SCHOOL MENTAL HEALTH PLAN

School Name: New Sarepta Elementary
Principal: Greg Luchak
Year: 2020/2021

School Mental Health Team:

Counsellor: **Jayme Hiller**

Learning Support Teacher: Carolyn Klassen

Student Services Key Contact: Greg Luchak

Wellness Coach/Success Coach: Jenna Bosch

Administrator(s): Greg Luchak

Others: Jody Waechter our Instructional Coach

School Context:

New Sarepta is an agricultural and bedroom community located 40 km southeast of Edmonton. Its population was measured at 522 in 2016 (Government of Canada, S., 2016). We currently have 261 students. 236 students are in class learning, while 25 students are through distance education. We are primarily a rural agriculture area. Most our students live in the hamlet, on a surrounding acreage or a farm. Students at the school are either children of agricultural families surrounding New Sarepta or are children of families living in town. Many of the families in New Sarepta are employed in Edmonton or in the petroleum industry in Alberta. Our community is growing, and due to the Covid-19 pandemic, people are wanting to live in the country versus the city. As well, it is more economically feasible for families to live out of the city and commute to work.

Designing a Continuum of Supports:

What are we <u>currently doing</u> to build resilience and positive mental health for our students?

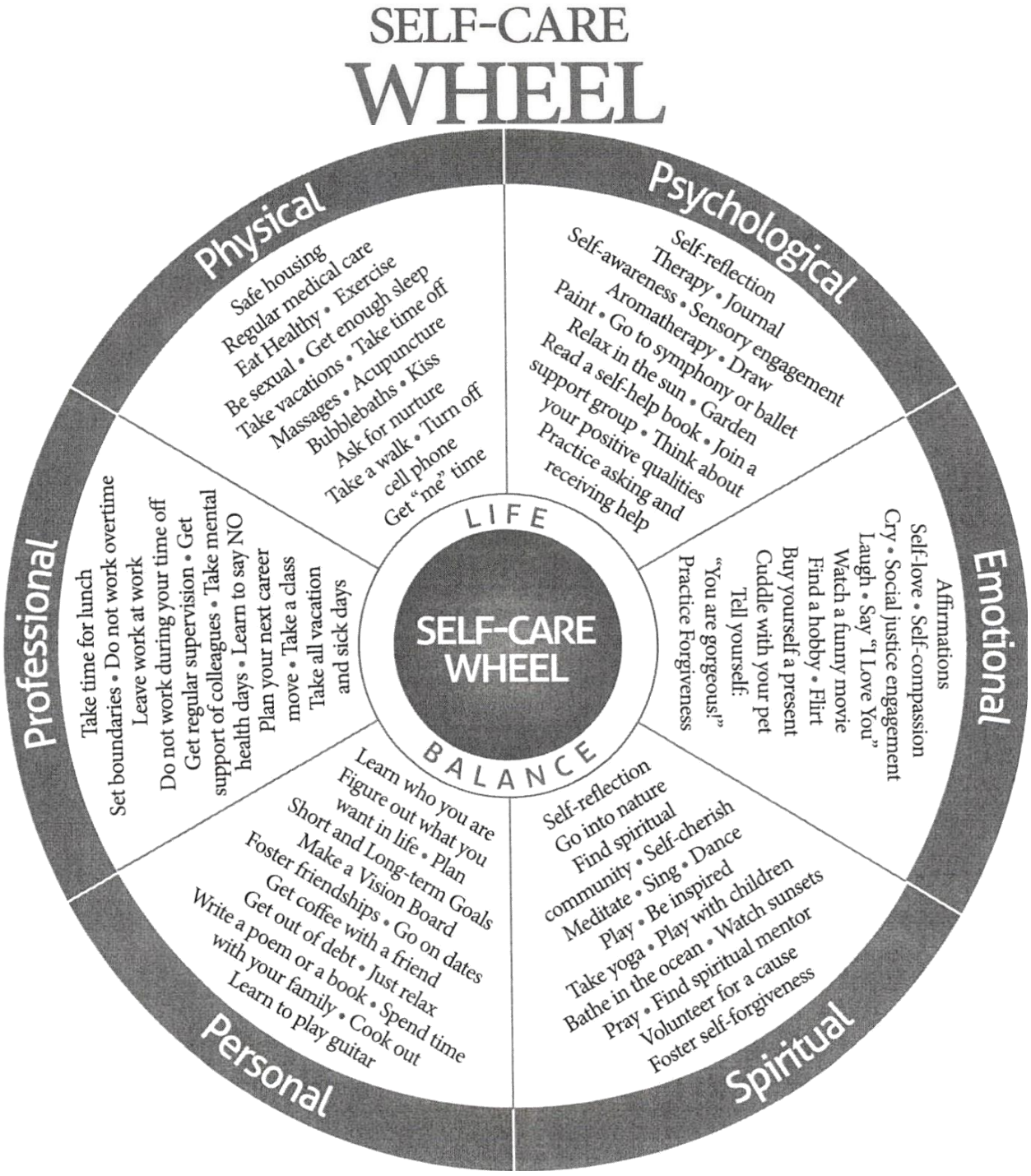
Universal: Character Education Class, WE Thinkers/Social Thinkers with the Mental Health Capacity Building for all grades, Working with our FCSS on attachment theory and connections, Staff have access to the Doctor Jody Carrington course for the Books "Kids These Days'. Our school theme is Sabre Strength. Kimochi's program for our division one. Our five/six classes are targeted with pro-kindness and respect. Connecting families with our FCSS parenting programs being offered online. Reaching out to our remote learners to know if they are feeling supported and how their mental health for being at home is.
Targeted: Individualized programming for each division. Mental health support from Erin Williams. Have Eugena Maguire work with families outside of the school support that we are able to offer.
Individualized/Specialized: Connections with the right outside support from our school.
Where are the gaps in services for students?
Universal: Psychological support due to Covid-19 and transport to city centers. Social Emotional support and connection to peers. Eugena Maguire our FCSS is offering winter programming for families. Lucille Erickson is our Community Coordinator for New Sarepta. Connecting families to the correct support for zoom and google meets in 2020/2021.
Targeted: An entire New Sarepta Community
Individualized/Specialized: Transportation to access outside supports. (Boys and Girls Club, family counselling, doctors' appointments. Necessities for family support. Food Bank as well.

Priorities for this school year	Delivery/activities (Universal, Targeted, Individualized/Specialized)	Roles and Responsibilities	How do we know we are making progress?
Example: To raise awareness of signs of mental health concerns	U (students): Health/CALM class mental health literacy U (staff): mini-lessons at staff meetings U (parents): AHS Caregiver series	U (for students): classroom teachers U (for staff): MHCB Coordinator, Counsellors U (for parents): AHS Educators	Pre/post surveys Reduction in number of crisis situations
1. Social Emotional Support	U (students): Health class understanding friendship connections and classroom support. Character Education Class working expressing emotions,	U (for students): peers and teachers U (for staff): peers, MHCB and blackgold administration	Through social engagement on the park. Relationship skills between students. Conflict management between the students. Were they successful at

	understanding gratitude and hearing a universal message of our school rules and goals Mental Health Capacity Building partnership, helping with Character Education Class. FCSS U (staff): staff meetings, PD sessions, Dr. Jody Carrington course Kids These Days U (parents): FCSS workshops, AHS Caregiver Workshops, Communication from the school	U (for parents): blackgold support and outside partners T= Targeted I= Individualized (coordinate outside services for families in need)	resolving the conflict? An increase in student self-esteem
2. Social Thinking	U (Students): WE Thinkers/Social Thinkers program with MHCB U (Staff/Parents): Adults recognizing that students are seeing social cues from other kids.	U (for students): peers and teachers U (for staff/parents):	A student recognizing a social cue, and having the ability to take a step back and solve the problem. Be able to find a solution.
3. Expanding Emotional Vocabulary	U (Students): Character Education Class for all students. U (Staff): Health lessons in our classrooms with regards to our wellness units.	U (Students): Behavior towards peers, staff and themselves U (Staff): Health Class and Interactions.	Creating a culture that all feelings are okay, but what you do with them matters. (It's okay to be mad, but it's not okay to be mean).

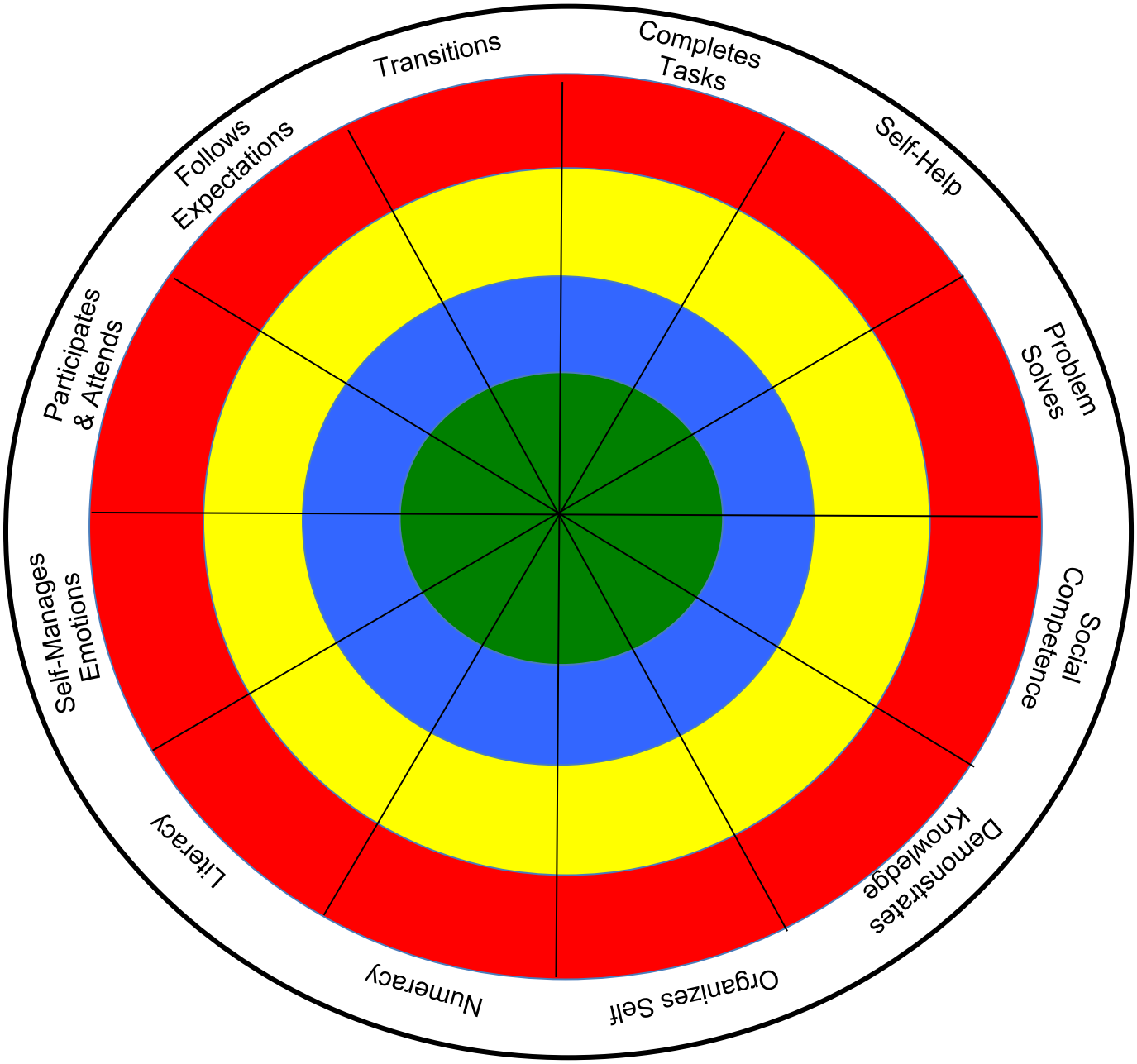
Role of Various Support Positions for Schools
(blend of BGRD staff, AHS staff, contractors)

Learning Support Teachers	**Role**: Coordinate specialized services (e.g. referrals, resources, etc.) and provide intervention for students (e.g. Academic support, behaviour support plans)
Counsellors	**Role**: Facilitate the development of the School's Mental Health Plan; coordinate universal mental health and career development supports for ALL students. NOTE: Individual/personal counselling may be part of the Counsellor's role depending on FTE allocated for counselling at the school level **and** level of counsellor training.
Wellness Coaches	**Role:** Universal mental wellness promotion and targeted solution-focused interventions (groups, individuals); resources for school staff and families; liaise with other community-based services; help track/support students in care (Success in School Plans).
Mental Health Capacity Building Coordinator	**Role:** Provide leadership, direction and structure to support the overall vision, mission and objectives of the MHCB Initiative.
Other Mental Health Services: Mental Health Nurse Mental Health Therapist	**Role** (Nurse)**:** Consultation with staff and parents regarding management of psychotropic medication and coordination of mental health services. **Role** (Therapist)**:** Clinic-based therapy for children/youth.
Instructional Consultants/Coaches	**Role:** Provide variety of services for schools as required in support of student learning and development: coaching, consulting, resources, professional learning workshops, case conferences, etc. Assist school-based leads in accessing other services as appropriate including psychoeducational assessments.
Other Consulting Services: Psychology Speech-Language Therapy Occupational Therapy Physical Therapy Deaf and Hard of Hearing Blind and Low Vision Educational Audiology Alternative & Augmentative Communication Assistive Technology	**Role:** Provide variety of services for schools as required in support of student learning and development: coaching, consulting, resources, professional learning workshops, case conferences, etc.



This Self-Care Wheel was inspired by and adapted from "Self-Care Assessment Worksheet" from *Transforming the Pain: A Workbook on Vicarious Traumatization* by Saakvitne, Pearlman & Staff of TSV/CAAP (Norton, 1996). Created by Olga Phoenix Project-Healing for Social Change (2013). Dedicated to all trauma professionals worldwide. www.OlgaPhoenix.com

LA RCSD
Classroom Profile of the Confident Engaged Learner



Instructions: This instrument is to create a profile of your classroom.

The very middle (green) area represents our typically, developing confident, engaged learners. The further you place a child from the middle, the greater impact there is on the child's learning. The blue is 'on-watch' or monitor while the yellow is 'intervention' (closer to the red).

The Confident Engaged Learner:

a) Participates & Attends – with few to no absences, participates in classroom activities.
b) Follows Expectations – of the classroom and the school and community.
c) Transitions – from one task to another or from one location to another.
d) Completes Tasks – initiates, sustains, and completes tasks.
e) Self-Help – able to manage toileting, physical, and medical needs.
f) Problem Solves – able to make appropriate academic and/or social choices.
g) Social Competence – interacts in meaningful ways with adults and peers.
h) Demonstrates Knowledge – verbally and/or in writing, or through other means appropriate to their capabilities.
i) Organizes Self – manages materials, time and tasks.
j) Numeracy – is at a grade/developmentally appropriate level.
k) Literacy- is at a grade/developmentally appropriate level.
l) Self-Manages Emotions – able to regulate anxiety, frustration, and/or anger.