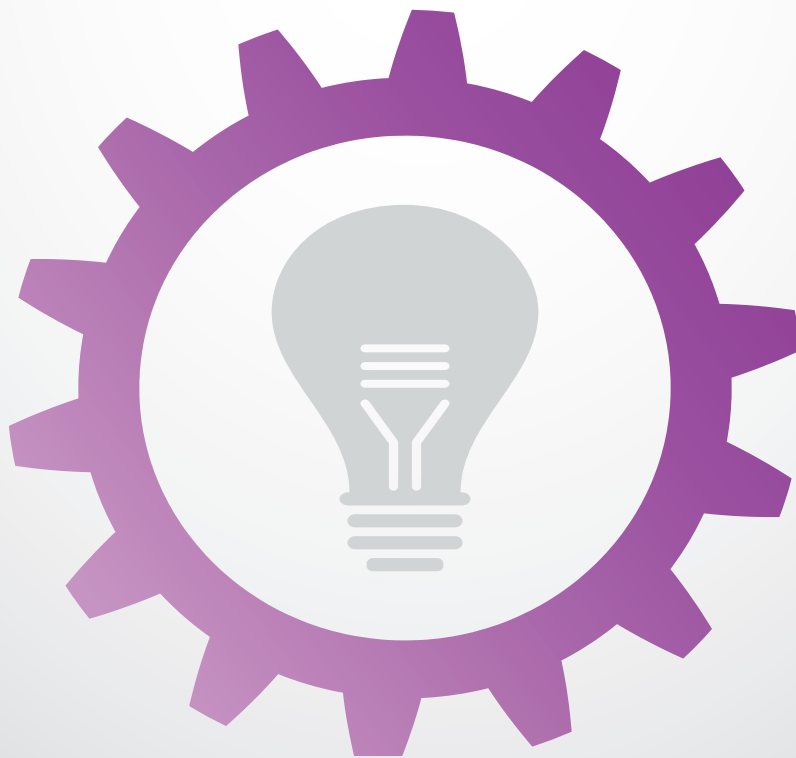




MENTAL HEALTH ACTION PLAN 'READY TO LEARN'



At Grande Yellowhead, we firmly believe that if we are to improve student learning, students must be 'ready to learn'. Working closely with the division's Health and Wellness Committee, a team consisting of the Learning Services supervisors of Curriculum and Instruction/ First Nations, Metis and Inuit, and Inclusive Learning; the Project Coordinator of the Mental Health Capacity Building Team and the Family School Liaison Coordinator, collaborated together to build a comprehensive mental health plan under the umbrella of self-regulation. We believe if we can understand and reduce the stressors in our learning environments, help students learn what it feels like to be calm, and help our students develop strategies that help them get back to calm when agitated, we will encourage optimum learning situations where students are 'ready to learn' and be successful in achieving their dreams. (Shanker & the MEHRIT Centre, 2016).

THIS 'READY TO LEARN' PLAN

ALIGNS WITH THE THREE PRIORITIES OF GRANDE
YELLOWHEAD PUBLIC SCHOOL DIVISION:



- **Building Leadership Capacity:** Instructional leaders will support staff members by deepening their understanding of how to recognize and respond to stress in all its many aspects.
- **Improving Student Learning:** Students develop strategies to get back to a calm state so they are ready to learn.
- **Improving Communications:** Clearly communicate the continuum of supports and services available to support mental wellness and how to access them.

MENTAL HEALTH ACTION PLAN

'READY TO LEARN'

TIER 1

UNIVERSAL

Emotional/ Behavioural Lead Teacher (EB) & Occupational Therapists

- Support a deeper understanding of misbehavior, stress behavior, and how the brain-body responds to trauma

Family School Liaison Counselors (FSLC)

- Support a deeper understanding of an appropriate referral
- Identify students who require mental health supports

Health Champions

- Champion the use of universal self-regulation
- Support teachers in the use of universal self-reg strategies.

Instructional Coaches

- Deepen understanding that students need to be in an optimum state to learn

Learning Support Teachers and Success Coaches (B.E.S.T.)

- Support school staff to have a deeper understanding of Stuart Shanker's work in self-regulation
- Identify and refer students to FSLCs who require mental health supports

Success Coaches (B.E.S.T.)

- Facilitate after-school programming and events for students and families
- Bridge community collaborative supports

TIER 2

TARGETED

Emotional/ Behavioural Lead Teacher (EB)

- Support data collection
- Recommend effective behavior strategies and create behavior intervention plans
- Model effective behavior strategies

Family School Liaison Counselors (FSLC)

- Provide counselling for an identified group of students

Occupational Therapists

- Establish social/Pro social skill development programs and class-wide self-reg strategies

Health Champions

- Guide School Wellness Action Teams (SWAT) to promote health and wellness within the school (5 domains).

TIER 3

INDIVIDUALIZED

Emotional/ Behavioural Lead Teacher (EB)

- Establish WISE and behavior intervention plans
- Support administrators with a crisis intervention plan

Family School Liaison Counselors (FSLC)

- Provide intense counseling
- Set up team meetings to discuss WISE plans and wrap around services

Occupational Therapists

- Provide sensory profiles and strategies to support

Learning Support Teachers

- Work with the EB Lead, students and staff members in the creation of WISE plans

TIER 4

SPECIALIZED

Emotional/ Behavioural Lead Teacher (EB)

- Refer to a mental health therapist; psychiatrist; psychologist
- Support the *Violent Threat Risk Assessment* process

Family School Liaison Counselors (FSLC)

- Refer to a mental health therapist; psychiatrist; psychologist

- Debrief with specialized services to ensure school members are aware of necessary supports and services

Occupational Therapists

- Refer to a mental health therapist; psychiatrist; psychologist
- Work 1-1 on meaningful occupation and purposeful activities.

MENTAL HEALTH ACTION PLAN

'READY TO LEARN'

VISION



Essential Conditions

- Division engages in conversation to deepen understanding and recognition of:
 - How our mental health is impacted by stress;
 - The stressors students may experience and
 - How to respond to stress in all its many aspects.

ACTION



The Learning Services team will:

- Provide ongoing information and education about self-regulation and the stress cycle throughout the school year to staff.

SUCCESS



Indicators

- Staff members use a common language.
- Self-regulation visuals are present in our schools.
- Self-regulation information is available on the division and school website and is shared in school communities.

MENTAL HEALTH ACTION PLAN

'READY TO LEARN'

LEADERSHIP



Essential Conditions

- The Learning Services team will work with the school based 'ready to learn' teams to support schools as they implement self-regulation strategies throughout the school environment (Gradual Release of Responsibility) to ensure they:
 - Have a strong understanding of self-regulation;
 - Are able to innovate and apply best practices in self-regulation;
 - Understand change and
 - Collaborate with other self-regulation leaders to mentor new staff.

ACTION



The Learning Services team will:

- Build capacity in understanding self-regulation and how to apply best self-regulation practices;
- Provide guidance to support each school's 'ready to learn' team to determine which self-regulation strategies will be focused on in their site and
- Meet regularly with school's 'ready to learn' team.

SUCCESS



Indicators

- Observe self-regulation strategies being implemented in schools.
- Staff will be acting as 'co-regulators' within schools.

MENTAL HEALTH ACTION PLAN

'READY TO LEARN'

RESEARCH & EVIDENCE

Essential Conditions

- 'Our School' (formerly Tell Them From Me) survey results focused on mental health and relationships.
- Suspension and expulsion data.

ACTION

The Learning Services team will:

- Disaggregate divisional data and share with principals.
- Host a youth symposium in each high school to disaggregate 'Our School' data with high school students.

SUCCESS

Indicators

- Students are able to use strategies to support their mental wellness in schools.
- School administrators and staff implement new strategies.
- Decrease in the number of student suspensions and expulsions.

MENTAL HEALTH ACTION PLAN

'READY TO LEARN'

RESOURCES



Essential Conditions

- '*Calm, Alert, and Learning*' by Stuart Shanker
- '*Self-Reg*' by Stuart Shanker
- Resources from The Merit Centre website

ACTION



The Learning Services team will:

- Collaborate with 'ready to learn' team members for the 'Gradual Release of Responsibility' (GRR) that allows teachers to build their own self-regulation spaces, with each school becoming a self-regulation haven in time.
- Collaborate with each other and the school linked team to determine 'what' resources we will support at the division level and how we will ensure we provide ongoing support as these resources become embedded in practice (GRR).

SUCCESS



Indicators

- Observe teachers/students using self-regulation strategies in the learning environment.
- Identified set of 'look fors' that principals can utilize to determine if teachers are applying self-regulation practices.

MENTAL HEALTH ACTION PLAN

'READY TO LEARN'

PROFESSIONAL GROWTH

Essential Conditions

- Each schools' 'ready to learn' team, with the support of the Learning Services team members, will collaborate to determine self-regulation strategies to support staff and students in their sites.

ACTION

The Learning Services team will:

- Provide Mental Health First Aid training to senior administration at division office and school administrators.
- Keep up to date with information on self –regulation strategies and share new information with 'ready to learn' teams.

SUCCESS

Indicators

- Administrators are able to recognize and respond to staff and students who may require mental health support.
- A capacity building plan is in place that outlines ongoing professional learning opportunities for staff on a regular basis.

MENTAL HEALTH ACTION PLAN

'READY TO LEARN'

TIME

Essential Conditions

- School staff are given time and support to trial, enhance and/or modify self-regulation strategies and reflect on their effect on students' ability to learn.

ACTION

The Learning Services team will:

- Budget for professional learning days for school based 'ready to learn' teams and plan follow up supports including coaching and building communities of practice.

SUCCESS

Indicators

- Time is embedded in every school for professional learning communities.
- Budget line for release days for school based 'ready to learn' team members.
- Process in place for sharing collective expertise developed.
- Follow-up process in place to determine how new learning is being implemented into teaching practice and determine the impact on student learning.

MENTAL HEALTH ACTION PLAN

'READY TO LEARN'

COMMUNITY ENGAGEMENT

Essential Conditions

- Division Office/Schools communicate with the board, parents and community members to build a common understanding of positive mental health and how to best support ALL Kids.

ACTION

The Learning Services team will:

- Present to the board and key leadership groups to deepen their understanding of positive mental health.
- Present to community groups to deepen their understanding of positive mental health.

SUCCESS

Indicators

- The board and division leadership understand and articulate to others the concepts of self-regulation.