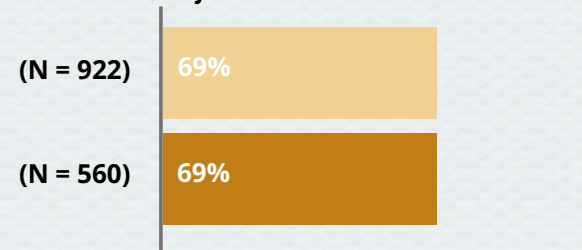


End of the Year

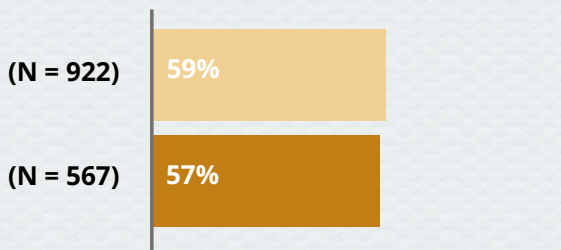
A. I feel connected to the students at my school



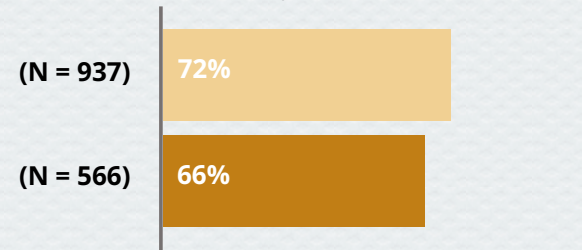
B. There is at least one adult at my school who really cares about me



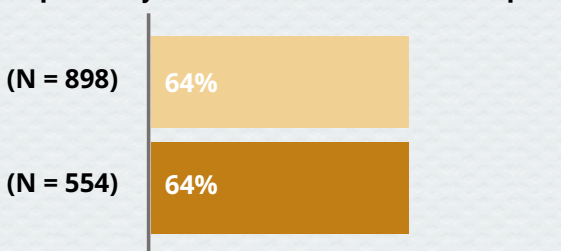
C. I matter to other people at my school



D. I feel like I belong in my classroom and/or school



E. People at my school understand me as a person



Student Improvements from the Year

For Grade 5-7 students who completed the surveys at **both** the beginning and end of the year, **46%** of the students who did not feel people at their school understood them as a person more than some of the time at the beginning of the year, then felt that people at their school understood them as a person most or all the time by the end of the year.

GRADE 5-7 STUDENTS

CRITICAL THINKING & DECISION MAKING

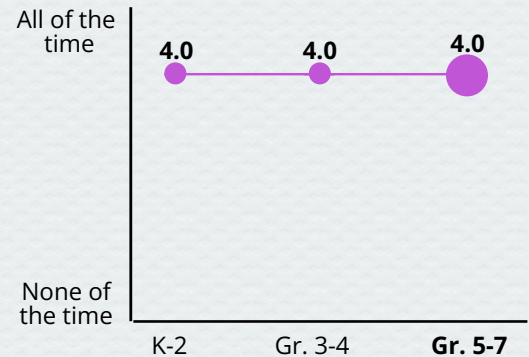


Percent of Students Thriving:

69%

To be considered thriving in the critical thinking & decision making domain, students would need to have responded with either most or all of the time on three of four items.

Average Ratings by Grade Level:

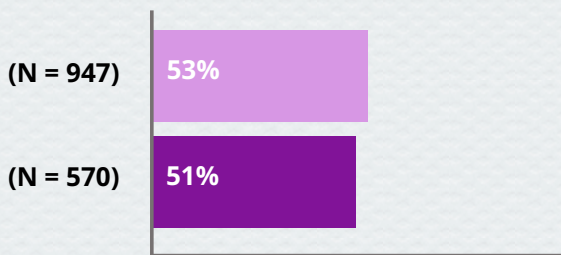


DOMAIN ITEMS

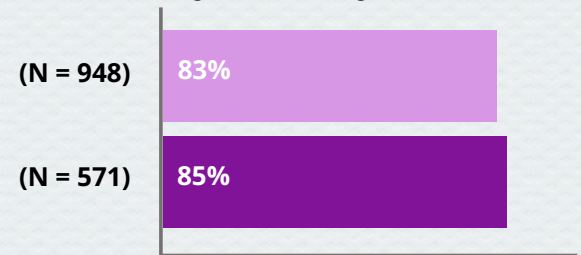
The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

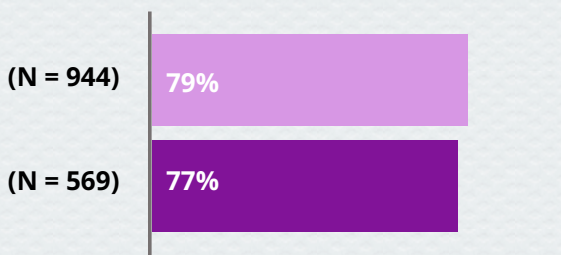
A. I think through the consequences of my actions before I make a decision



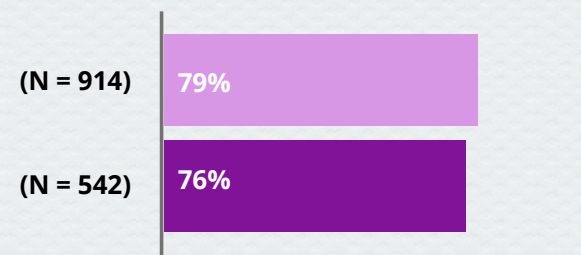
B. I understand the difference between what's right and wrong



C. I understand that my choices can affect other people



D. I understand that my choices can impact my future



Student Improvements from the Year

For Grade 5-7 students who completed the surveys at **both** the beginning and end of the year, **58%** of the students who did not understand that their choices could impact their future more than some of the time at the beginning of the year, were able to understand their choices can impact their future most or all the time by the end of the year.

GRADE 5-7 STUDENTS

HEALTHY RELATIONSHIPS

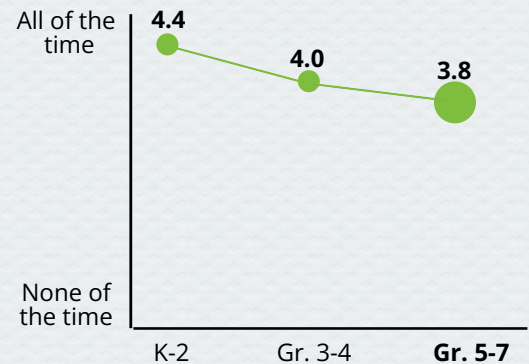


Percent of Students Thriving:

64%

To be considered thriving in the healthy relationships domain, students would need to have responded with either most or all of the time on three of the four items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

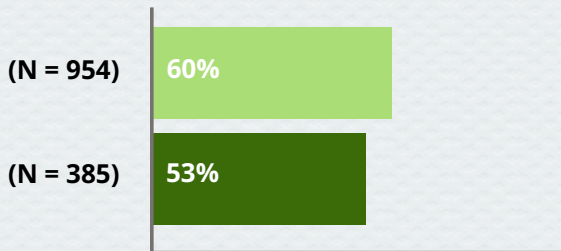


Beginning of the Year

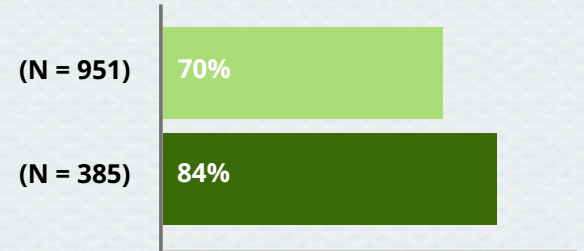


End of the Year

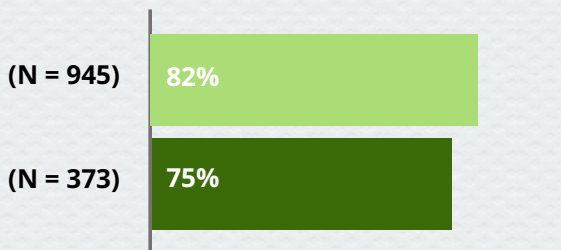
A. I am good at solving problems I have with other people



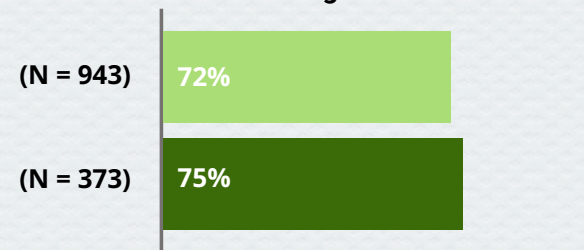
B. I am good at communicating with other students and teachers at my school



C. I feel like I am a good friend to other people



D. I have a friend or peer at school who helps me when I'm having a hard time



Student Improvements Throughout the Year

For Grade 5-7 students who completed the surveys at **both** the beginning and end of the year, **56%** of the students who did not feel like they had a friend/peer at school who helped them through hard times more than some of the time at the beginning of the year, felt like they had a friend/peer who helped them through hard times most or all the time by the end of the year.

GRADE 5-7 STUDENTS

SCHOOL ENGAGEMENT & ACHIEVEMENT OF LEARNING GOALS

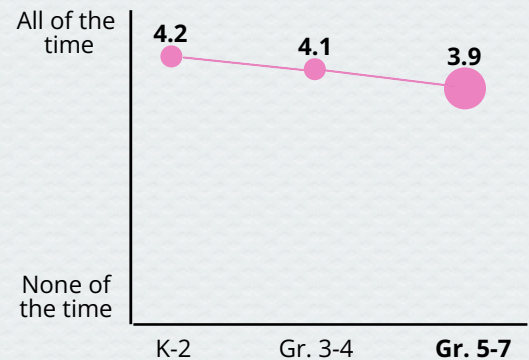


Percent of Students Thriving:

66%

To be considered thriving in the school engagement & achievement of learning goals domain, students would need to have responded with either most or all of the time on three of the four items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.



Beginning of the Year



End of the Year

A. I feel like if I set my mind on it and work hard, I can learn how to do most things

(N = 955)

74%

(N = 576)

72%

B. I like to participate in my classroom or school activities

(N = 951)

72%

(N = 574)

66%

C. I feel like I am able to pay attention in class

(N = 942)

74%

(N = 578)

71%

D. I feel like I have a good understanding of the ideas being shared in my classroom

(N = 936)

74%

(N = 572)

68%

Student Improvements Throughout the Year

For Grade 5-7 students who completed the surveys at **both** the beginning and end of the year, **58%** of the students who did not feel like they had a good understanding of the ideas being shared in their classroom more than some of the time at the beginning of the year, were able to feel like they had a good understanding of the ideas being shared in their classroom most or all the time by the end of the year.

SEL STAFF

STUDENT RESULTS



SEL surveys were administered to Grade K-7 staff across 34 schools both at the beginning (N = 65) and end (N = 34) of the 2022/2023 school year. The following pages of this report provides the results of the staff data, considering changes in scores from the beginning to the end of the 2022/23 school year across domains for students in the respondents classes.

Percent of Students Thriving:

68%

To be considered thriving across domains, teachers would need to have responded with either most or all of the time on at least four of the six domains for their students, on the end-of-year survey.

Percentage of Students Thriving Across Domains:

85%

(1) Empathy for Others

55%

(2) Self-Awareness & Self-Management

97%

(3) Sense of Belonging & Connection

35%

(4) Critical Thinking & Decision Making

62%

(5) Healthy Relationships

79%

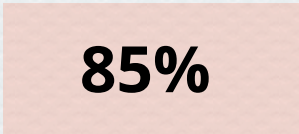
(6) School Engagement & Achievement of Learning Goals

STAFF RESULTS

EMPATHY FOR OTHERS

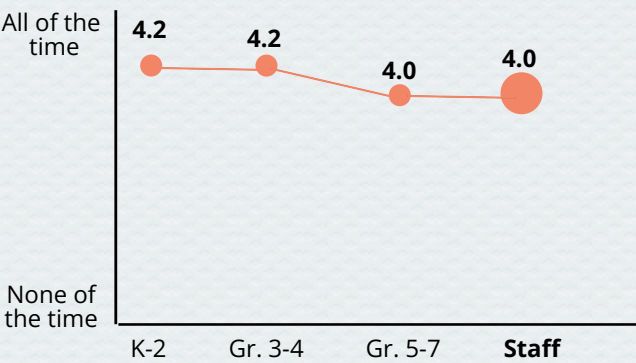


Percent of Students Thriving:



To be considered thriving in the empathy for others domain, students would need to have responded with either most or all of the time on three out of the four items.

Average Ratings by Grade Level:

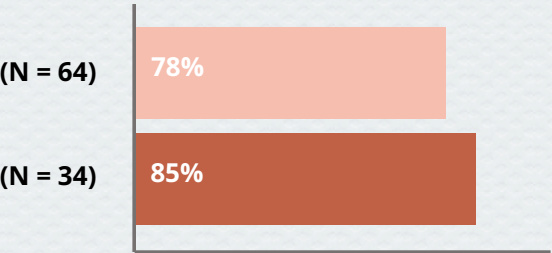


DOMAIN ITEMS

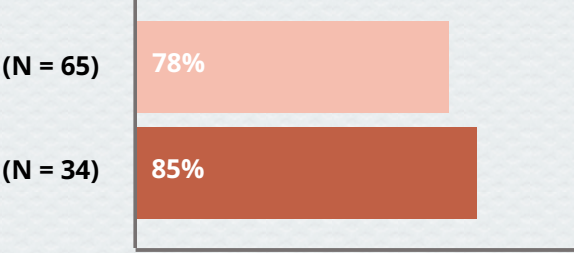
The following item breakdown shows the percentage of teachers who feel their students are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period of the 2022/23 school year.

● Beginning of the Year ● End of the Year

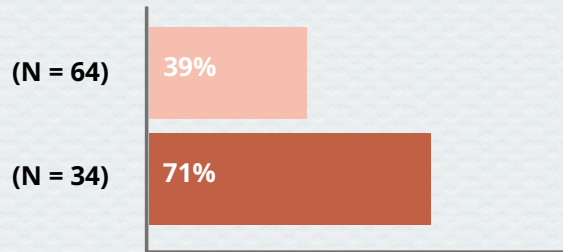
A. My students care about how other people feel



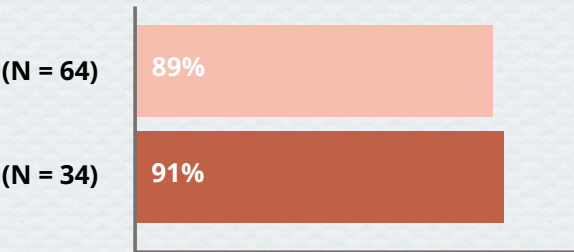
B. My students try to cheer someone up when they are feeling sad



C. My students try to understand how other people think and feel



D. It bothers my students when they see someone being mean to someone else



STAFF RESULTS



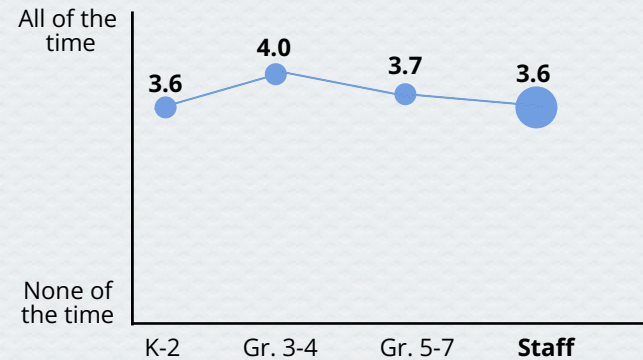
SELF-AWARENESS & SELF-MANAGEMENT

Percent of Students Thriving:

55%

To be considered thriving in the self-awareness and self-management domain, students would need to have responded with either most or all of the time on three of the five items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

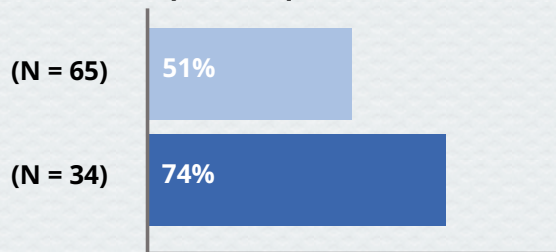


Beginning of the Year

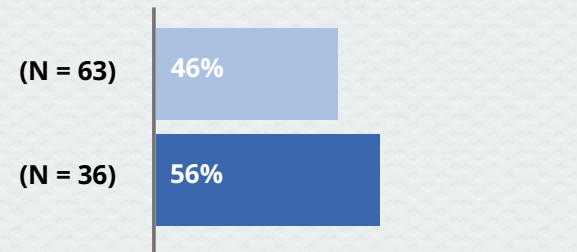


End of the Year

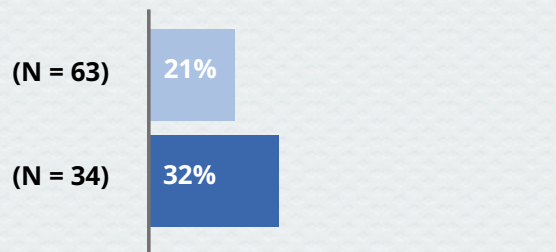
A. My students know what their strengths and positive qualities are



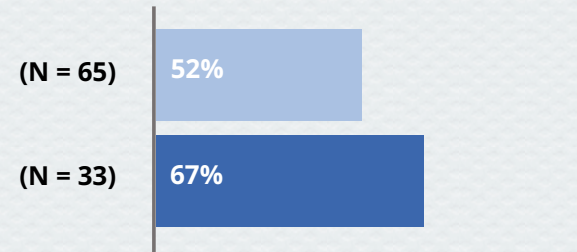
B. My students understand that their emotions affect their behaviours



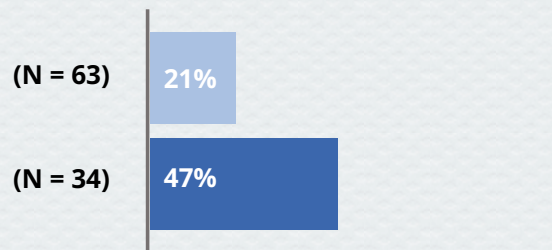
C. My students are good at setting goals for themselves



D. My students can manage their emotions



E. My students know how to deal with difficulties in their life



STAFF RESULTS



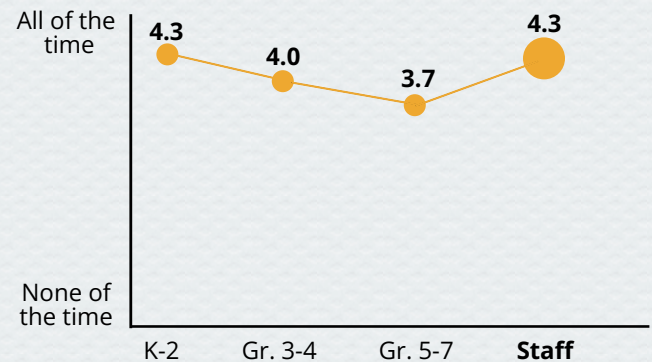
SENSE OF BELONGING & CONNECTION

Percent of Students Thriving:

97%

To be considered thriving in the sense of belonging and connection domain, students would need to have responded with either most or all of the time on three of five items.

Average Ratings by Grade Level:



DOMAIN ITEMS

The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

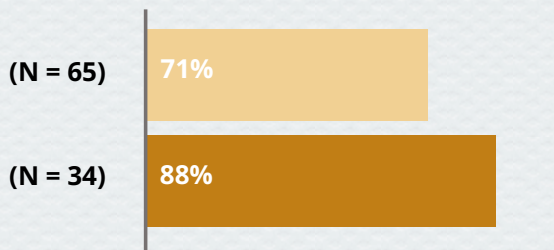


Beginning of the Year

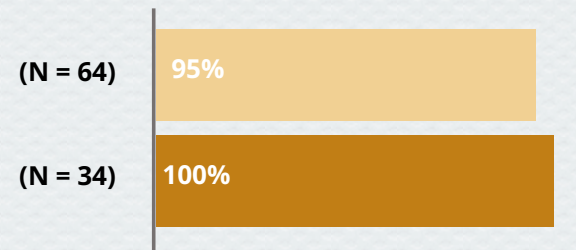


End of the Year

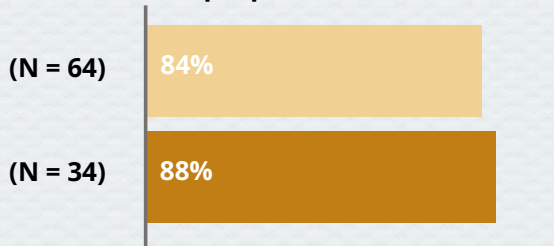
A. My students feel connected to other students at school



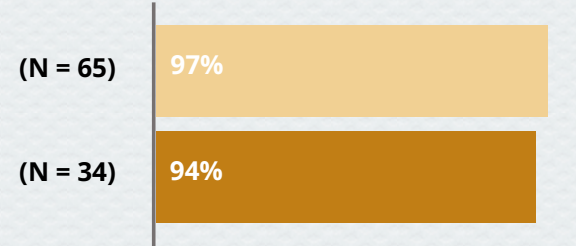
B. There is at least one adult in our school who really cares about my students



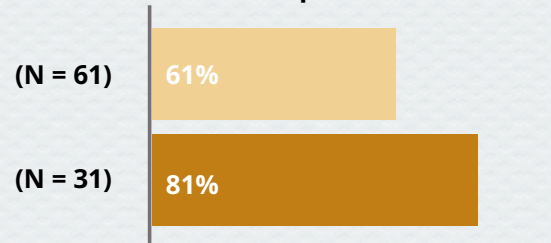
C. My students feel like they matter to other people at school



D. My students feel like they belong in my classroom and/or our school



E. My students feel like people at school understand them as a person



STAFF RESULTS



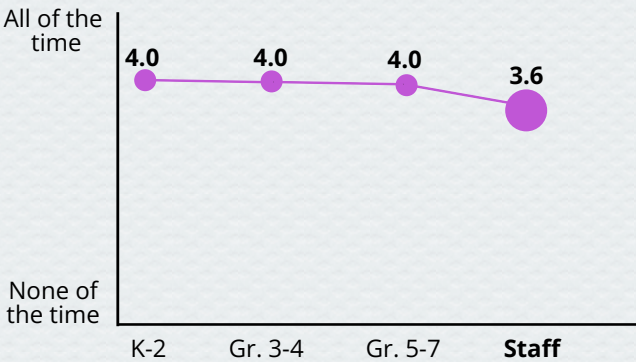
CRITICAL THINKING & DECISION MAKING

Percent of Students Thriving:



To be considered thriving in the critical thinking & decision making domain, students would need to have responded with either most or all of the time on three of four items.

Average Ratings by Grade Level:

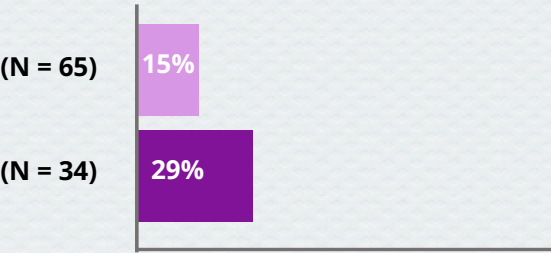


DOMAIN ITEMS

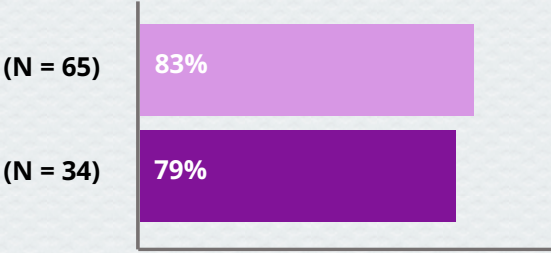
The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

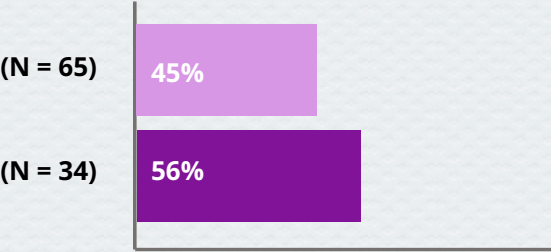
A. My students think through the consequences of their actions before they make a decision



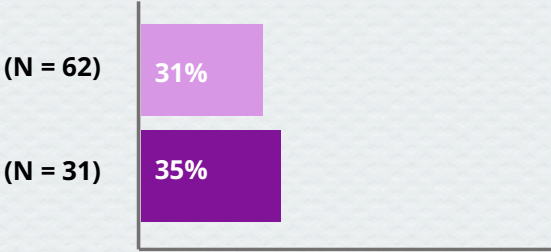
B. My students understand the difference between what's right and wrong



C. My students understand that their choices can affect other people



D. My students understand that their choices can impact their future

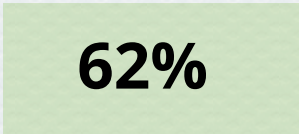


STAFF RESULTS



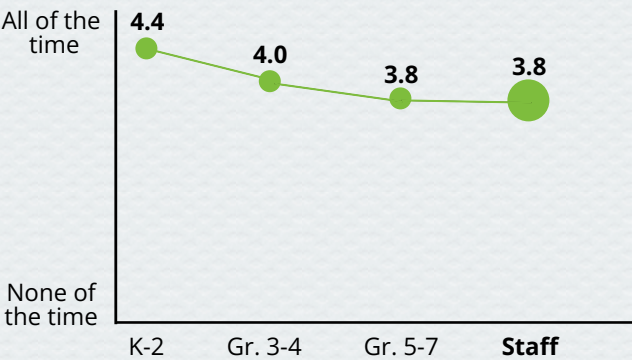
HEALTHY RELATIONSHIPS

Percent of Students Thriving:



To be considered thriving in the healthy relationships domain, students would need to have responded with either most or all of the time on three of the four items.

Average Ratings by Grade Level:

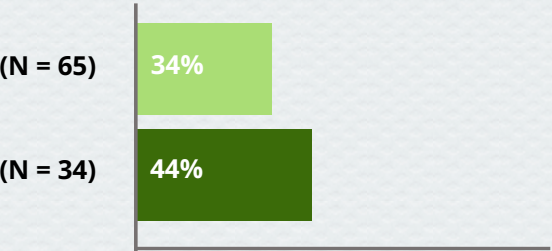


DOMAIN ITEMS

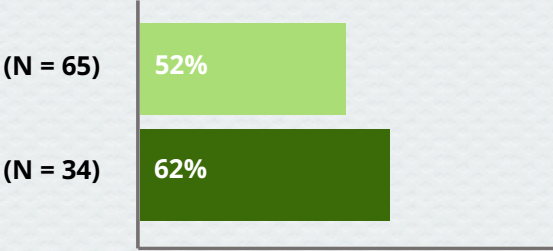
The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

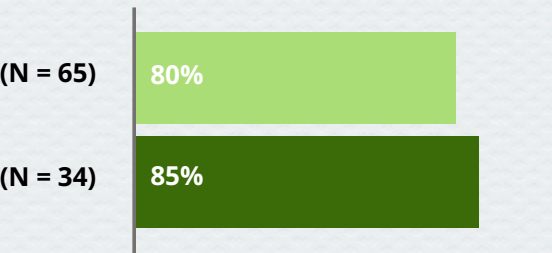
A. My students are good at solving problems they have with other people



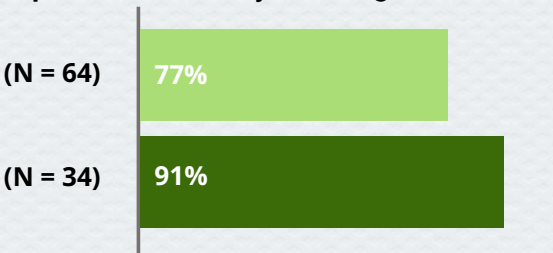
B. My students are good at communicating with other students and teachers at our school



C. My students are good friends to other people



D. My students have a friend or peer at school who helps them when they're having a hard time



STAFF RESULTS



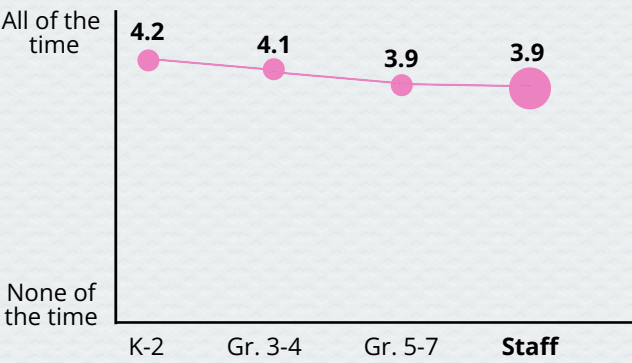
SCHOOL ENGAGEMENT & ACHIEVEMENT OF LEARNING GOALS

Percent of Students Thriving:



To be considered thriving in the school engagement & achievement of learning goals domain, students would need to have responded with either most or all of the time on three of the four items.

Average Ratings by Grade Level:

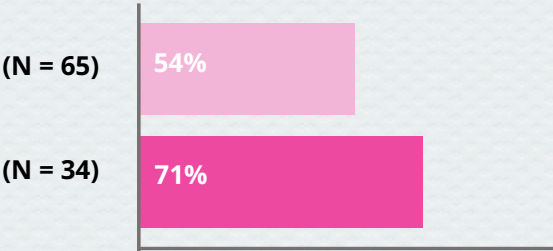


DOMAIN ITEMS

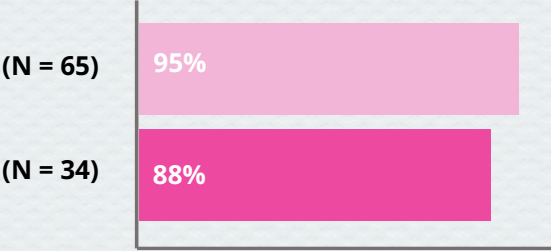
The following item breakdown shows the percentage of students who are thriving in each item (i.e., engaging in a behaviour most or all of the time) during each time period during the 2022/23 school year.

● Beginning of the Year ● End of the Year

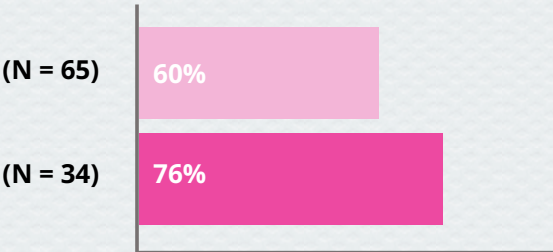
A. My students feel like if they set their mind on it and work hard, they can learn how to do most things



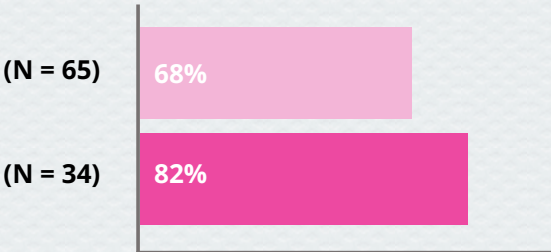
B. My students like to participate in classroom or school activities



C. My students are able to pay attention in class



D. My students feel like they have a good understanding of the ideas being shared in my classroom



THE SOCIAL AND EMOTIONAL LEARNING LEAD INITIATIVE

STAFF RESPONSES ON OWN EXPERIENCES



STAFF OPEN-ENDED RESPONSES

CASEL's SEL Indicators

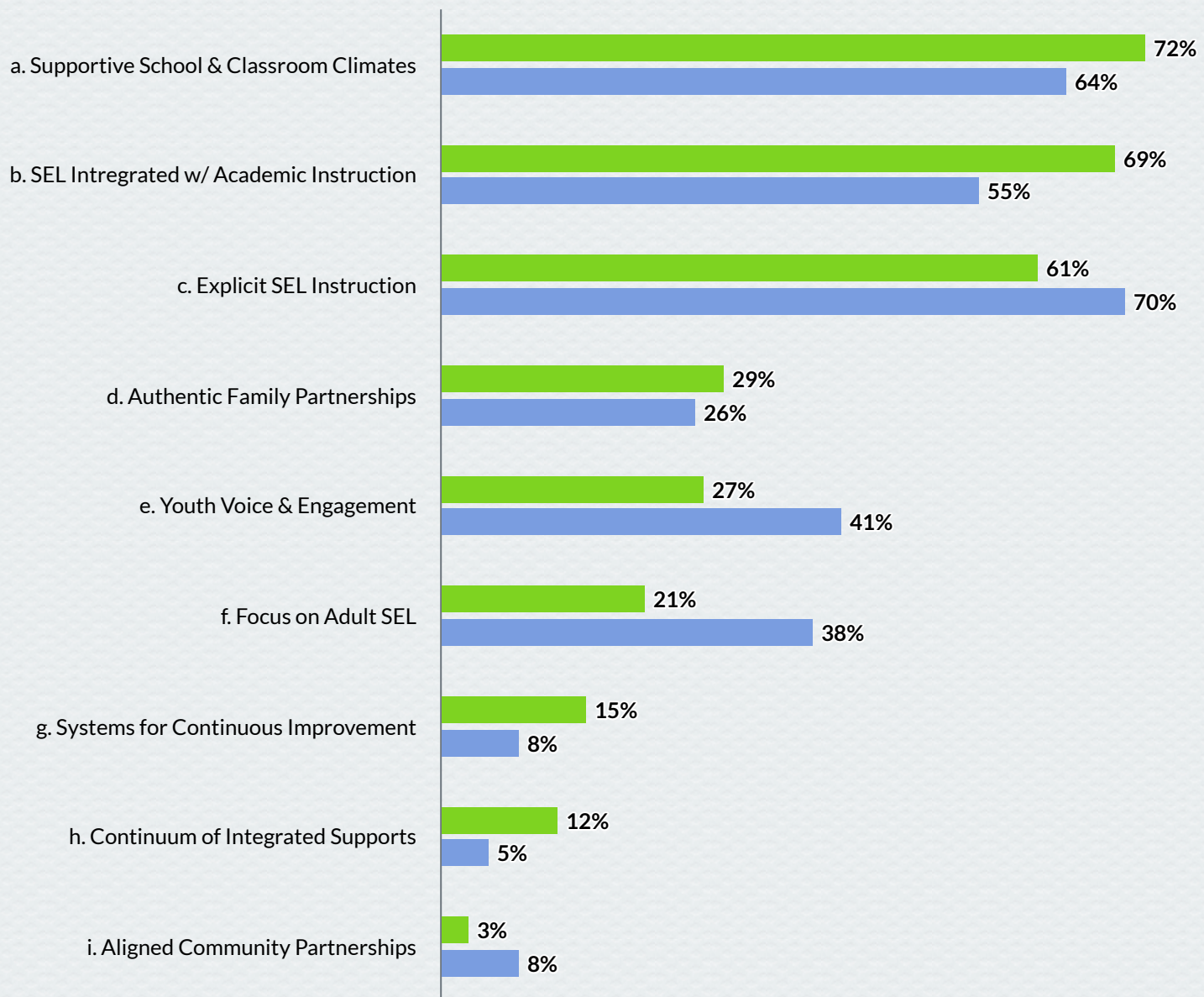


STAFF OPEN-ENDED RESPONSES

CASEL prescribes indicators that schools can focus on to improve SEL competencies school wide. At baseline, 65 teachers were asked to indicate which of the prescribed indicators they planned to focus on for the 2022/23 school year. Then at the end of the school year, 34 teachers were asked to indicate which prescribed indicators they focused on. At both time periods teachers could select all indicators that applied.

CASEL INDICATORS TEACHERS FOCUSED ON

● Beginning of the Year ● End of the Year



STAFF OPEN-ENDED RESPONSES



"What SEL strategies have you used to support your own well-being this past year?"

STAFF OPEN-ENDED RESPONSES

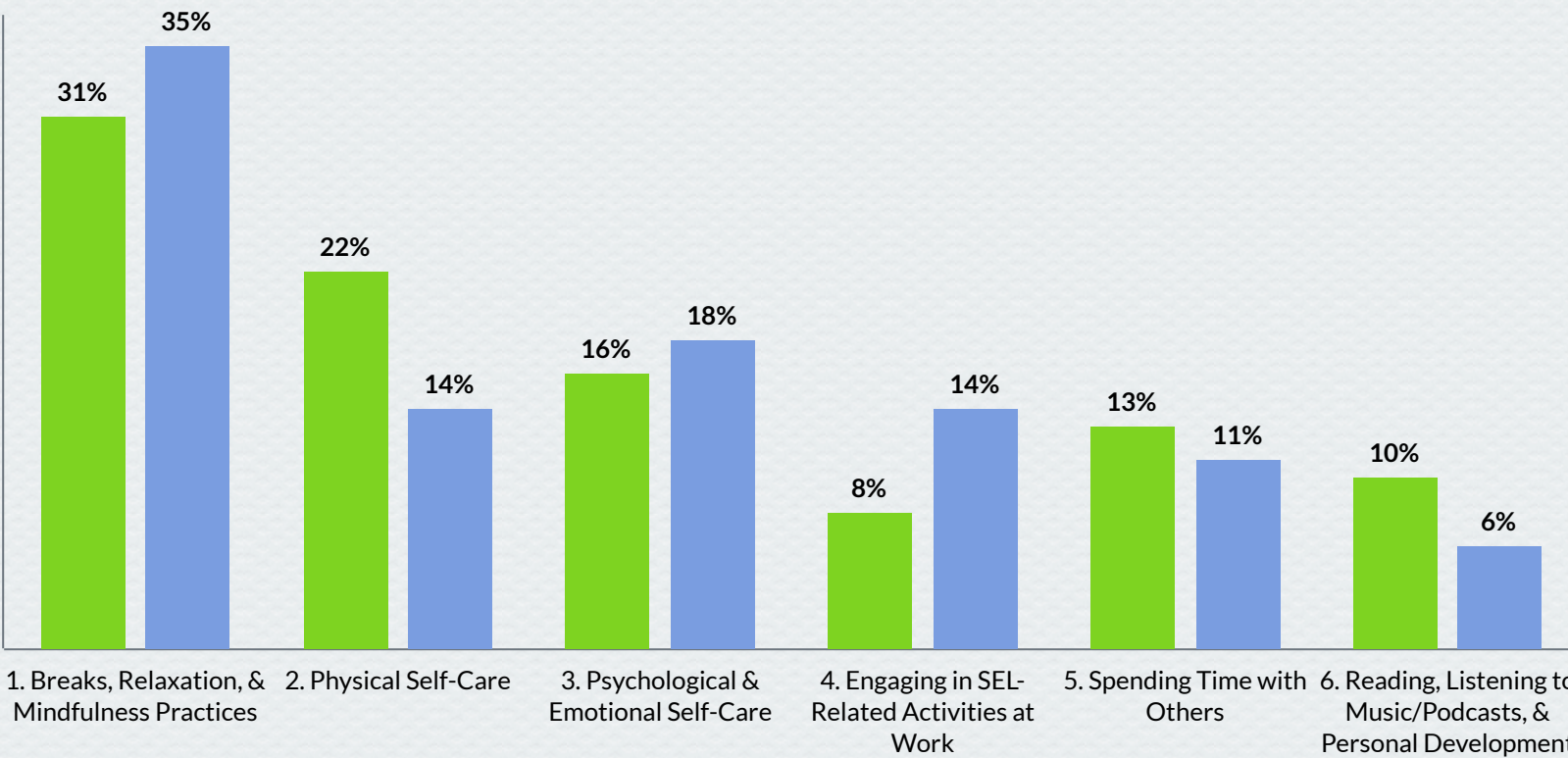
A number of teachers (62 at baseline, and 33 at end-of year) indicated which SEL strategies they have used to support their own well-being. These responses were thematically analyzed, resulting in 389 mentions across time periods and across six themes (253 mentions at baseline, and 136 mentions at end of year). There were a total of 4 participants (1 at baseline and 3 at end of year) who were uncertain or did not have strategies to support their well-being.

The theme, "breaks, relaxation, and mindfulness practices," was the most often mentioned theme both at baseline and end of year, accounting for approximately one-third of all mentions. Examples of this theme included, yoga, meditation, connecting with nature, and fun and relaxing activities.

See the following figure for a breakdown of themes, comparing the baseline and end-of-year response rates. The following page will include a further breakdown of the main themes into sub-themes, again comparing the baseline to the end of the year, considering the percentage of each subtheme for each time period.

OVERALL THEME BREAKDOWN

● Beginning of the Year ● End of the Year



STAFF OPEN-ENDED RESPONSES

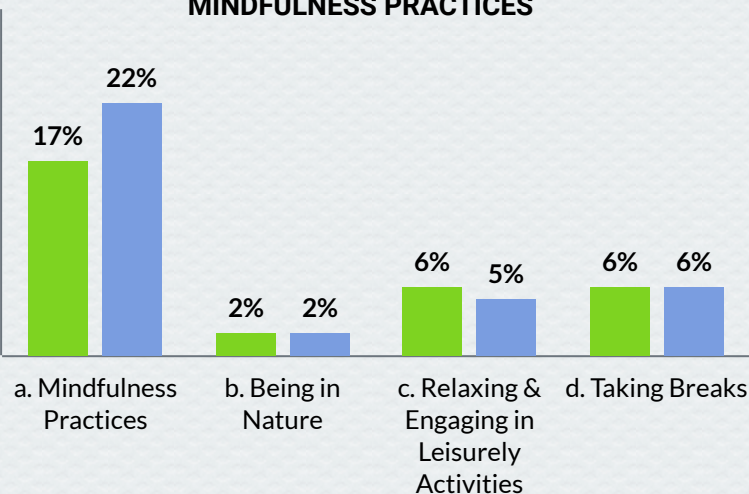


"What SEL strategies have you used to support your own well-being this past year?"

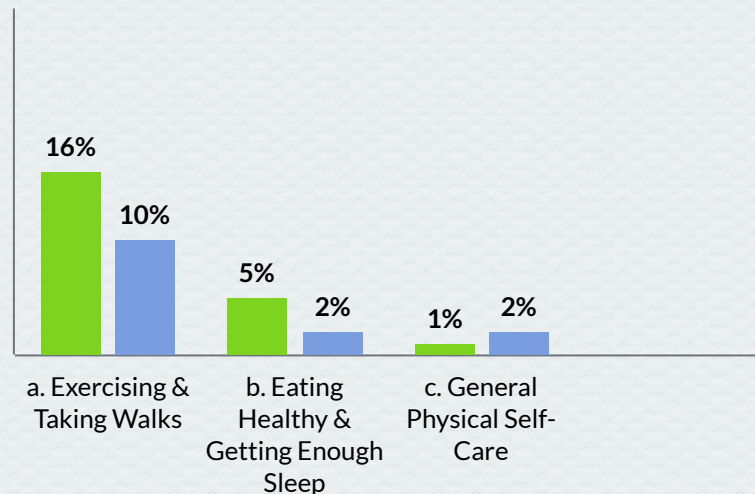
● Beginning of the Year

● End of the Year

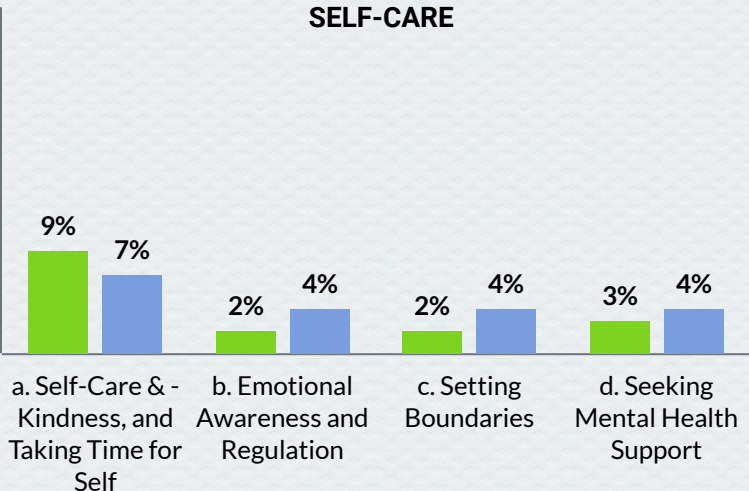
THEME 1: BREAKS, RELAXATION, AND MINDFULNESS PRACTICES



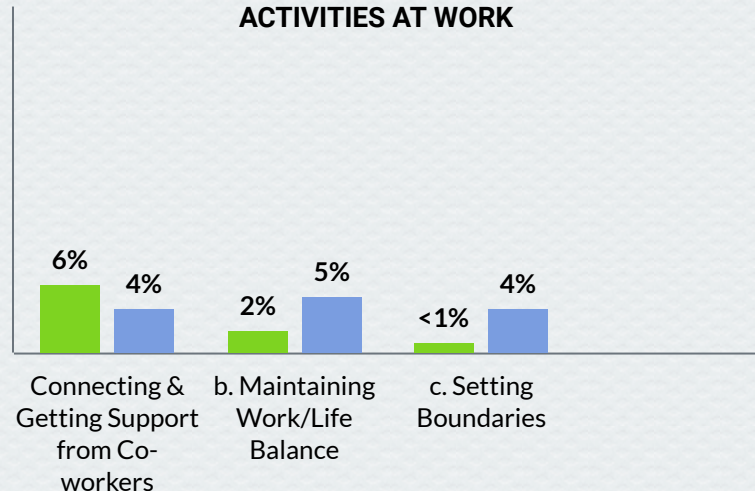
THEME 2: PHYSICAL SELF-CARE



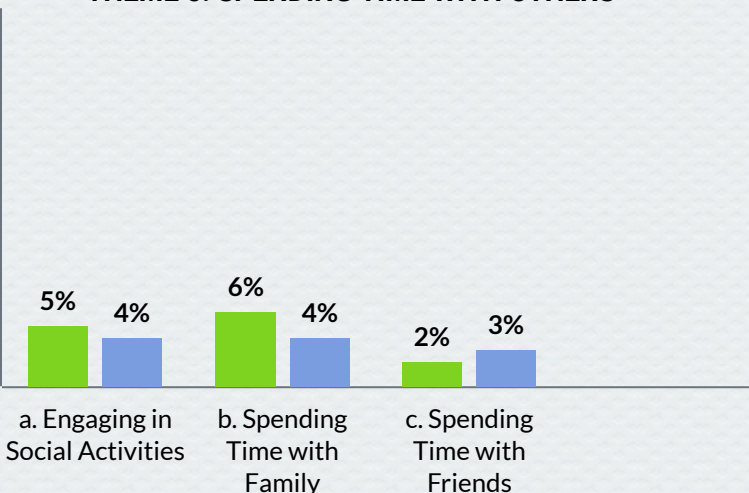
THEME 3: PSYCHOLOGICAL AND EMOTIONAL SELF-CARE



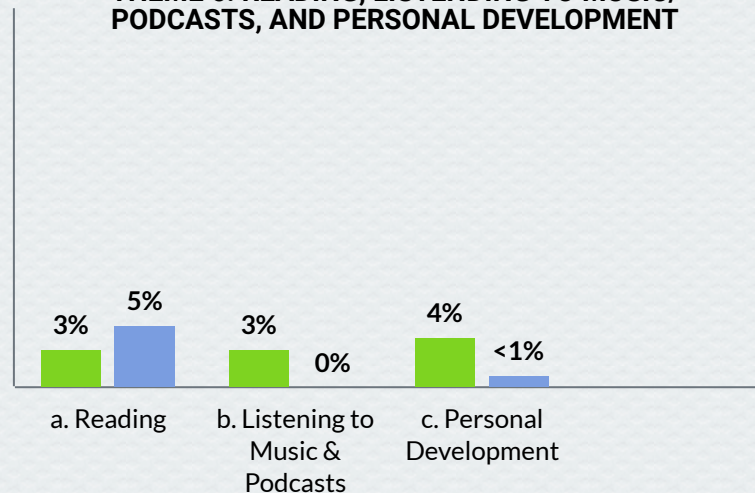
THEME 4: ENGAGING IN SEL-RELATED ACTIVITIES AT WORK



THEME 5: SPENDING TIME WITH OTHERS



THEME 6: READING, LISTENING TO MUSIC/PODCASTS, AND PERSONAL DEVELOPMENT



STAFF OPEN-ENDED RESPONSES



"What SEL strategies have you used to support student SEL in previous years?"

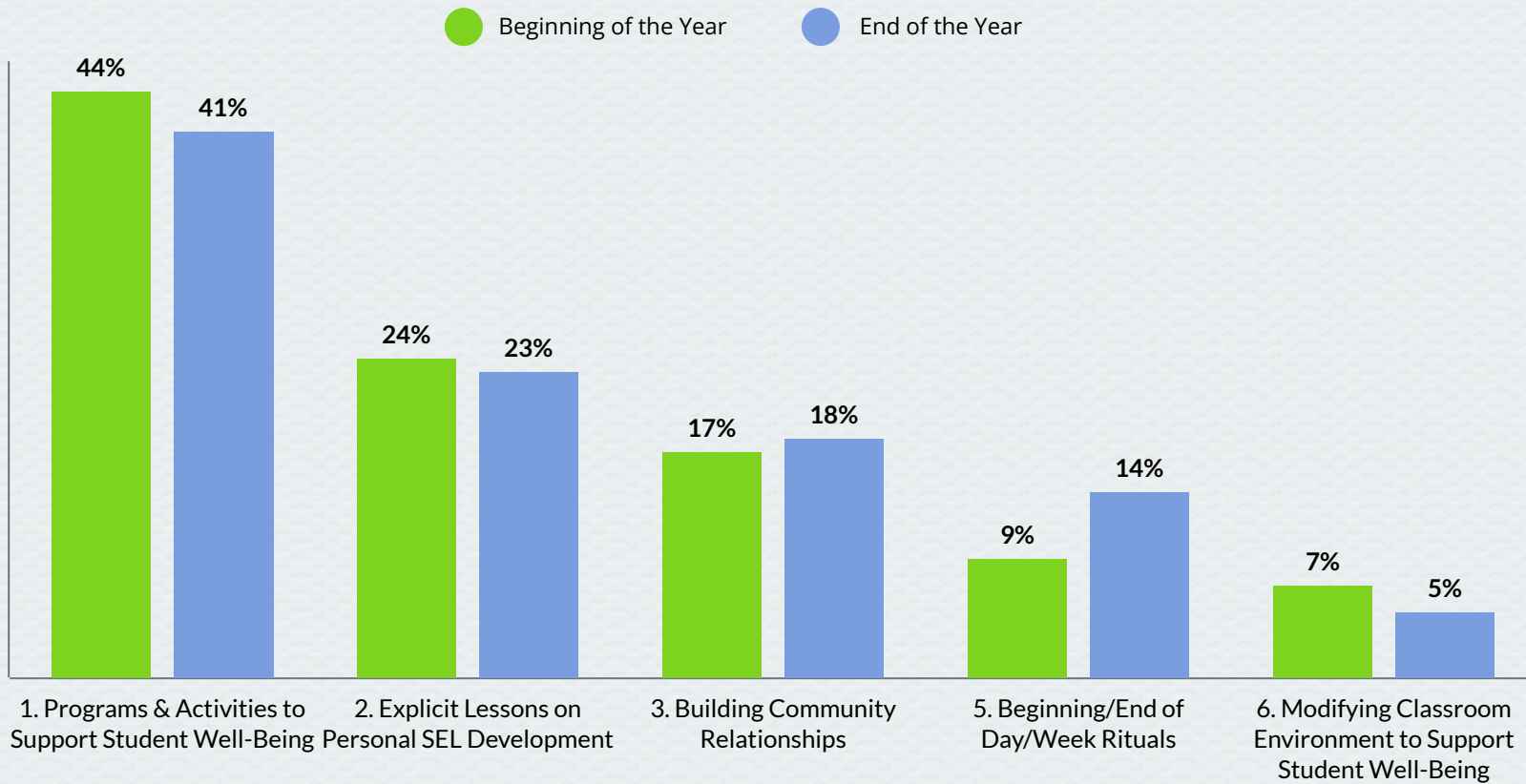
STAFF OPEN-ENDED RESPONSES

A number of teachers (63 at baseline, and 32 at end-of year) indicated which SEL strategies they have used in the past year to support student SEL. These responses were thematically analyzed, resulting in 575 mentions across time periods and across six themes (355 mentions at baseline, and 220 mentions at end of year).

The theme, "programs and activities to support student well-being," was the most often mentioned theme both at baseline and end of year, accounting for over four-in-ten of all mentions. Examples of this theme included Second Step, MindUp, meditation, yoga, journaling, and story-time and reading books.

See the following figure for a breakdown of themes, comparing the baseline and end-of-year response rates. The following page will include a further breakdown of the main themes into sub-themes, again comparing the baseline to the end of the year, considering the percentage of each subtheme for each time period.

OVERALL THEME BREAKDOWN



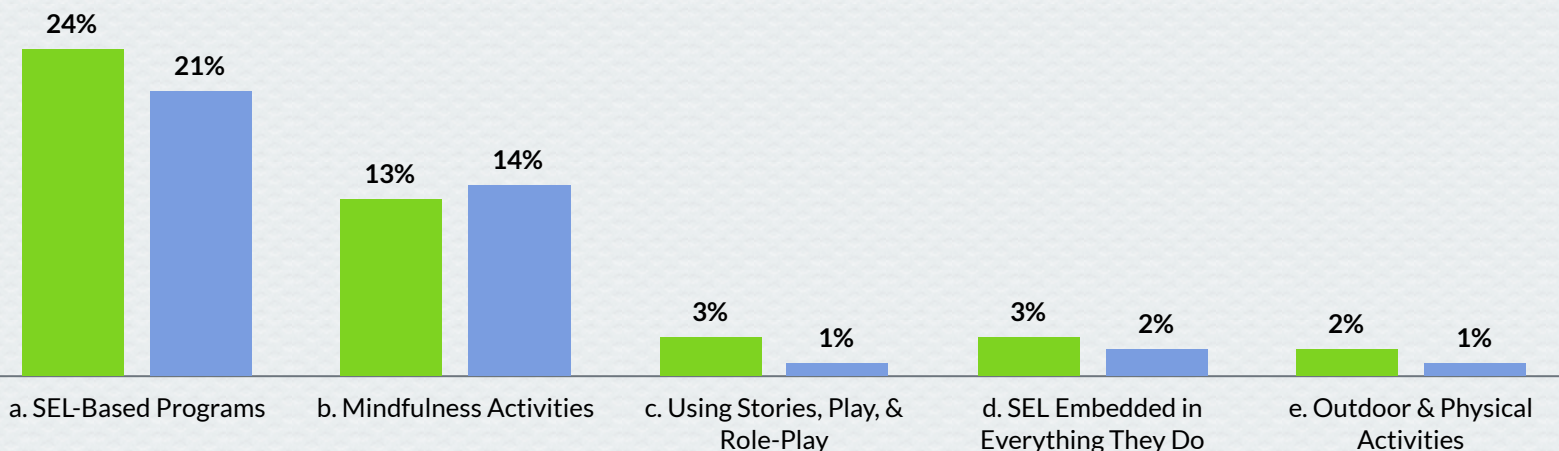
STAFF OPEN-ENDED RESPONSES



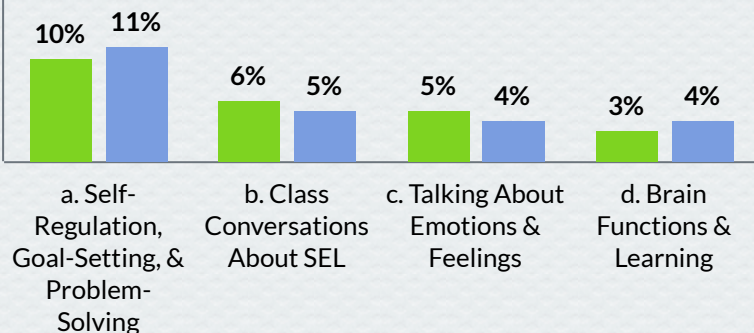
"What SEL strategies have you used to support student SEL in previous years?"

● Beginning of the Year ● End of the Year

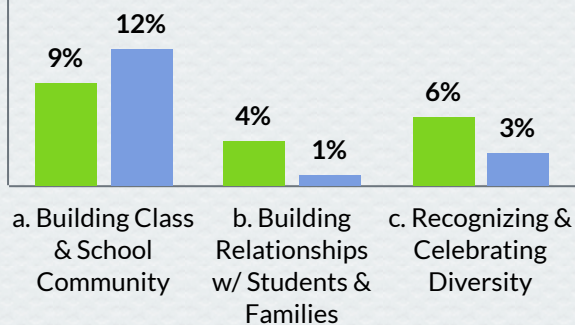
THEME 1: PROGRAMS AND ACTIVITIES TO SUPPORT STUDENT WELL-BEING



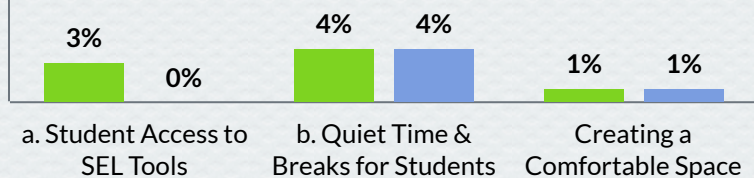
THEME 2: EXPLICIT LESSONS ON PERSONAL SEL DEVELOPMENT



THEME 3: BUILDING COMMUNITY RELATIONSHIPS



THEME 4: MODIFYING CLASSROOM ENVIRONMENT TO SUPPORT STUDENT WELL-BEING



THEME 5: BEGINNING/END OF DAY/WEEK RITUALS



STAFF OPEN-ENDED RESPONSES



"In your understanding today, what is SEL?"

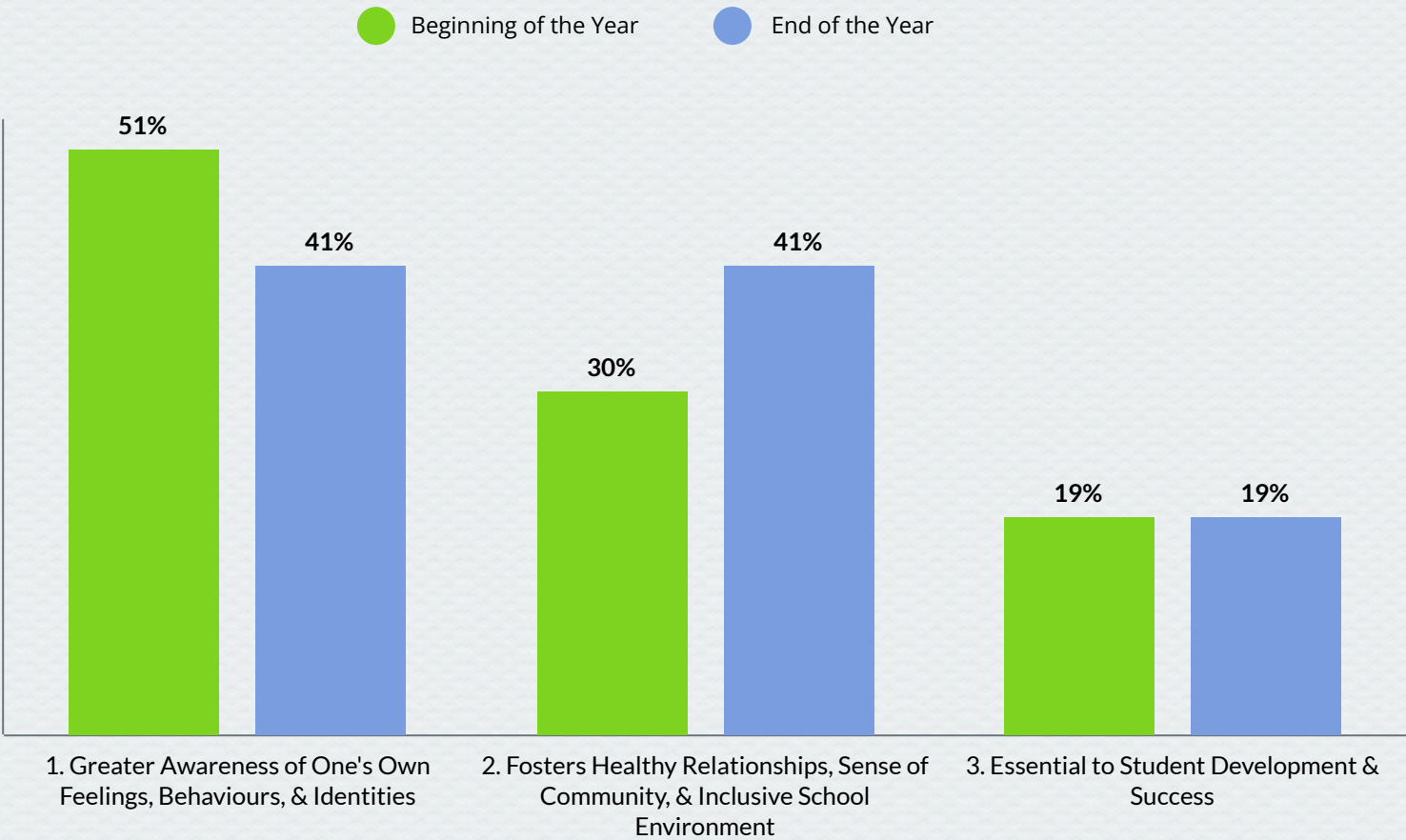
STAFF OPEN-ENDED RESPONSES

A number of teachers (61 at baseline, and 31 at end-of year) indicated their understandings of SEL. These responses were thematically analyzed, resulting in 649 mentions across time periods and across three themes (452 mentions at baseline, and 197 mentions at end of year).

The theme, "greater awareness of one's own feelings, behaviours, and identities," was the most mentioned them at both baseline and end-of-year. Highlighting the impact of SEL, one teacher mentioned about their understanding of as SEL as, "... teaching our young learners self awareness, having the ability to control our behaviours and giving them strategies to do this, and learning the language that goes with out emotions. Students who have a good SEL background will be better learners, be able to cope with challenges, and be more successful in life."

See the following figure for a breakdown of themes, comparing the baseline and end-of-year response rates. The following page will include a further breakdown of the main themes into sub-themes, again comparing the baseline to the end of the year, considering the percentage of each subtheme for each time period.

OVERALL THEME BREAKDOWN



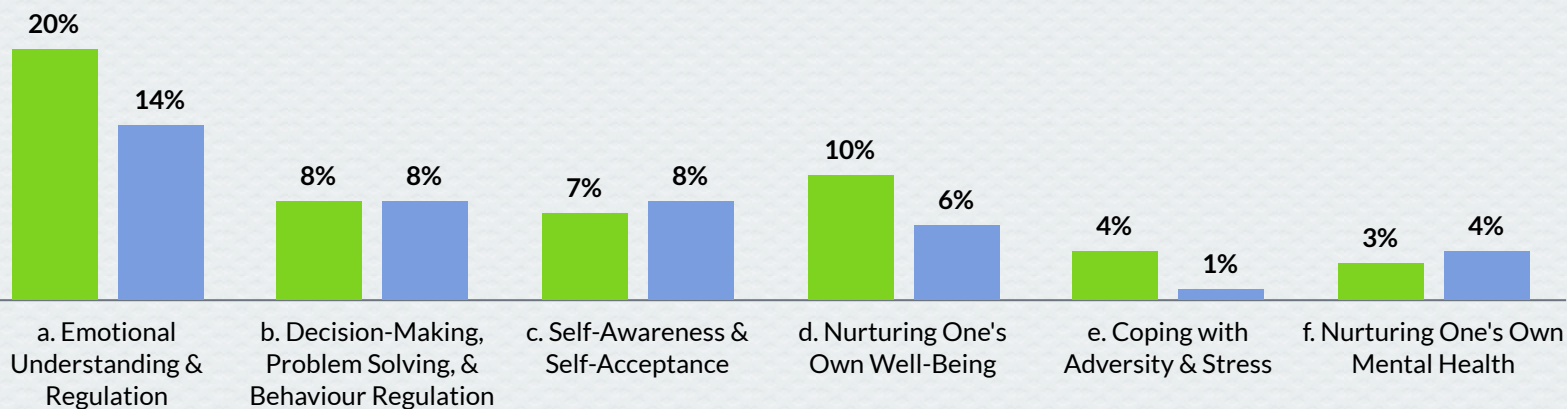
STAFF OPEN-ENDED RESPONSES

"In your understanding today, what is SEL?"

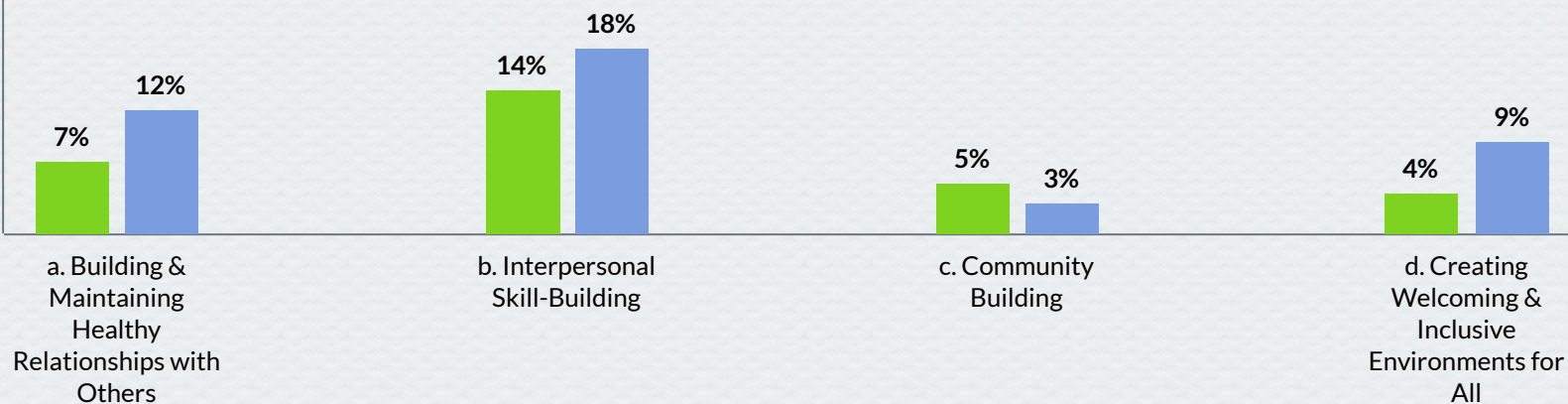


● Beginning of the Year ● End of the Year

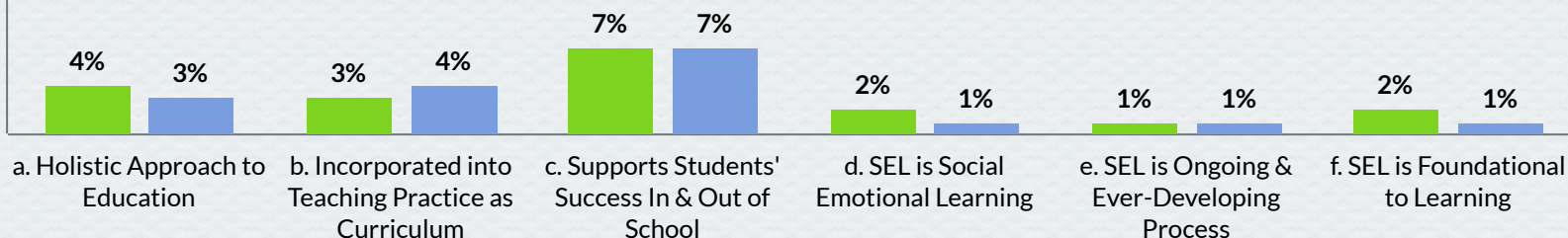
THEME 1: GREATER AWARENESS OF ONE'S OWN FEELINGS, BEHAVIOURS, AND IDENTITIES



THEME 2: FOSTERS HEALTHY RELATIONSHIPS, SENSE OF COMMUNITY, AND INCLUSIVE SCHOOL ENVIRONMENT



THEME 3: ESSENTIAL TO STUDENT DEVELOPMENT & SUCCESS



STAFF OPEN-ENDED RESPONSES



"Please describe what SEL Lead Initiative resources and support have been helpful for SEL implementation in your classroom or school?"

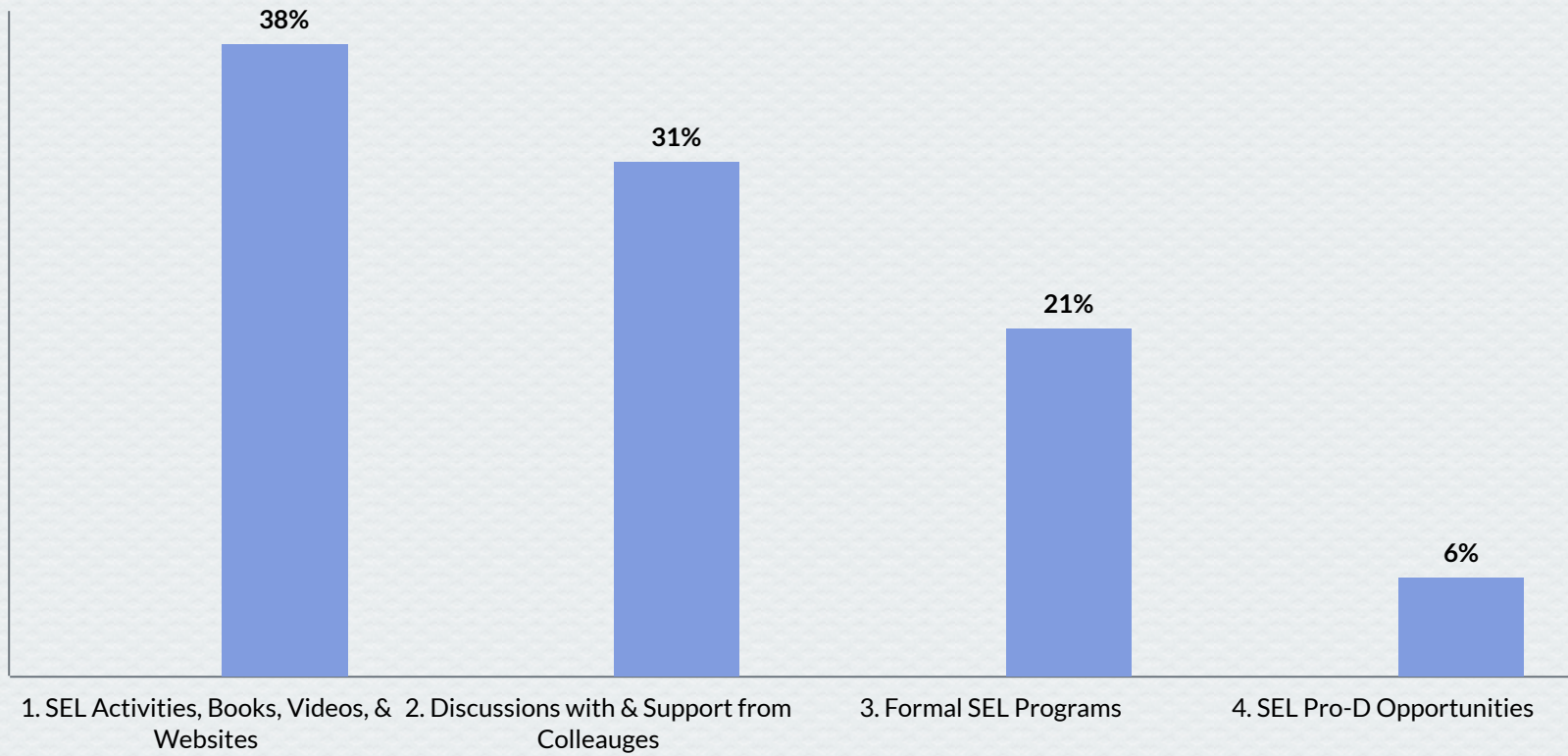
STAFF OPEN-ENDED RESPONSES

At the end of the year, 28 teachers indicated which of the SEL Lead Initiative resources and support that had been helpful for SEL implementation in their classroom or school. These responses were thematically analyzed, resulting in 91 mentions across four themes.

The theme, "SEL activities, books, videos, and websites," was the most often mentioned theme, with over a third of all mentions. Examples of this theme included mindfulness activities, online platforms, and inclusive lessons and activities where students could see themselves reflected.

See the following figure for a breakdown of themes. The following page will include a further breakdown of the main themes into sub-themes, considering the percentage of each subtheme.

OVERALL THEME BREAKDOWN

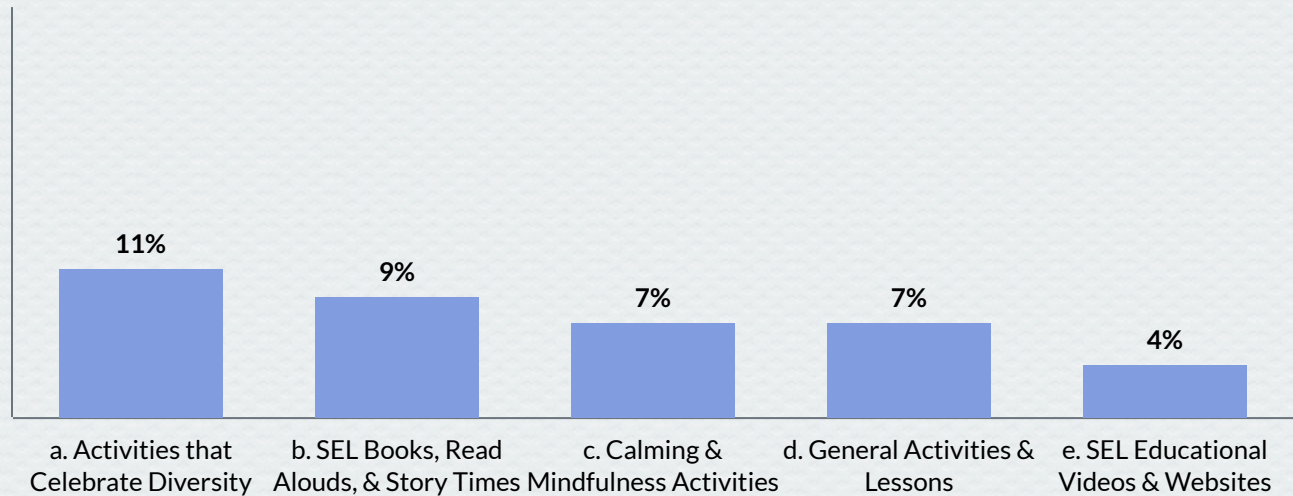


STAFF OPEN-ENDED RESPONSES

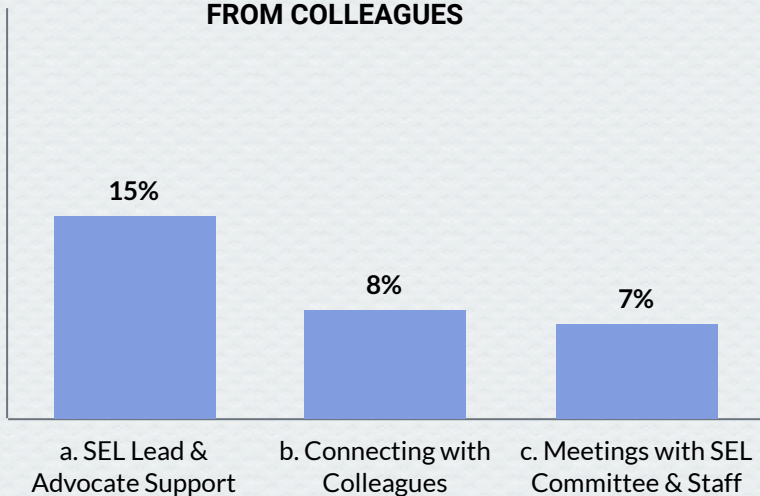


"Please describe what SEL Lead Initiative resources and support have been helpful for SEL implementation in your classroom or school?"

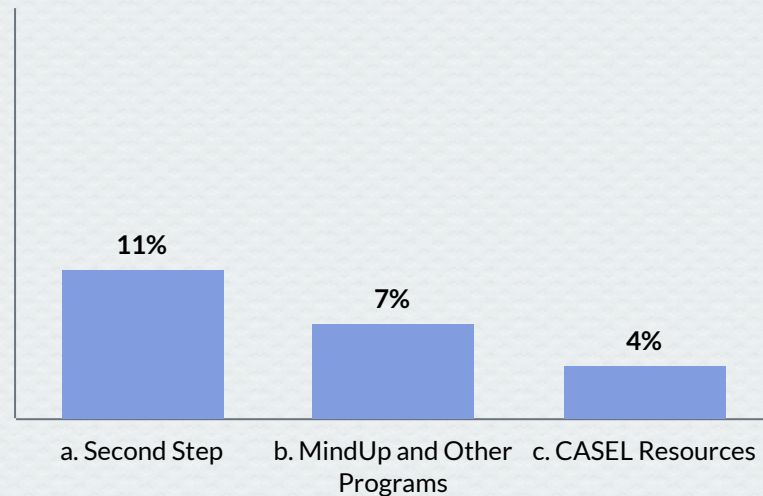
THEME 1: SEL ACTIVITIES, BOOKS, VIDEOS, AND WEBSITES



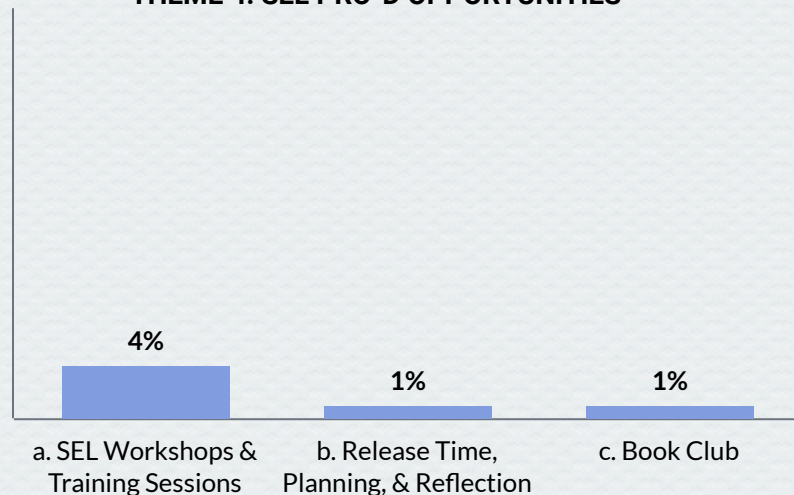
THEME 2: DISCUSSIONS WITH & SUPPORT FROM COLLEAGUES



THEME 3: FORMAL SEL PROGRAMS



THEME 4: SEL PRO-D OPPORTUNITIES



STAFF OPEN-ENDED RESPONSES



"Please describe what SEL Lead Initiative resources and support could be improved for SEL implementation in your classroom or school?"

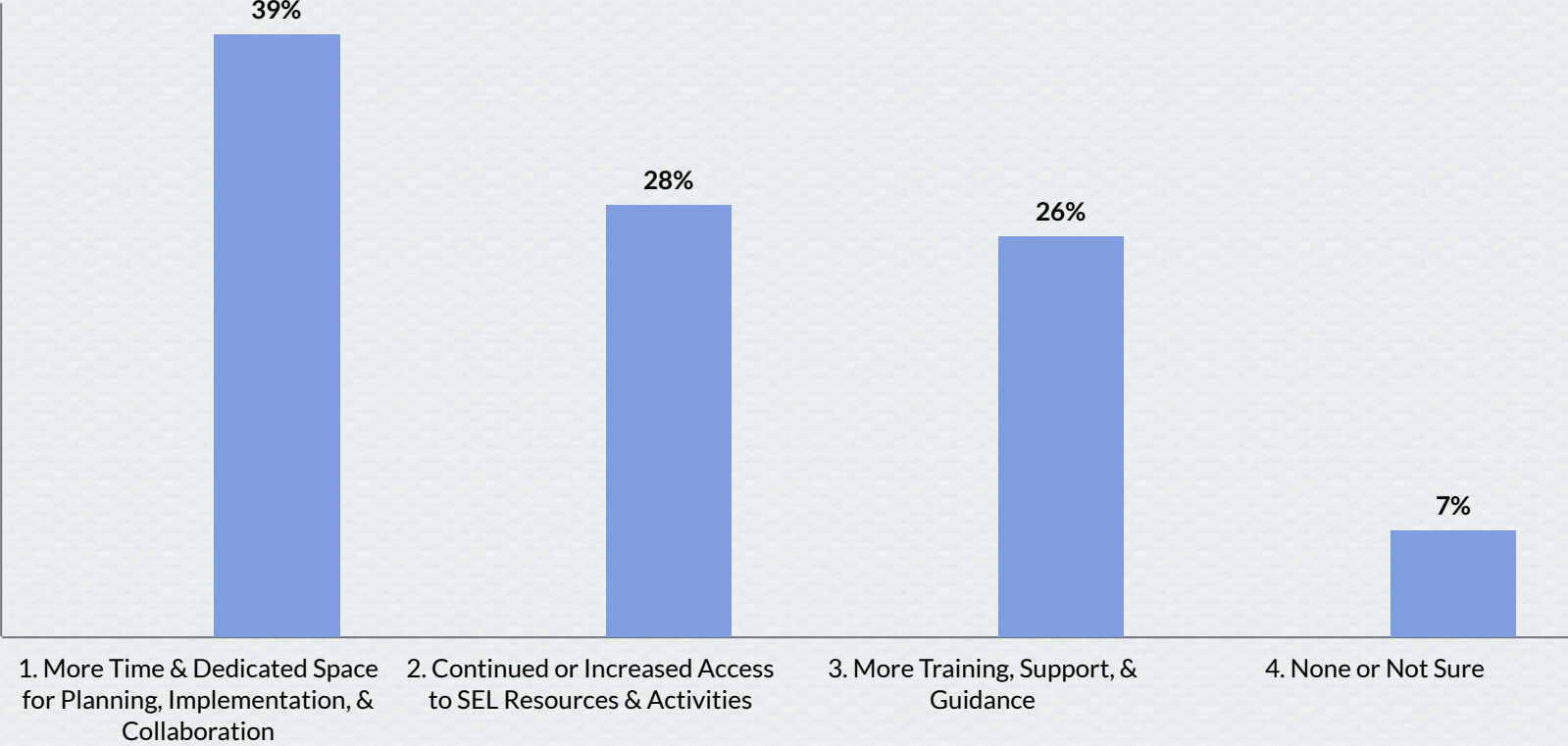
STAFF OPEN-ENDED RESPONSES

At the end of the year, 20 teachers indicated which of the SEL Lead Initiative resources and support could be improved upon for implementation in the classroom or school. These responses were thematically analyzed, resulting in 51 mentions across four themes.

The theme, "more time and dedicated space for planning, implementation, and collaboration," was the most often mentioned theme, with almost 40% of all mentions. Examples of this theme included that more time for planning and release time was needed, as well as wanting to collaborate and be able to see what others were doing.

See the following figure for a breakdown of themes. The following page will include a further breakdown of the main themes into sub-themes, considering the percentage of each subtheme.

OVERALL THEME BREAKDOWN

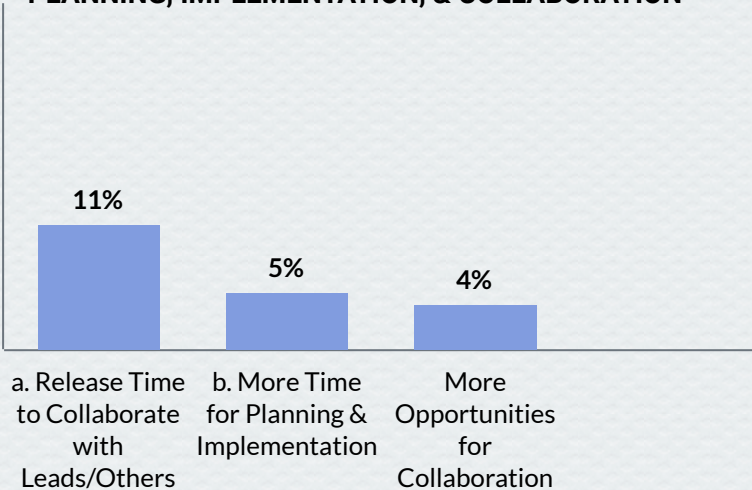


STAFF OPEN-ENDED RESPONSES

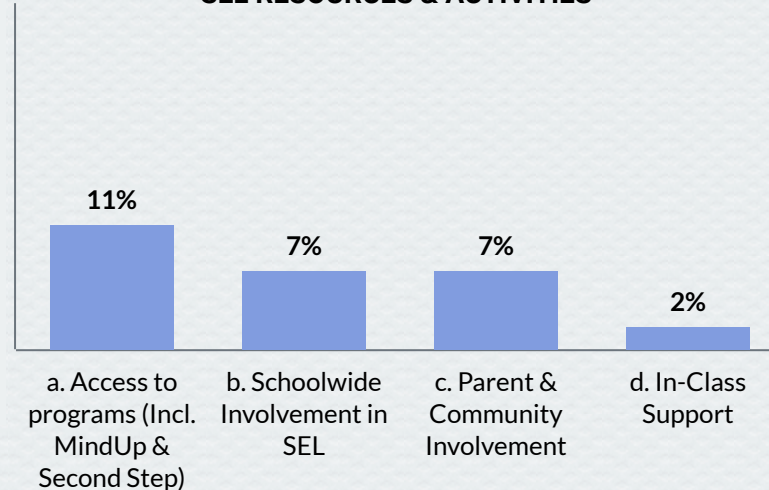


"Please describe what SEL Lead Initiative resources and support could be improved for SEL implementation in your classroom or school?"

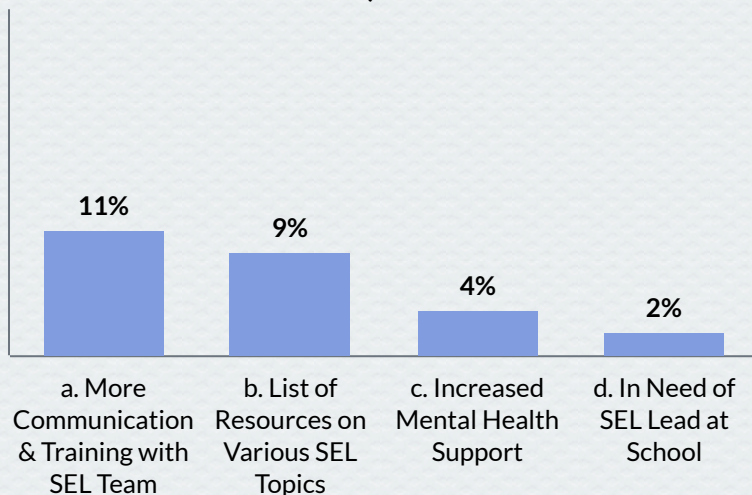
THEME 1: MORE TIME & DEDICATED SPACE FOR PLANNING, IMPLEMENTATION, & COLLABORATION



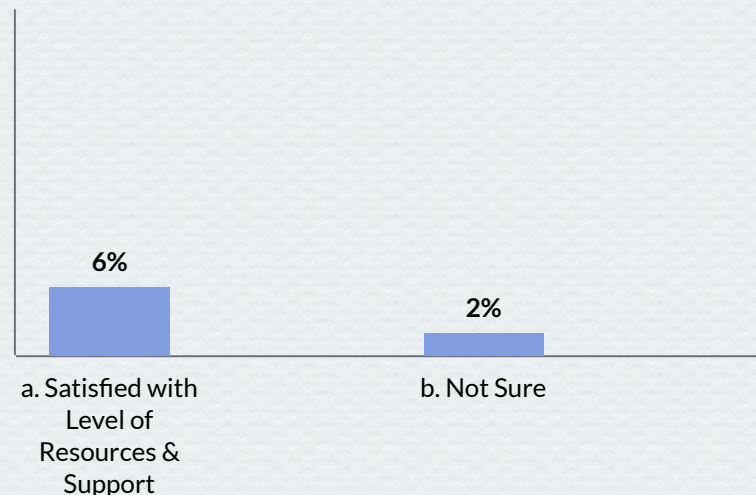
THEME 2: CONTINUED OR INCREASED ACCESS TO SEL RESOURCES & ACTIVITIES



THEME 3: MORE TRAINING, SUPPORT & GUIDANCE



THEME 4: NONE OR NOT SURE



STAFF OPEN-ENDED RESPONSES



"Please describe the impact that participating in the SEL Lead Initiative had on the students/adults in your classroom and school?"

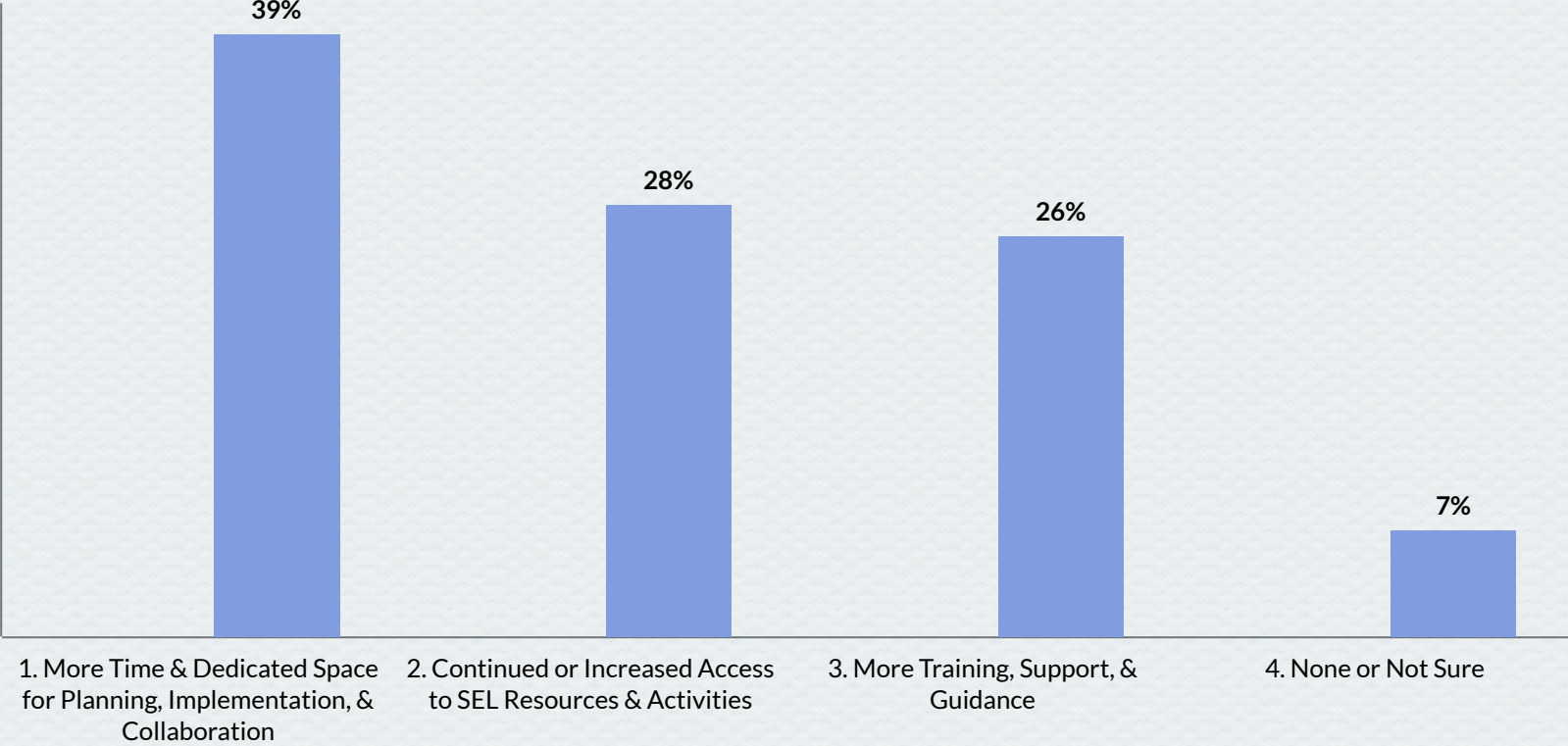
STAFF OPEN-ENDED RESPONSES

At the end of the year, 30 teachers described the impact that participating in the SEL Lead Initiative had on the students and adults in their classroom and school. These responses were thematically analyzed, resulting in 101 mentions across four themes. There were a total of 5 participants who indicated they had difficulties participating in the Initiative this year, mostly due to a lack of time.

The theme, "positive student outcomes," was the most often mentioned theme, with over one-third of all mentions. Highlighting the impact of positive student outcomes, one teacher mentioned, "my students learn better. They feel better about coming to school. They share when they are upset. They have the language to express themselves."

See the following figure for a breakdown of themes. The following page will include a further breakdown of the main themes into sub-themes, considering the percentage of each subtheme.

OVERALL THEME BREAKDOWN

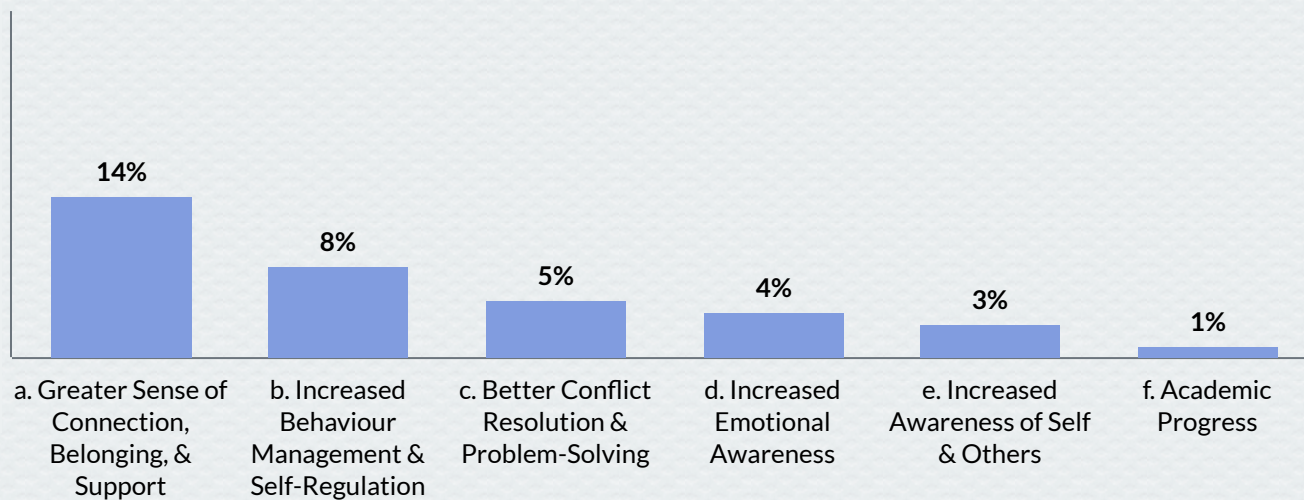


STAFF OPEN-ENDED RESPONSES

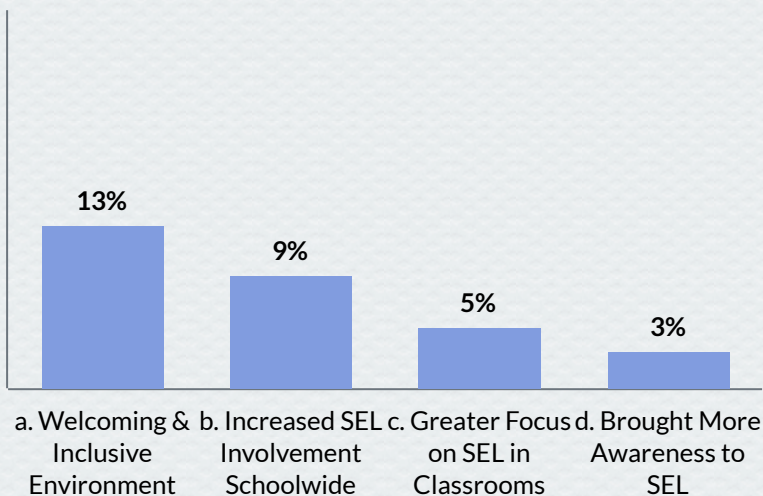


"Please describe the impact that participating in the SEL Lead Initiative had on the students/adults in your classroom and school?"

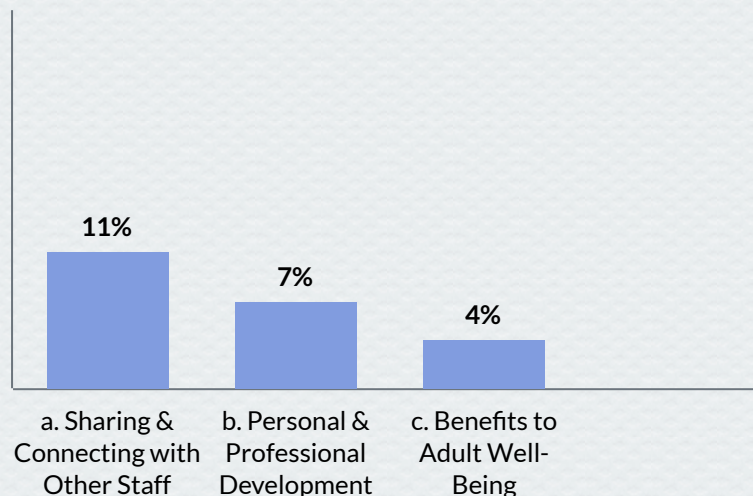
THEME 1: POSITIVE STUDENT OUTCOMES



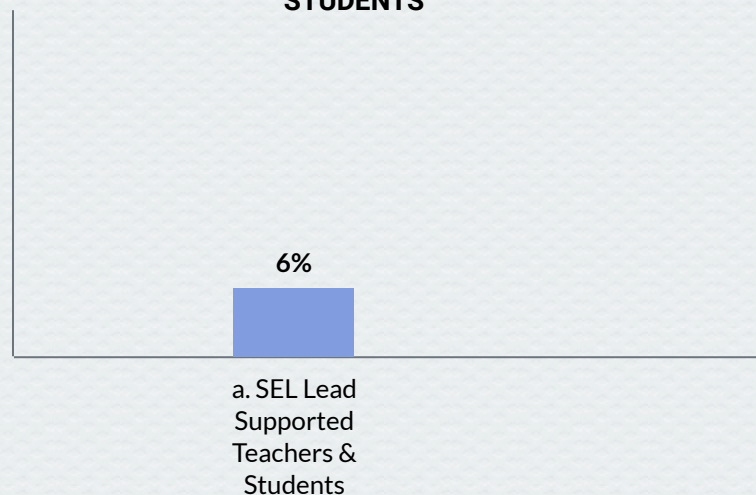
THEME 2: MADE SEL A PRIORITY IN SCHOOLS



THEME 3: POSITIVE STAFF OUTCOMES



THEME 4: SEL LEAD SUPPORTED TEACHERS & STUDENTS



STAFF RESULTS



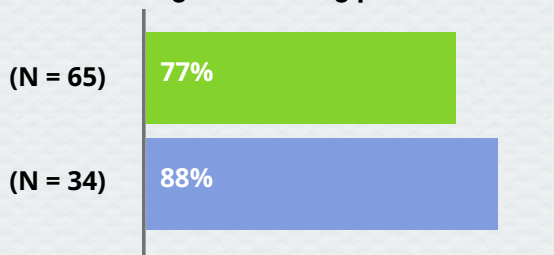
EFFICACY IN OWN TEACHING PRACTICE

DOMAIN ITEMS

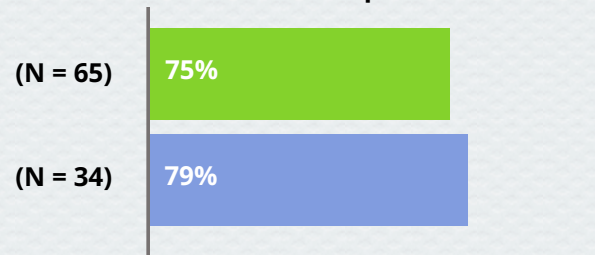
The following item breakdown shows the percentage of teachers who feel their students are thriving in each item (i.e., engaging in a behavior most or all of the time) during each time period of the 2022/23 school year.

● Beginning of the Year ● End of the Year

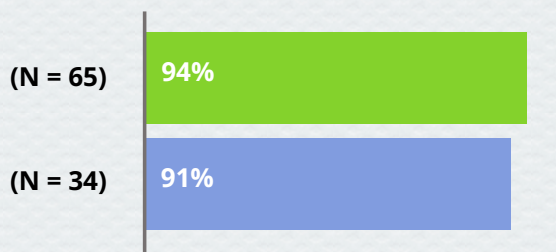
A. I use SEL practices as a foundation to teaching and learning processes



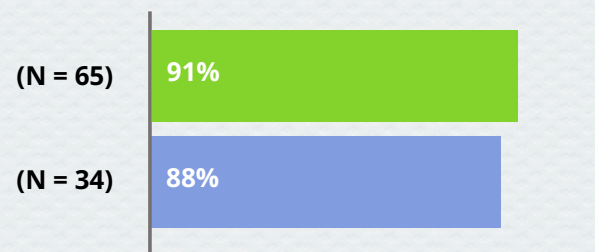
B. I can implement SEL strategies that are grounded in research-informed practices



C. I take actions to show value to the diverse experiences of others at my school



D. I feel like I have effective strategies to manage my classroom when there are disruptions



STAFF RESULTS



AWARENESS & CONFIDENT IN OWN SEL

DOMAIN ITEMS

The following item breakdown shows the percentage of teachers who feel their students are thriving in each item (i.e., engaging in a behavior most or all of the time) during each time period of the 2022/23 school year.

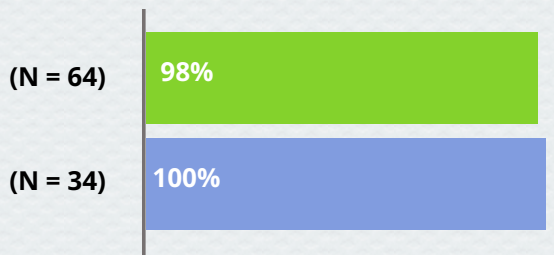


Beginning of the Year

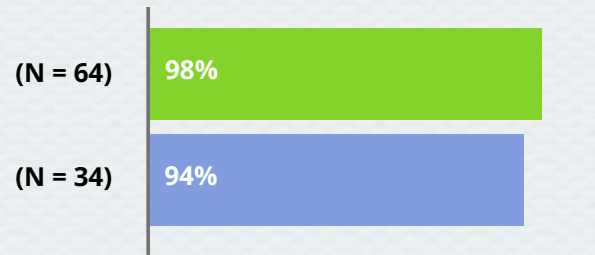


End of the Year

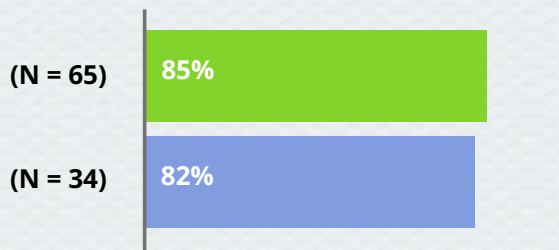
A. I demonstrate empathy for others



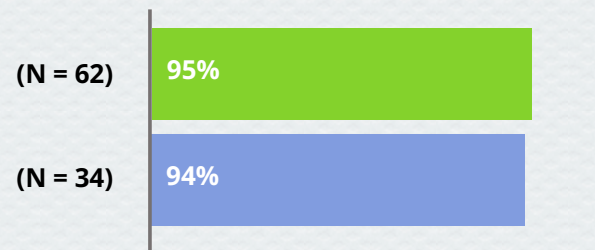
B. I know who I am and what I believe in



C. I am confident in my ability to rebound/overcome if I have a bad day at work



D. I feel like I have awareness and acceptance of my own emotions



STAFF RESULTS



BUILDING AND CREATING SCHOOL COMMUNITY

DOMAIN ITEMS

The following item breakdown shows the percentage of teachers who feel their students are thriving in each item (i.e., engaging in a behavior most or all of the time) during each time period of the 2022/23 school year.

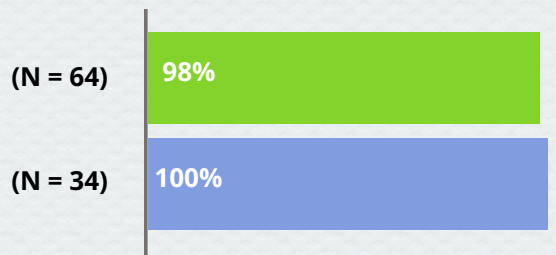


Beginning of the Year

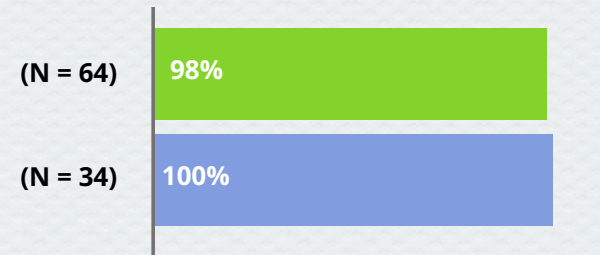


End of the Year

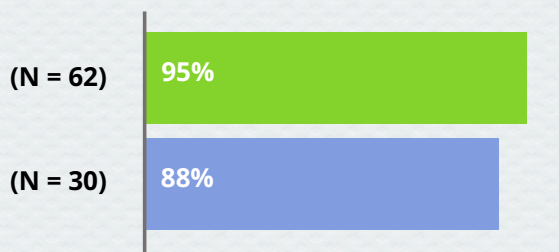
A. I take actions to make the students in my classroom and school feel welcome



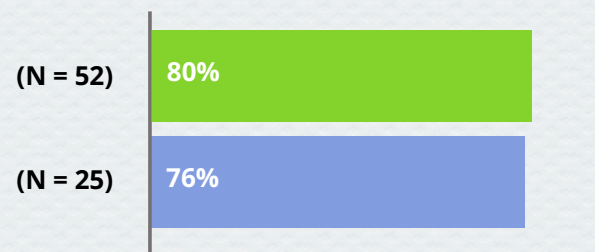
B. I take actions to make the students in my classroom and school feel included



C. I feel like there is at least one colleague at my school who I can go to when I need support



D. I feel like other people value my work





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