

ESBCHS Mental Health Plan

2024-2025

ESBCHS Administration	ESBCHS Mental Health Team	Division Supports	AHS/RCSD Supports	Community Supports
Sean Flanagan - Principal Catherine MacArthur - Assistant Principal (A-D) Kevin Hancock - Assistant Principal (E-K) Susanne Stroud - Assistant Principal (L-P) Wendy Francis - Assistant Principal (N-Z)	Kristi Nelson - Counsellor & Student Services Department Head (N-Z) Laurel Osness - Counsellor (H-M) Brilene Wohlgemuth - Counsellor (A-G) Brilene Wohlgemuth - LST Katie DeBoer - LST	Deanna Viske - Instructional Consultant Amy Lackie - Family School Liaison Niki Gill - Director of Student Services	Erin Black - AHS Substance Use Therapist Erin Williams - AHS Mental Health Nurse Tony Laughlin - AHS Youth/Adolescent Therapist	Brodie Stenhouse - Community Development Coordinator-Youth FCSS Brad Pickford - Supervisor Chantal Berube Youth Centre

Context: French Immersion and English school currently operating at 1182 students in grades 10 through 12.

Guiding Principles:

Review what we are currently doing to build resilience and positive mental health for our students.

Universal:

Students have access to counsellors with a reactive focus, due to increased levels of stress and anxiety. Primarily the counsellors utilize a Solution-Focused approach due to time limitations. Students get permission from their teacher to leave class with potential emergent mental health concerns and will be navigated to a counsellor. Students can also utilize walk-ins or book appointments.

We use CALM in Grade 10 as an entry point for recognizing all dimensions of well-being.

We have many student groups and clubs covering a wide range of interests.

Our Mentorship program is being run by Laurel Osness.

Our fitness facility is running before and after-school and during school (except for block 3).

We have a vibrant sports program run by staff and community volunteers.

Gym is accessible at lunch to provide opportunity for play.

Parent information session held by Student Services regarding career planning and post-secondary planning.

School sends weekly updates to parents regarding upcoming events and any other pertinent information.

Students Services sends a monthly newsletter to grade 12 students regarding career planning, post secondary, scholarships, and mental health information.

Breakfast program provides opportunities for snacks and meals, available to all students.

The Food Bank supplies Student Services food for students needing a snack or lunch. Our counsellors try to chat one-on-one with students suspected of having food insecurities.

Classroom discussions around mental health.

myBlueprint presentations to all block 2 classes to help students plan their future.

In times of high stress, we bring in Therapy Dogs. Teachers can sign up for this optional opportunity for their classes.

Partnerships between ESBCHS and CBYC and FCSS in Beaumont.

Anti-vaping action plan that focuses on student and parent education, prevention and quitting resources.

Targeted:

ESBCHS staff can refer students with concerns about mental health or behaviour affecting their success and will be seen by a counsellor, if needed. Students can also be referred to the Family Support Liaison (Amy) if long term support, in the form of weekly check-ins, is needed. Other targeted supports include:

Success in School meetings.

Learning Support Teachers to address academic concerns within learning profiles. LSTs meet individually with each student who has an ISP to discuss accommodations.

Educational Assistants are designated within classrooms to support exceptional learners

Students with a reader/scribe accommodation have transitioned to Google Read/Write from one-on-one with an Educational Assistant. This provides more opportunities for Educational Assistants to work within the classroom

Off-Campus learning opportunities such as Work Experience, Registered Apprenticeship Program (RAP), Outreach School, Black Gold Summer School, Dual Credit.

Inreach courses are offered within our school building to accommodate students with unique timetable and personal needs

Exam Room runs throughout the school day and after school for students with accommodations and/or missed assessments

Regular check-ins with students experiencing significant life circumstances - referrals to community services if needed.

Regular discussions with ESBCHS staff regarding at-risk youth.

Substance Use therapist, Erin Black meets confidentially with students who have been referred by counsellors.

Referrals to the Family Resource Network as needed.

We have built a stronger English Language Learner program with an assigned teacher, with additional FTE. These ELL classes are now built within the timetable for students to join this class and earn credits while they complete this course.

Where are the gaps in services for students and parents?

Universal:

There is a gap in counsellor FTE to fully address student well-being and mental health at both a universal and targeted level. The recommended ratio is 1:250 by the ATA School Counsellors Council in conjunction with the Educational Psychology Department at the University of Alberta. Our ratio is currently 1:358.

Students are struggling with high levels of stress and anxiety as a result of many contributing factors including: socialization, ineffective coping strategies, technology use, academic pressures, substance use, etc.

Counsellors are facing high demand without sufficient FTE. The trickle down effect is that counsellors are unable to offer as much universal support (ie: classroom presentations, group counselling, parent session nights) and proactive support as hoped for.

Targeted:

Connection to community counselling supports.

Resources and support for Indigenous students.

As our school becomes more culturally diverse, we recognize the need for translator services, especially to ease language barriers in parent meetings.

Parent awareness of supports and AHS system navigation for when their child struggles with mental health.

Parent and student awareness of post-secondary application and career exploration process.

Transition process for students entering the workforce, but not post-secondary or trades specifically.

What do we plan to do for the 2024-2025 school year to build resilience and positive mental health for our students?

Universal:

Create a curated postcard with crisis, counselling, and shelter information. This will be handed out to students and a PDF can also be sent to parents.

Mental Health awareness week held in May.

Mental Health theme months that focus resources, activities and education on specific topics.

Meeting with the other counsellors in Blackgold to discuss unique community needs and to collaborate on initiatives.

Sessions to empower and inform teachers such as SACE, Division organized PD sessions.

Explore SWISS for support with translation for parent meetings.

Training on recognizing and responding to overdoses.

Student Services Instagram account created to better provide access to resources and information in a format students and parents can easily access.

myBlueprint presentations to every block 2 class and individual meetings with students with spares to ensure all students activate their myBlueprint accounts. Presentations also focus on career exploration and high school course planning. Parents will be invited to link to their students' accounts.

Providing students the opportunity to participate in or observe a traditional Indigenous smudging ceremony.

Targeted:

One-on-one University of Alberta advisor sessions.

University of Alberta Indigenous student recruiter presentation.

Plan opportunities for teachers geared towards the value in their own self-care.

Explore resources for students struggling with parents/guardians who have addictions.

Continue utilizing outside referrals and services for students who are at-risk.

Collaborate with admin to finalize or Conflict Resolution plan to assist and support students when on-going conflict is occurring.

2024-2025 Goals/Mental Health Plan:

Goals	Delivery/Activities	Lead	Timeline
Indigenous Supports	Reach out to Michael Swampy, Black Gold Division Instructional Curriculum Coach- Indigenous Lead, regarding how to address (targeted or universally) the Indigenous population within our school.	Brilene	September 2024
Indigenous Supports	Student Services staff to become more informed and educated on programs, services, and funding available to Indigenous students.	Brilene	By the end of January 2025
Community Partnerships	Reach out to CBYC and FCSS to facilitate a luncheon to meet all partners and brainstorm opportunities for partnership.	Kristi	February 2025

Teacher Mental Health Awareness	- “Did you know” mini info sessions in staff meetings	Kristi	September 2024-June 2025
Parent Engagement	Inform parents of mental health supports at ESBCHS for students through our “Did you know” segment in ESBCHS weekly updates and the Student Services Instagram account.	Kristi	September 2024- June 2025
Student Survey	Send out a mental health survey to all students.	Student Services team	May 2025

Student/Parent/Teacher Survey	Survey about desired supports to inform the 2025/2026 mental health plan	Student Services team	May/June 2025
Partnership with Leadership	Increased collaboration between Student Services and our student Leadership team	Laurel	September 2024 -June 2025
Expand Mental Health Week	This is an opportunity for students to learn more about community support, self-care, mental health, and healthy living.	Student Services, Leadership class, FSL, FCSS, CBYC, and division supports.	May 2025