



ÉCOLE CORINTHIA PARK SCHOOL

Mental Health Plan 2021-2022

School Mental Health Team

Administration: Shelly Mccubbing (Principal) & Nicole Russett (Assistant Principal)

Student Advocates: Matt Maron, Nicole Russett & Shelly McCubbing

Learning Support Teacher: Dani Desjardins

Wellness Instructional Teacher: Jordan Baukham

Instructional Coach: Kathryn Kindrat

Family School Liaison: Alexa Canton

Mental Health Nurse: Erin Williams (Point Person)

Director of Black Gold Student Services: Nikki Gill

Black Gold Regional Psychologist: Randall Symes Psychological Services (Contracted) & ECS Lisa Nobel

Family Community Support Services: Donna Brock

Cougar Community: Students, Parents & Staff

School Context: École Corinthia Park School offers a dual-track inclusive learning environment with programs in both English and French Immersion. We strive to inspire success through a collaborative learning approach based on the values of respect, trust and integrity. Our ECS to Grade 6 community nurtures healthy relationships, provides opportunity and celebrates diversity. With a student population of 390, we endeavor to support the diverse needs and abilities of our students. We are a school family built on years of rich tradition and history.

Guiding Principles:

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

Universal:

- Being mindful of student trauma related to the COVID-19 Pandemic; compassion, understanding, empathy
- School-wide MindUp programming
- School-wide Zones of Regulation programming
- Bucket Filling Program
- Student of the Month Recognition
- Monthly Character Building Traits
- School-wide classroom programming with BGSD Mental Health Capacity Building Team
- School-wide Mental Health Day
- Body breaks, morning yoga, morning running
- Extra Curricular Activities: Sports Yarn Love, Lego, Colouring, Rangers, Quiet, Volleyball, XCountry, etc.
- PA School Events: Pancake Breakfast, Theme Dances
- Volunteer Tea, Art Walk, Remembrance Day activities/ceremonies
- Mental Health and wellness activities during assembly

*Many of these activities are on hold until AHS restriction from the COVID 19 pandemic has been lifted and we are able to cohort throughout the school.

Targeted:

- Small Groups with targeted focus (boys groups/girls groups; social skills, positive friendships, regulation)
- Small group time with school based Student Advocates
- Small group time with school based Family School Liaison
- School Clubs and Sports eg. Yarn Love, Lego, Coloring, Empower Rangers, Calm, Volleyball, XCountry, etc
- DARE programming
- Talking circles
- Cougar Cubs
- Sensory/Gross motor room
- Mindful activities

Individualized/Specialized:

(e.g. Mental Health Nurse, MH Therapist, BGSD Psychologist)

- Individual time with school based Student Advocates
- Individual time with school based Wellness Coach
- VTRA Trained
- NVCi Trained
- PBS Trained
- Identify at risk students/weekly meetings between Wellness Coach and Student Advocates
- Instructional Coach interventions/support

Where are the gaps in services for students?

Universal: Limited time to access support from our MHCB Team

Targeted: Limited time to access support from our Family School Liaison

Individualized/Specialized: Accessing mental health supports for families and students in a timely manner (eg. Leduc Mental Health)

What do we plan to do for the 2021-2022 year to build resilience and positive mental health for our students?

Universal:

- Use the feedback from the Accountability Pillar from both grade 4 parents and students to address areas of low ranking or concern
- Continue with all Universal strategies previously implemented

Targeted:

- Offering new parent sessions through school/division MHCB Team and our FSL
- Continue with all Targeted strategies previously implemented

Individualized/Specialized:

- Implementing new small groups ie. Kimochis etc. through school based FSL
- Continue with all Individual/specialized strategies previously implemented
- Implement the “Time-In-Tool-Kit”

Areas of Need for Consideration in :

What is needed to best support our school community?

- More mental health therapy sessions readily available within the community
- Free and targeted learning opportunities for parents; lunch webinars, after school/evening parent groups on various topics
- Resources available to give to parents (printed materials)
- Greater response to the Foodbank

Who can help support these areas of need?

- Therapists, psychologists
- FCSS
- Community at large

How will this be accomplished?

- Continuing to advocate for mental health and wellness

Professional Development for school staff?

- Team building activities during PD days
- Considerations for alternative classroom management and discipline
- Relationship building & Team Building activities
- Collaboration with division and school based Family School Liaisons
- PLC collaboration and discussions
- Addressing Anxiety as a school wide initiative
- Addressing ways to work with students who are dealing with traumatic situations/PTSD
- Building communication processes between staff members
- Implementing the “North American Centre for Threat Assessment and Trauma Response (NACTATR)
- Weekly Student Advocacy meetings

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

Comprehensive School Health	Mental Health Plan
<p>Active Living:</p> <ul style="list-style-type: none"> ● Daily opportunities ● Team opportunities ● Non-team-based opportunities ● Physical Literacy 	<p>Students</p> <ul style="list-style-type: none"> ● Individual ● Family support ● Groups ● Grade-level ● Classroom ● School-wide
<p>Healthy Eating</p> <ul style="list-style-type: none"> ● Healthy choices ● Healthy alternatives ● Nutrition Carts ● Rainbow Lunches 	<p>Parents</p> <ul style="list-style-type: none"> ● Navigating services ● Promoting AHS Webinars ● Staying connected with parents via social media ● Parent Information Nights (on hold) <ul style="list-style-type: none"> ○ Digital Citizenship ○ Anxiety and Depression ○ Substance use
<p>Positive School Climate</p> <ul style="list-style-type: none"> ● Student Groups ● School-wide activities ● School-wide events ● Assemblies ● Peer relationships ● Staff/student relationships 	<p>School Staff</p> <ul style="list-style-type: none"> ● Professional Development ● Mental Health Days ● Wellness and Team building activities ● Social Club for school spirit activities

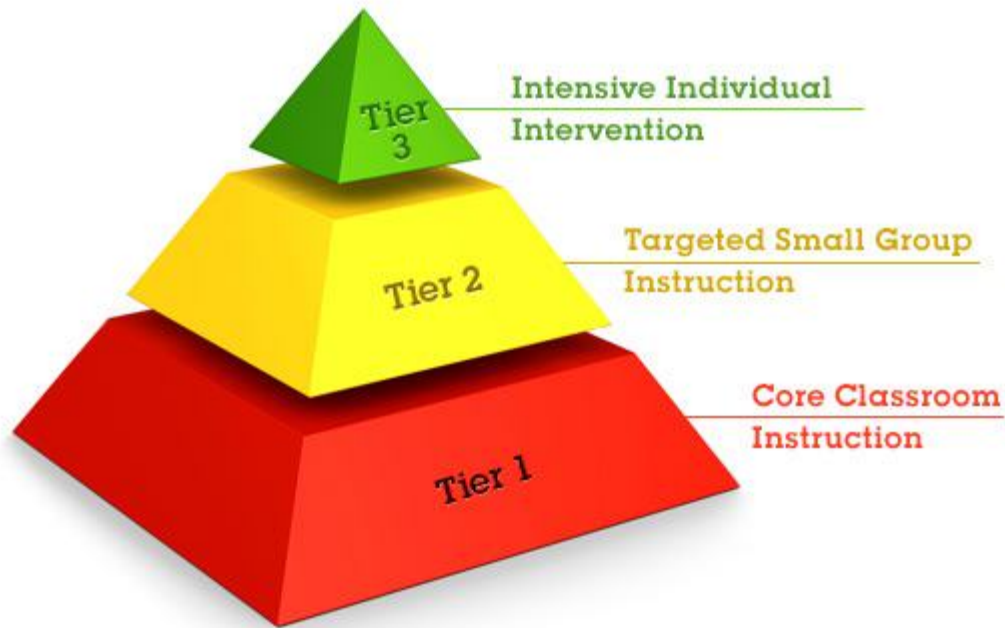
2021-2022 Goals/Mental Health Plan:

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
Identify at risk students in a timely manner	Build positive relationships with students and their families	Teacher notifies all parties (LST, student advocates, administration, FSL) As a team, work together to create a plan of action - execute a plan.	Within a week of identification
Foster safety and health/wellness with all students and staff during the pandemic	Creating a space for students to feel included, appreciated, safe, and successful Follow AHS guidelines for health and safety (sanitizing, washing of hands, wearing masks etc...)	Collaboration between AHS, BGSD and our school Student Advocacy team/Administrators.	Ongoing as long as the pandemic exists
Facilitate Mental Health and Wellness activities	Promote and host informative sessions	Collaborate with the division and school based FSL to provide opportunities	Ongoing throughout the year

<p>Maintain relationships with parents and our Distant Education/ at Home learning or Homeschooling Students via social media</p>	<p>Creating slideshows to share on social media sites</p> <ul style="list-style-type: none"> ● Student of the month awards ● Special event days (Halloween, crazy hair day etc...) ●Holidays/Remembrance Day 	<p>Staff will share pictures for input into school-wide slide shows.</p>	<p>Ongoing throughout the year.</p>
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RESPONSE TO INTERVENTION & THE 3 TIERS



Students in Tier 3 are not able to work at grade level due to a complex diagnosis or a severe need. These students require intensive one-on-one support and teaching.

Students in Tier 2 require some targeted and specific programming as they are generally not at grade level and require more guidance; one-one, reteaching, small group etc...

Students in Tier 1 receive universal instructional and teaching and can generally complete independent tasks and learning independently.

3 Tiers of Support

Tier 1 equals approximately 5% of our students

Tier 2 equals approximately 15% of our students

Tier 3 equals approximately 80 % of our students

ÉCPS PYRAMID OF INTERVENTIONS

The Pyramid of Interventions is an educational process that uses both prevention and intervention strategies to assist students in the school setting. This process addresses academic and behavioral concerns for all students and serves as the foundation of positive interactions at ÉCPS.

Our Cougar Commitment - Staff will provide multiple opportunities for students to feel empowered to “belong”. Every student will be encouraged to join a club or extra-curricular activity. Every student will be encouraged to stay active and lead a healthy lifestyle.



- ❑ **ASSESSMENTS:** teachers will use both **formative and summative** assessments to provide accurate and timely academic progress (i.e. checklists, rubrics, tests, projects, oral presentations, gathering information, student self-evaluation, exit slips, group work, daily anecdotes etc...).
- ❑ **CLASSROOM BUDDIES:** older grades will team-up with a younger class to do weekly “reading buddies”, “math buddies” or “makerspace buddies”. These groups may also team up to do themed related activities. (on-hold)
- ❑ **COMMUNICATION:** teachers will provide frequent communication to parents: **phone calls**, e-mail, agenda, class newsletter, blog etc...
- ❑ **COUGAR CUBS:** staff will select 1 or 2 students to provide extra attention throughout the school year. This is done without the student knowing and includes simple greetings, extra conversation (i.e checking in on them often).
- ❑ **DISCIPLINE:** staff are proactive, yet actions may be taken to improve future behaviour when necessary; ***We follow the ECPS Student Policy and Incident Procedure Policy.***
- ❑ **ESL & ELI RESOURCE:** students who require assistance with their language acquisition, may be offered additional learning support throughout the school day.
- ❑ **INSTRUCTIONAL TEACHERS: (Wellness Instructional Teacher, French Instructional Teacher, Literacy Instructional Teacher & Math Instructional Teacher)** Will offer supports to teachers for effective programming and testing
- ❑ **COUGAR CHAMPS:** students in this leadership role will provide some direction for themed spirit days, ways to help in our community and will play an active role in helping to maintain overall wellness through fitness and

wellness activities. (on-hold)

- ❑ **EXTRA CURRICULAR:** staff will provide students with ample opportunity and selection of clubs in which to join. Building strong relationships and a sense of belonging is important. (on-hold)
- ❑ **GREETINGS:** teachers will greet students by name upon entry to the school or the classroom.
- ❑ **GROUP COUNSELLING:** the Wellness Coach may provide small group sessions regarding divorce, grieving, friendship skills, self-regulation etc...
- ❑ **STUDENT ADVOCATES:** teachers may contact the Student Advocates and/or administration if he/she has a concern with the social/emotional needs of a student.
- ❑ **LEARNING LAB:** teachers will provide a quiet space for students to complete their missed assignments, after school from Monday to Thursday.
- ❑ **LEARNING SUPPORT TEACHER:** teachers will work with the LST to provide the best possible programming for our students. The LST works closely with the FSLW, Learning Coach, SLP, OT, & PT. All transition plans, level B testing and/or outside consultations are done in conjunction with the LST.
- ❑ **MEET THE ADMIN:** one to two students per class are called down to meet the administration after lunch every Friday. During this 20 minutes period, students are able to share one of their proudest accomplishments from class (math test, artwork etc...). The rotation continues until every child has had a chance to come down. (on-hold)
- ❑ **PROFESSIONAL DEVELOPMENT:** staff are committed to enhancing their professional learning
- ❑ **RESOURCE PERIODS:** teachers are given two periods per week in which to work one on one or with a small group to work on an outcome that needs reteaching or additional student practice.

Role of Various Support Positions for Schools

<p>Learning Support Teachers</p>	<p>Role: Coordination of services (e.g. referrals, resources etc) and <u>intervention for students</u> (e.g. academic support, behaviour support plans)</p>
<p>Student Advocates</p>	<p>Role: Facilitate the development of a <i>School-Wide Mental Health Plan</i>; coordinate universal mental health and career development support 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.</p>
<p>Family School Liaison</p>	<p>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).</p>
<p>Mental Health Capacity Building Coordinator</p>	<p>Role: Provide leadership, direction and structure to support the overall vision, mission and objectives of the MHCB Initiative.</p>
<p>Other Mental Health Services: Mental Health Nurse Mental Health Therapist</p>	<p>Role (Nurse): Consultation with staff and parents regarding management of psychotropic medication and coordination of mental health services.</p> <p>Role (Therapist): Clinic-based therapy for children/youth.</p>

<p>Divisional Instructional Consultants/Coaches</p>	<p>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.</p>
<p>Instructional Teachers</p>	<p>Role: Provide training and support for teachers in order to effectively administer BGSD required testing, build teacher efficacy by sharing applicable resources, attend divisional meetings in order to gain and share skills and knowledge.</p>
<p>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</p>	<p>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.</p>