



École Dansereau Meadows School

Mental Health Plan

2020-2021

School Mental Health Team

Administrators - Susanne Stroud and Brian Pedersen

Counsellor/LST - Kerrie Jay

Wellness Coach - Amy Lackie

Kaitlyn - AHS Public Health Nurse

Renewed Role of Wellness Coach:

- Work as an extra support to students, counselors, school staff and parents to build resilience and positive mental health
 - Individually
 - In groups
 - School-wide
- Connect with students
- Help parents navigate services
- Lead parent group sessions (?)

Admin support - Susanne Stroud (Principal), Brian Pedersen (Assistant Principal)

Rebecca Aiken- Instructional Consultant

Others: (e.g. Mental Health Nurse, parents, students, FCSS)

School Context: Number of students in the building, Grade configuration, special consideration(s)

K - Grade 9 School with approx. 598 students (in-school & distance learning).

K-6 dual track with immersion offered up to grade 6.

Grade 7-9 English only

Guiding principles:

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

Universal:

- Leader in Me focuses on the character and behaviour traits that we are working on with all staff and students. Staff and students are strongly encouraged to Seek First to Understand and stay calm when dealing with all members of the school. When our students or staff require support, we access members of our school wellness team for support.,
- School Health classes provide universal education to all of our students. School virtual assemblies, theme days, all lead to a healthy school.
- Leader of the Month - student recognition of students showing qualities of being a D.U.C.K.
- Warm and welcoming environment. Greeting students at the door as they enter the school.
- Continue with staff education on the importance of Connection, Jody Carrington's work, Attachment theory, etc - understanding that if a child's lid is flipped they won't be able to learn.

Targeted:

- Counsellors, administrators, and our Wellness Coach are directly involved with students that are struggling. We use a proactive approach by checking in with struggling students on a regular basis. Amy Lackie meets with students and is a liaison for the students and their parents to obtain targeted supports.
- Wellness Coach offering small group supports (Girls Group, Boys Group, Children in Change)
- Administration is focusing on restorative practices and alternative activities for suspensions.
- We are offering K&E for grade 8 and 9 students as we are trying to place students in classes that they will be successful in.
- LST supports teachers to provide targeted learning supports for students in need.
- EA designation for students with special needs
- Public Health Presentations by AHS (Vaping, Exam stress, etc)

Individual/Specialized: (e.g. Mental Health Nurse, MH Therapist, BGRD Psychologist)

- Amy Lackie (Wellness Coach) will support students as needed
- Erin William - Mental Health Nurse - liaison and guide families as needed

Where are the gaps in services for students?

Universal:

- Building a culture of relationships and caring takes time and requires all staff to be part of it. (Secretaries, EA's, Custodians, Teachers, Administration)
- The school can often identify needs for students. With the assistance of our team we offer more universal support for small groups of students (Wellness Coach).
- Offering ongoing conversations with students (group limited to potentially 2-3 sessions with limited counselling time), navigating supports outside of school & within close proximity, family support - support for students as they enter into High School ages (access & proximity)
- The full wrap around approach keeps parents involved and engaged in their students - academic and emotional well-being and accessing the support necessary outside of school when the concerns are often outside the scope of school.
- Staff well-being and connection is low due to distancing protocols and staggered breaks/lunches, etc. (gimme 5')

Targeted:

- We can usually get parents to sign forms allowing our Wellness Coach and psychologist to support the students in need in school but quite often we are dealing with students that have issues outside of the school that require counselling or Leduc Mental Health. Our team can offer contact information and strongly encourage outside support, but it is very difficult to get the families to follow through.
- Support for parents & increasing student body with English as a Second Language challenges - growing demographic - translators for conversation and cultural differences.

What do we plan to do for the 2020-21 school year to build resilience and positive mental health for our students?

Universal:

- Continue to provide the Leader in Me to all of our staff and students so that we can develop personal knowledge and skills.
 - ½ Day PD with LIM Mike Suto - Emerging Strong from a Pandemic
- NACATAR Guidelines for Re-Entry
- Staff PD on Returning in a Pandemic: [Grief & Trauma](#), Connection, [Readiness, Routines, Rigour, and Regulating DysRegulation](#), and importance of [Morning Meetings](#).
- Continue with staff education on the importance of Connection, Jody Carrington's work, Attachment theory, etc - understanding that if a child's lid is flipped they won't be able to learn.
 - As teachers get to know their students, they begin to do some 'detective work' to find out if what they are seeing as concerning behavior has been a typical baseline in years past or are they seeing new behaviors or concerns.
 - 3 minute strategy for De-Escalation.
- Teachers sent a get to know them Welcome email with pictures before the first day of school to help combat anxieties and worries.
- Classes use the morning announcement Google slides as their morning meeting. Students get a chance to share experiences and teachers can do a check in on all students in the class. Intentional connection with kids.
- "Caught you being COVID safe" something to that effect → recognize students for making positive choices in regards to safety protocols?

- Schedule monthly virtual assemblies with the whole school and Junior High only to target themes that will empower students. Include members in the community that can focus on mental health objectives. (Wellness Coach, PARTY PROGRAM, ETC)
- Recognize students through our Leader of the Month virtual assemblies, certificates, etc. Share this on school social media.
- Each class chooses a school spirit day and makes a video to encourage students to participate. School spirit days will happen twice a month.
- Access to Zones of Regulation resource in the school, bulletin board visual in Primary hallway to access if a child needs help identifying feelings and strategies to put their lid back on.
- Random Acts of Kindness program implemented throughout the school. (CASEL competencies)
- Encourage staff to create positive relationships with families that offer reciprocal communication to support their students. When concerns pop up, teachers should be communicating directly with parents to get an understanding of what is happening for the child. From there, resources and individuals can be contacted if deemed necessary.
- Counsellor Corner messages in newsletter to target concerns that arise in the school. (ie: Social Media concerns - Omegle, connection, etc...)
- Continue to use a full wrap around approach that keeps parents involved and engaged in their students - academic and emotional well-being and accessing the support necessary outside of school when the concerns are often outside the scope of school.

Targeted:

- Treat each student with dignity and respect.
- When needs arise, use members of the Mental Health team to identify strategic and meaningful support.
 - Small Group
 - Individualized Support
 - Restorative Circles
 - Case Conference with parents
 - Meet with previous teachers
- Mental Health Literacy for Grade 8 & 9 by Wellness Coach.
- Kimochis Social Emotional program for Grades Kindergarten & Grade 1 in January.
- Wellness Coach pushes into classes that request presentations on anxiety, worries, and managing big feelings.
- Small group/cohort based groups with our Wellness Coach to target concerns that pop-up (ie: Children in Change).
- Social Media/Digital Awareness Presentation (Parent/Family Involvement) - Grade 6-9
- Wellness Coach activated when needed for individualized support.
- STAFF – intentional connections and building strategies to help with compassion fatigue, self-care, getting creative with face to face meetings. Zoom's are not offering the same feeling of connection.
 - Presentation for staff on managing compassion fatigue
 - Intentional strategies, programs, F2F meetings (somehow)
 - Wellness Day - perhaps December 4th

Areas of Need for Consideration in :

What is needed to best support our school community?

- Ensuring that all of our mental health partners are being utilized and that they have the time designated to support our school.
- Communication with parents about the supports that are available.

Who can help support these areas of need?

- Rebecca Aiken - instructional coach, connecting with her when we see students struggling - emotionally, socially, academically
- Sam Boss Bischoff - bringing in extra supports for programming and planning if required
- Amy Lackie - next level of Wellness support. Universal, tiny groups, individual, staff
- Erin Williams - Mental Health Nurse - help with wrap around supports when required.

How will this be accomplished?

- Notify parents through newsletters and school messages about supports that are available.
- Presenting to School Council
- Communication with the team to ensure that all necessary supports are employed.
- Counsellor Messages in newsletters

Professional Development for school staff?

- Leader in Me
- Anxiety, Depression & Stress Learning
- COMPASSION FATIGUE (Amy?)
- Getting creative with F2F interactions as teachers are feeling lonely and isolated.

Where does our Mental Health Plan fit in the scope of Comprehensive School Health?

*Some of these activities may need to be modified due to COVID restrictions and protocols. We hope to return to normal activities as soon as possible.

Comprehensive School Health	Mental Health Plan
<ul style="list-style-type: none"> ● Enforcing COVID protocols to minimize the risk to health and safety of our staff and students to the best of our ability. <p>Active Living:</p> <ul style="list-style-type: none"> ● Daily opportunities <ul style="list-style-type: none"> ○ Open gym for students every lunch hour (jr high) ○ PE classes ○ Skating outside on the rink at noon ○ Library open for quiet space during lunch hour for Jr.,High ○ Organized recess games for cohorted classes, supervisor is a ref. ● Team opportunities (We hope to do these activities should COVID protocols change) → we need to get these <ul style="list-style-type: none"> ○ X-Country, Soccer, Volleyball, Basketball, Floor Hockey, Badminton, Rugby, Track and Field ● Non team-based opportunities (We hope to do these activities should COVID protocols change) <ul style="list-style-type: none"> ○ Clubs - Student Led ○ Band - Bell Choir ○ Fundraisers ○ Ski Trip / Ski Nights at Rabbit Hill ○ Terry Fox, Orange Shirt Day, Hats On, Theme Days, Assemblies 	<p>Students</p> <ul style="list-style-type: none"> ● Individual <ul style="list-style-type: none"> ○ WIGS - Student Goal Setting (Personal and Academic) ○ Leader of the Month award recognition ○ Individual support as needed with Amy Lackie ○ Check In, Check Out program for identified students ○ Hopeful Friends Program - Staff identifying students in need of support and mentoring a student ● Family support - see above ● Groups <ul style="list-style-type: none"> ○ Clubs, Teams. Can this return? COVID has really disconnected kids from school with a purpose other than academic. Perhaps Grade level “teams” to at least build skillset? ○ Leadership Opportunities <ul style="list-style-type: none"> ■ Big Ducks Moving Company ■ Tech Support ■ Photographers ■ Recreation Leaders ● Grade-level <ul style="list-style-type: none"> ○ Buddy Reading (not during COVID) ○ Cohort connection ○ LIM ● Classroom <ul style="list-style-type: none"> ○ Leadership Jobs in each class. ○ Mental Health Literacy instruction in Jr.High (Amy Lackie) ○ Kimochis Presentations in Early Years (Amy Lackie) ● School-wide <ul style="list-style-type: none"> ○ Reminders to CONNECT before DIRECT ○ Jody Carrington’s work (access to books within the school). ○ Songs playing for bells ○ Theme Days ○ RAK program - CASEL competencies - aligning with LIM

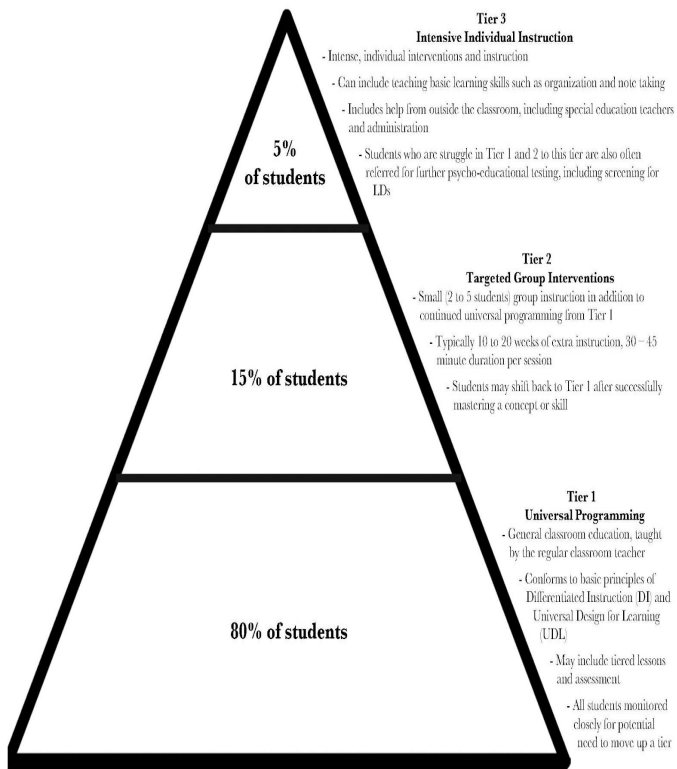
Comprehensive School Health	Mental Health Plan
<p>Healthy Eating</p> <ul style="list-style-type: none"> ● Healthy choices <ul style="list-style-type: none"> ○ Foods CTF (not during COVID), ○ Health classes, ○ Making smart choices with food ● Healthy alternatives ● Servery - Nutrition Program (not during COVID) <ul style="list-style-type: none"> ○ Students assisting with meal planning, preparing and cleaning up. ○ Providing lunches & snacks for students who need it and making sure they know they will always have food here. 	<p>Parents</p> <ul style="list-style-type: none"> ● Navigating services ● Parent Information Nights <ul style="list-style-type: none"> ○ Parenting teens ○ Anxiety and Depression ○ Online Concerns/Social Media ○ Substance use ○ Vaping Presentation (JUNIOR HIGH) ● Information being shared with parents about information nights and supports that are available with weekly newsletters. ● Sharing of FCSS resources and opportunities to the school community. ● Counsellor Corner messages - Monthly/biweekly basis ● Invite to Zoom presentations of Leader of the Month. ● Sharing of photos of our kids having fun despite COVID at school - showing them that their kids are OKAY. ● Accountability questions regarding school functions/activities/etc. Help them become a part of the decision making processes (when able). ● Teacher emails/photos home to connect parents to the school. <ul style="list-style-type: none"> ○ Sharing what their kids are doing at school, ○ keeping communication lines open, ○ encouraging practice of skills at home. ● Staff are encouraged to make positive phone calls to parents to open the door for communication with parents ● Using a discipline log so we can track student behaviour to get students support if their behaviour is trending

Comprehensive School Health	Mental Health Plan
<p>Positive School Climate</p> <ul style="list-style-type: none"> ● Student Groups <ul style="list-style-type: none"> ○ Student Led Clubs ○ Student Lighthouse Team SWAT ● School-wide activities <ul style="list-style-type: none"> ○ Everactive Days ○ Theme Days (class created and promoted) ○ Terry Fox ○ Orange Shirt Day ● School-wide events <ul style="list-style-type: none"> ○ Leadership Days. ○ Career Day ○ Reading Week ● Assemblies <ul style="list-style-type: none"> ○ Whole school and also grade specific (Virtual) ● Peer relationships <ul style="list-style-type: none"> ○ Buddy Reading (not until COVID protocols relaxed) Older students assisting in younger classes ○ Cohort connection building ● Staff/student relationships <ul style="list-style-type: none"> ○ Positive Interactions ○ Greeting students at the door in the morning. ○ Encouraging staff to get to know their students - being a detective when things are off. 	<p>School Staff</p> <ul style="list-style-type: none"> ● Professional Development <ul style="list-style-type: none"> ○ Trauma & Grief ○ NACATAR re-entry ○ Compassion Fatigue ● Mental Wellness Days ● Duck Awards and recognizing others time and effort ● F2F contact ● Socially Distanced lunch visits. Order in food. Eat in a large space. ● Staff pick me up cart ● Shoutouts or spotlights on staff. ● Staff Wellness Idea board in the staff room - sharing of things we can do, that we may have not thought of to take care of us. Get enough sleep, set boundaries (leave by __), Plan ahead, gratitude list, support system, prioritize,

2020-21 Goals/Mental Health Plan:

(e.g. To create and sustain a solid foundational, proactive Mental Health Plan to ensure we are not just moving from crisis to crisis)

Goals	Delivery/activities	Roles and Responsibilities	Timeline
Returning to school in a Pandemic successfully	<ol style="list-style-type: none"> 1. Pd with Mike Suto - Emerging Strong 2. Presentations on returning. Trauma, grief, de-escalation, routines, connection, and other needs as appropriate 3. Intentional connection building with staff and students. 4. Build in the RAK program and CASEL competencies 	<p>Admin - Provide PD, work on building in structure to de-escalate compassion fatigue and encourage self care</p> <p>Admin - provide opportunities to connect with colleagues, Wellness Opportunities.</p> <p>Staff- intentionally work to build connections with students and each other.</p>	Ongoing.
<p>Staff logging student behaviours</p> <p>Restorative Practices for dealing with behaviours</p>	<ol style="list-style-type: none"> 1. When teachers log behaviours of students in our discipline log, admin will be notified. 2. If there becomes an issue with a student we can access supports from our team or provide universal education to students (assembly, health class, guest speakers) 	<p>Staff - will notify the admin if there are student behaviours using discipline log. Staff is strongly encouraged to call parents to seek first to understand, FIRST. (Is there something going on that we need to know about)</p> <p>Admin - can consult with the teacher and/or family to access further support for students.</p>	Ongoing
Build Social Emotional skills & capacity	<ol style="list-style-type: none"> 1. Google drive resource access - Organized by grade. 2. Slideshow developed over the year. 3. FSLW - deliver and create presentations 4. Access outside sources for activities 	<p>Kerrie - PD on RAK competencies, organize materials for lessons, align to Health outcomes.</p> <p>Amy - help prepare and deliver resources</p> <ul style="list-style-type: none"> - Kimochis presentations for K-1 - Mental Health Literacy <p>Staff - focus on a RAK lesson a month. See timeline.</p>	<p>Ongoing. Potential timeline:</p> <ul style="list-style-type: none"> • November -- Respect • Dec/Jan -- Caring • February - Inclusiveness • March - Integrity • April - Responsibility • May- Courage • June - SHOWCASE



Tier 3 : Intensive

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| <ul style="list-style-type: none"> • Amy Lackie - individual sessions for identified students. • Directed to resources in the community as needed based on situations - Rutherford Mental Health, FCSS, etc. • | <ul style="list-style-type: none"> • Liaison with Mental Health Nurse for specific cases - as needed - Erin Williams • Check In - Check Out system for identified students. • Access to the SS team if and when needed (Rebecca A. Debbie Weir. etc) |
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Tier 2: Targeted - Students and School Community

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| <ul style="list-style-type: none"> • Mental Health Literacy lessons - Grade 8 9 • Kimochis programming - Grades K-1 • WITS - Grades 2-3 • EA supports for our special needs students • Amy Lackie - Tiny groups for students with identified needs: <ul style="list-style-type: none"> ○ Social thinking, children in change, managing big feelings, etc • Hopeful Friends program for our struggling students. | <ul style="list-style-type: none"> • Public Health Presentations • Sharing of FCSS and other resources as they arise • Presentations on substance abuse, vaping, etc • Restorative practices to school discipline concerns • Targeted LST supports (as needed, limited due COVID) • Parent presentations on Mental Health - Parenting - CIRCLE OF SECURITY, Social Media, and Digital Literacy |
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Tier 2: Targeted STAFF Wellness

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| <ul style="list-style-type: none"> • PD on returning in a Pandemic - August • PD - LIM - Emerging Strong with Mike Suto - Oct • PD on Compassion Fatigue & Wellness - Dec? • Duck Awards & Staff Shout Outs | <ul style="list-style-type: none"> • Intentional F2F connection opportunities • Prepacked afternoon staff 'pick me up treat cart' • Wellness Day - bulletin board - collab ideas • Socially Distanced Lunch visits - order in food |
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Tier 1: Universal

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| <ul style="list-style-type: none"> • Leader in Me programming • Random Acts of Kindness Program - CASEL competencies • Leader of the Month • Virtual assemblies • Counsellor Connection blurbs in the newsletter • Classroom announcement slides • Morning Meetings. • We caught you being COVID safe - program? • School Spirit days - 2 per month - planned by classes. • Positive phone calls - see bulletin board idea. | <ul style="list-style-type: none"> • Warm and Welcoming environment, intentional connections. • Staff bulletin board • Connecting and greeting kids outside each morning, orderly and safe entry into the building. • Teachers sent a welcome to Grade email with pictures and introductions prior to the 1st day. • Lots of communication of what to expect when returning. • Monthly virtual assemblies • Zones board for quick visual when students are feeling overwhelmed, with strategies |
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Role of Various Support Positions for Schools

Learning Support Teachers	Role: Coordination of services (e.g. referrals, resources etc) and <u>intervention for students</u> (e.g.academic support, behaviour support plans)
Counsellors	Role: Facilitate the development of a <i>School-Wide Mental Health Plan</i> ; 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.
Family School Liaison Workers	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 a 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 and Augmentative Communication Assistive Technology	Role: Provide a variety of services for schools as required in support of student learning and development: coaching, consulting, resources, professional learning workshops, case conferences etc.