

HEALTH & WELLNESS Pyramid of Supports

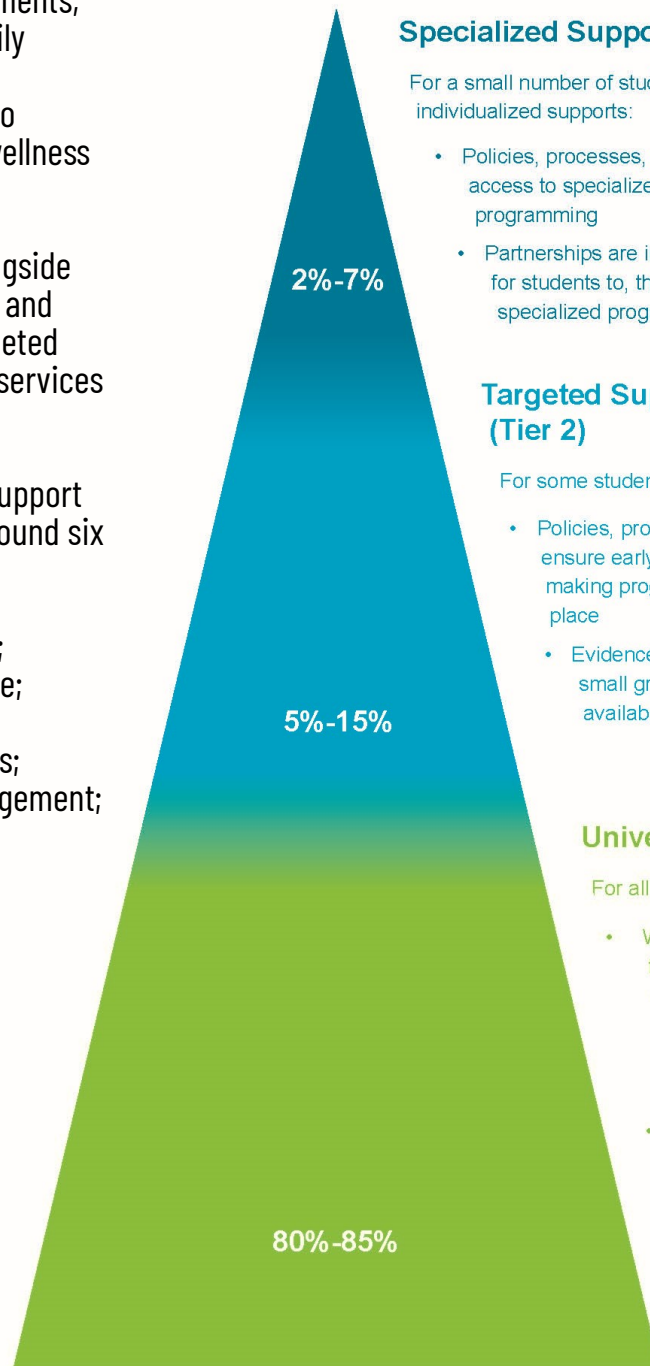
Grande Yellowhead Public School Division's (GYPSD) promotion of mental health and well-being is effectively embedded in whole-school practices, resources, and supports for our students.

Along with the administrative team, educators, and support staff who ensure welcoming, safe, caring, and respectful learning environments, the Division has the **B.E.S.T.** team, Family School Liaison Counselors (**FSLCs**), and **Wellness Navigators** who are trained to identify, inform, inspire, and innovate wellness habits and practices.

These specialized individuals work alongside the Division's Inclusive Education Team and Psychologist who assess and apply targeted interventions and refer for specialized services as required.

GYPSD has a comprehensive vision to support collaborative mental health capacity around six key conditions:

- vision, leadership, and commitment;
- communication and shared language;
- data, evidence, and research;
- roles, responsibilities, and processes;
- community, collaboration, and engagement; and
- systemic professional learning.



Specialized Supports and Services (Tier 3)

For a small number of students requiring intensive or individualized supports:

- Policies, processes, and pathways are in place to ensure access to specialized expertise, service providers and programming
- Partnerships are in place, including transition strategies for students to, through and from services, treatment and specialized programming

Targeted Supports and Interventions (Tier 2)

For some students requiring additional supports:

- Policies, processes and practices are in place to ensure early identification of students who are not making progress when universal supports are in place
- Evidence-informed, short-term, individual and small group supports and interventions are available within the school setting

Universal Supports (Tier 1)

For all students:

- Whole-school approaches are in place to create welcoming, caring, respectful and safe learning environments (e.g., comprehensive school health, positive behaviour supports, trauma-informed practice)
- Quality instruction responds to a diverse range of learning strengths, needs and challenges
- Social-emotional learning is part of instruction, classroom activities and school practices

**Have questions or want advice?
Talk to your school Principal today!**