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Woodman
School Council

Oct.27, 2026





Principal Report

Social Emotional Learning for Woodman Students

1. What does the student survey data say about self-regulation and managing peer relationships?

2. How are teachers focusing on social-emotional learning?

3. How can parents and schools work together to strengthen resiliency?

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Adolescent Well-Being Priorities

Alberta Education Mental Health Intervention Plan

CBE Student Well-Being Framework

CBE/Woodman School Development Plan Priority

CBE Social-Emotional Lead Teachers and Learning Leaders
-36 middle schools (Woodman is a named Year 2 school)
-system professional learning series

CBE Student Well-Being Symposium and Action Teams





What is Student Well-Being?

While well-being and mental health are often used interchangeably, this Framework understands well-being as a broad, overarching concept, while mental health is a key component of overall well-being. Other factors to well-being include belonging relationships, purpose and quality of life.

Well-Being includes

- **Mental Health** — The ability to think, feel and cope with life
- **Belonging** — Feeling accepted, included and connected
- **Relationships** — Positive connections with others
- **Purpose** — A sense of meaning and direction
- **Quality of Life** — Satisfaction and physical wellness

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What Does Woodman Data Tell Us?

Education Assurance Model Survey

CBE Student Survey

Our School Survey

School-Based Micro-Surveys

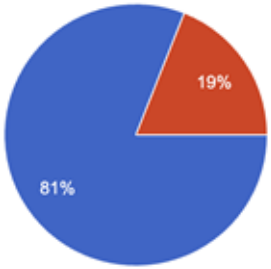
Belonging

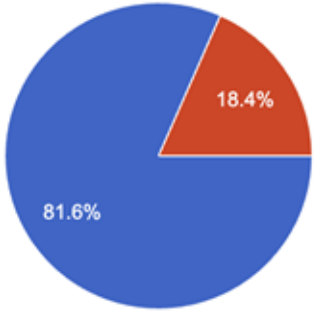
Area of success

Belonging: Do you feel like you have a strong sense of belonging at school in general?

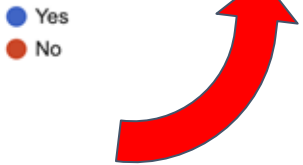
521 responses

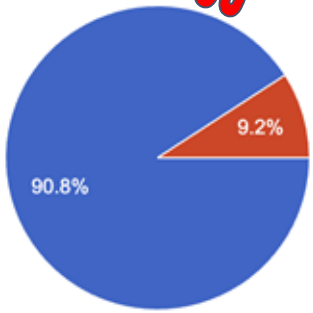
November





March







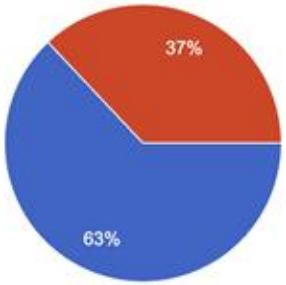
June

Relationships (Trusted Adults)

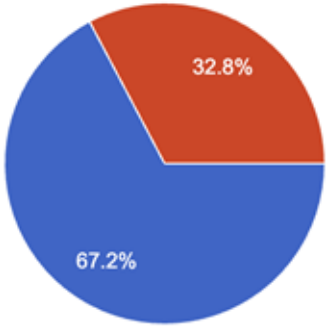
Area of success

Relationships- Staff Connection: Is there a staff member in the the school you feel like you have a strong relationship with?

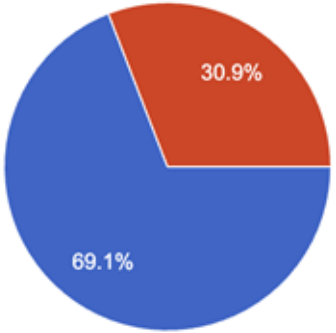
521 responses



November



March

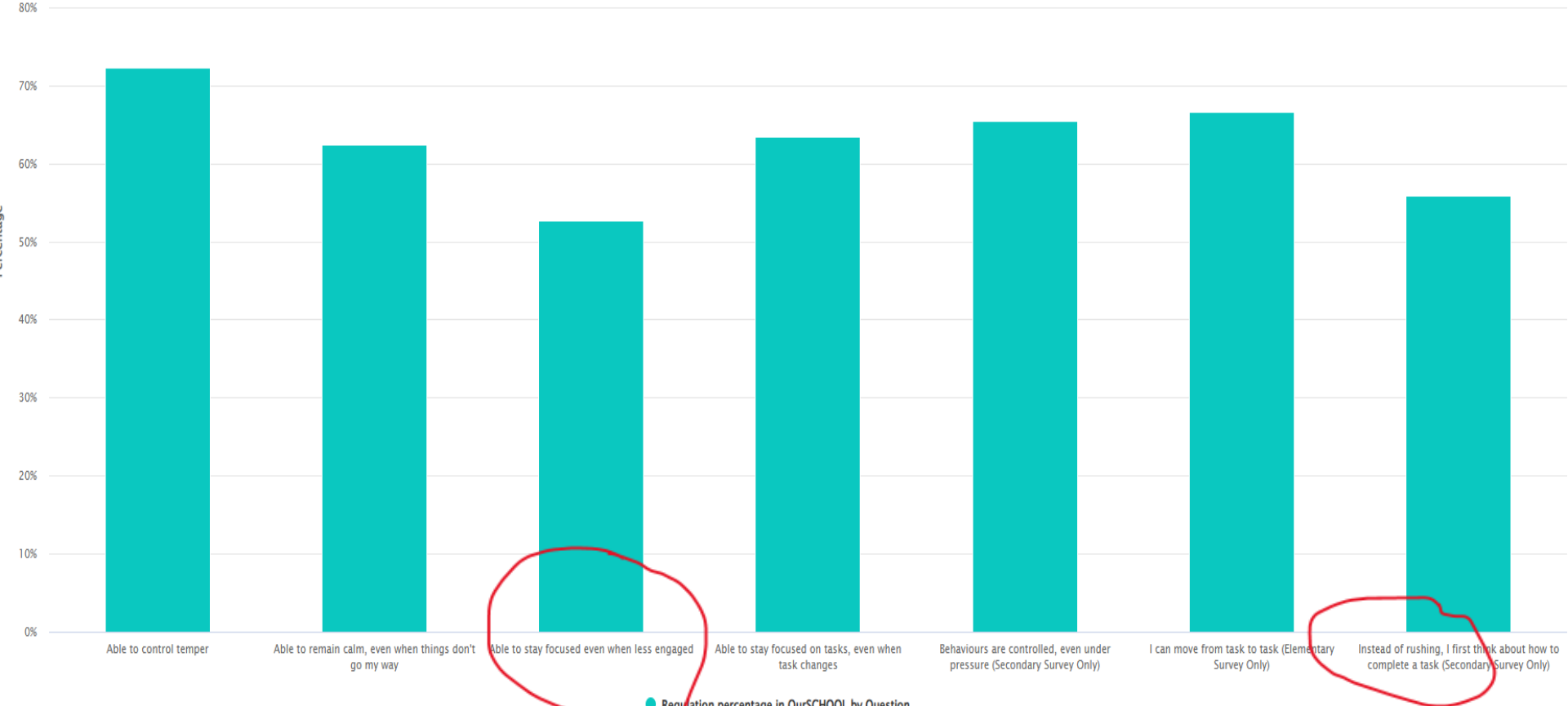




June

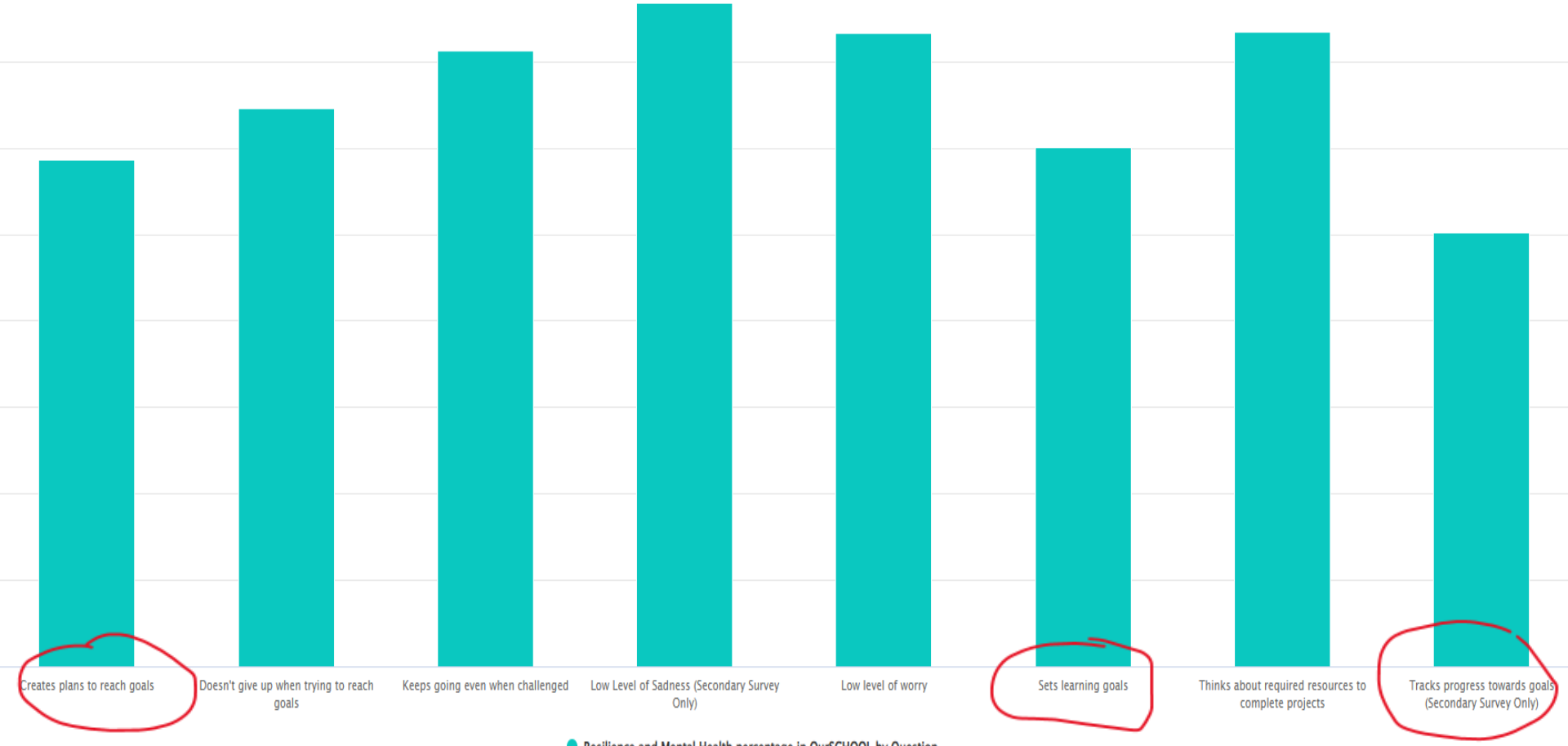


Regulation Indicators




Download Data
Back to Regulation percentage by Survey in Woodman School
I can adapt to new situations even when under stress or pressure.
Agreement Percentage: 77.82 %
Agreement Count: 207/266
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
I am responsible for myself and my actions.
I can adapt to new situations even when under stress or pressure.
I can easily make and keep friends.
I get enough opportunities to be active during the school day.
I have positive relationships with friends and family..1
I have strategies to help myself that I use if I feel stressed about school.
I respectfully speak up when I don't agree with a decision made by a classmate, teacher, school staff member
I respectfully speak up when I don't agree with the rules.
I take care of myself by choosing healthy snacks when I am able.
I take care of myself by exercising regularly when I am able.
I take care of myself by getting enough sleep when I am able.
I take care of myself by making sure I don't have too much screen time
I talk to my caregivers, friends, classmates, and/or teachers about how I feel..1
I think it's important to help other students when they need it.
I treat people with the same respect online as I would face-to-face.
If a relationship is no longer positive, I know what strategies I can use to address it.

Resilience Indicators



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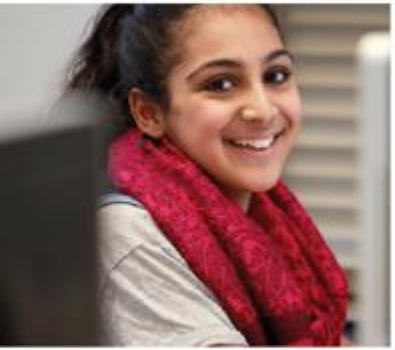
Collaborative for Academic, Social and Emotional Learning (CASEL)







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How Are Teachers Focusing on Social-Emotional Learning?

Planning and Learning Between Teachers

-Bi-weekly planning with CBE Learning Leader / Woodman administrative team

-Weekly Collaborative Response Meetings

-Design of Health Units, Wolf Pack Mini-Lessons, Wellness Days

-Proactive student attendance tracking

Universal Strategies For Students

Support for Planning/Preparation

-Student agenda, materials for learning

Fair/Clear Student Expectations for Learning/Conduct

Calm classrooms, balance of active vs. structured learning

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How Can Parents and Schools Work Together to Strengthen Regulation & Resiliency?

Establish Consistent Routines
-Sleep, nutrition, screentime, meaningful connections

Extended Learning at Home
-Reading, Language/Math review, critical thinking

Encourage Appropriate Help-Seeking

Be Comfortable With Discomfort

Support Healthy Friendships / Conflict Resolution

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Resources
Questions/Suggestions