

Administrative Procedure 240 - Appendix

Appendix - SCHOOL MENTAL HEALTH PLAN

The School Mental Health Plan is developed by the school-based team, under the leadership of the Principal, with input from stakeholders. Implementation of the plan is a collaborative effort between school-based teams, school-linked teams and partnering agencies. School Mental Health Plans reflect the unique needs of each school community.

Procedures

1. Download the '*School Mental Health Plan*' template from the Staff Link Knowledge Centre. The template will be located under Student Supports – Student Health & Wellness.
2. Principals will use Microsoft Word and edit all text that is currently highlighted and then remove the highlighting.
 - 2.1. In each Section of the School Mental Health Plan, insert the required information.
3. Principals will ensure that the School Mental Health Plan, once completed, is submitted to the Director of Student Services by October 31 of the current school year.



SCHOOL MENTAL HEALTH PLAN

School Name: [use full school name]
Principal: [Principal's First & Last Name]
Year: [insert school year]

School Mental Health Team:

Counsellor: [insert Counsellor's First and Last Name]

Learning Support Teacher: [insert Learning Support Teacher's First & Last Name]

Wellness/Success Coach: [insert Wellness/Success Coach's First & Last Name]

Administrator(s): [insert Administrator(s) First and Last Name]

Others: [insert First & Last Name - e.g. Mental Health Nurse, parents, students, Family & Community Support Services, Student Services staff]

School Context: [insert: Number of students in the building, grade configuration, demographics, special populations and/or other school community considerations]

Setting the Stage:

(reflect on the following questions before populating the tables below)

1. What data are we using to set priorities for our School Mental Health Plan? (e.g. Our School Survey results, Accountability Pillar - Safe and Caring measure, Early Years Evaluation results, number of suspensions, number and type of referrals to Counsellor or Wellness/Success Coach, Classroom Profile, etc.)
2. What are our top 2-3 mental health priorities for our school community?
3. Who can help support universal, targeted and individualized/specialized areas of need? (e.g. Teachers, Counsellors, Wellness/Success Coaches, community agencies)
4. What type of professional learning support is needed for school staff? (e.g. mental health literacy, awareness of pathways to service within the Division and community, effect of adverse childhood experiences on learning and development)
5. What type of parent education/resources would be helpful? (e.g. awareness of signs of mental health concerns, awareness of school and community resources available, parenting support groups/sessions)
6. Where does our School Mental Health Plan fit in the scope of Comprehensive School Health? (Refer to Pan-Canadian Joint Consortium for School Health website - "What is Comprehensive School Health?" located in Student Services Resource Library.)
7. How are we promoting staff mental health and well-being? (see Self-Care Wheel/Plan below)

Designing a Continuum of Supports:

What are we <u>currently doing</u> to build resilience and positive mental health for our students?
<u>Universal:</u>
<u>Targeted:</u>
<u>Individualized/Specialized:</u>
Where are the <u>gaps in services</u> for students?
<u>Universal:</u>
<u>Targeted:</u>
<u>Individualized/Specialized:</u>

What do we commit to for this current school year to address the gaps in service AND to build resilience and positive mental health for our students? What are our areas of focus?

Key: U=Universal, T=Targeted, I/S=Individualized/Specialized

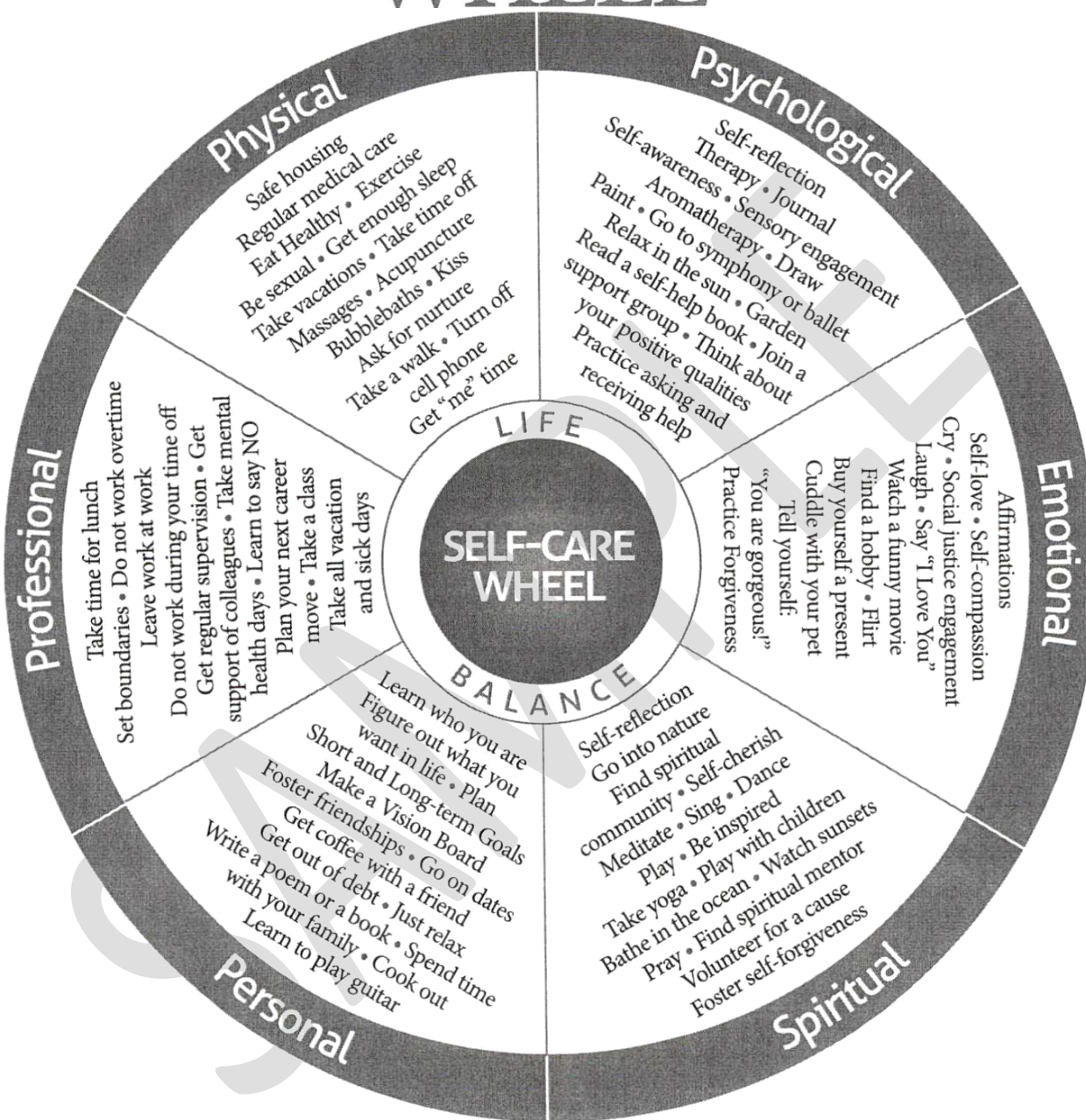
Priorities for this school year	Delivery/activities (Universal, Targeted, Individualized/Specialized)	Roles and Responsibilities	How do we know we are making progress?
Example: To raise awareness of signs of mental health concerns	U (students): Health/CALM class mental health literacy U (staff): mini-lessons 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.			
2.			
3.			

Role of Various Support Positions for Schools

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 health 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 Program • Program Manager • Success Coaches Serving 9 core BGSD schools: Calmar Elementary School, École Coloniale Estates School, École Leduc Estates School, New Sarepta Community High School, New Sarepta Elementary School, Robina Baker Elementary School, Thorsby Elementary School, Thorsby Junior/Senior High School, Willow Park School	Role: Program Manager - Provide leadership, direction and structure to support the overall vision, mission and objectives of the MHCB Initiative. Success Coaches - universal mental health promotion (80%) and targeted solution-focused group interventions (20%); resources for school staff and families; help coordinate individual referrals for MH Nurse or community-based mental health services
Mental Health Nurse	Role: Consultation with staff and parents regarding management of psychotropic medication and coordination of mental health resources and services.
Instructional Coaches	Role: Provide a variety of services for schools as required: modelling, coaching, resources, professional learning workshops, case conferences, NVCI training, PBS Team Training etc. Assist school-based leads in accessing other instructional supports as needed (see below).

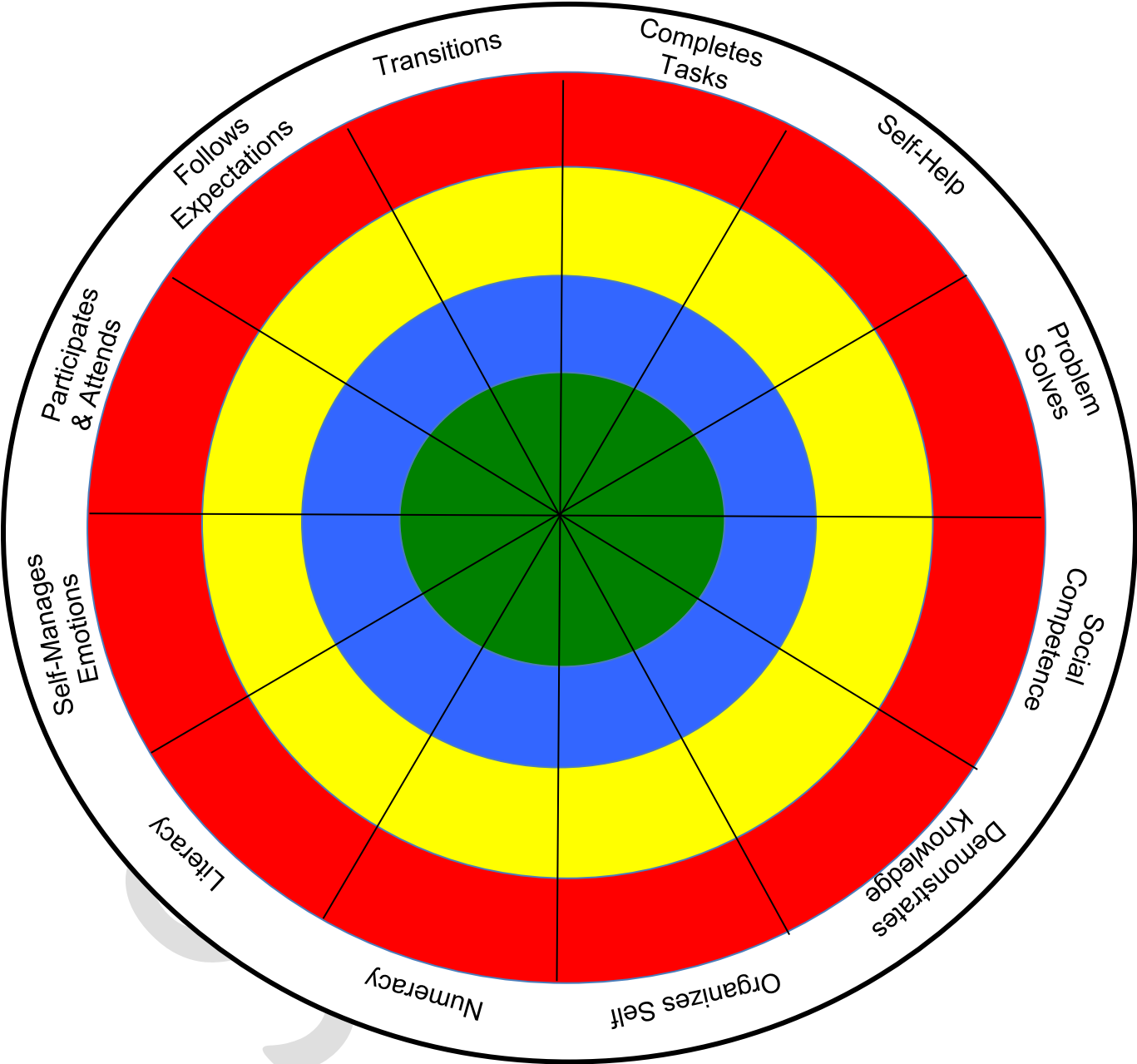
Other Specialized Supports: - Psychology - Speech-Language Therapy - Occupational Therapy - Physical Therapy - Deaf and Hard of Hearing - Blind and Low Vision - Educational Audiology - Alternative & Augmentative Communication - Assistive Technology	Role: Provide consultation and assessments to support learning.
--	---

SELF-CARE WHEEL



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

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.