



**Sturgeon  
Public Schools**

## **Mental Health and Wellness Initiative**





Bon Accord Community School  
**Colleen**



Camilla School  
**Lori**



**Laura**



École Morinville Public School  
**Erin**



Four Winds School  
**Michelle**



Gibbons School  
**Darryl**



Guthrie School  
**Cindy**



Landing Trail School  
**Rebecca**



Lilian Schick School  
**Char-Lee**



Namao School & Oak Hill School  
**Courtney**



Ochre Park School  
**Jennifer**



Red Water School  
**Amanda**



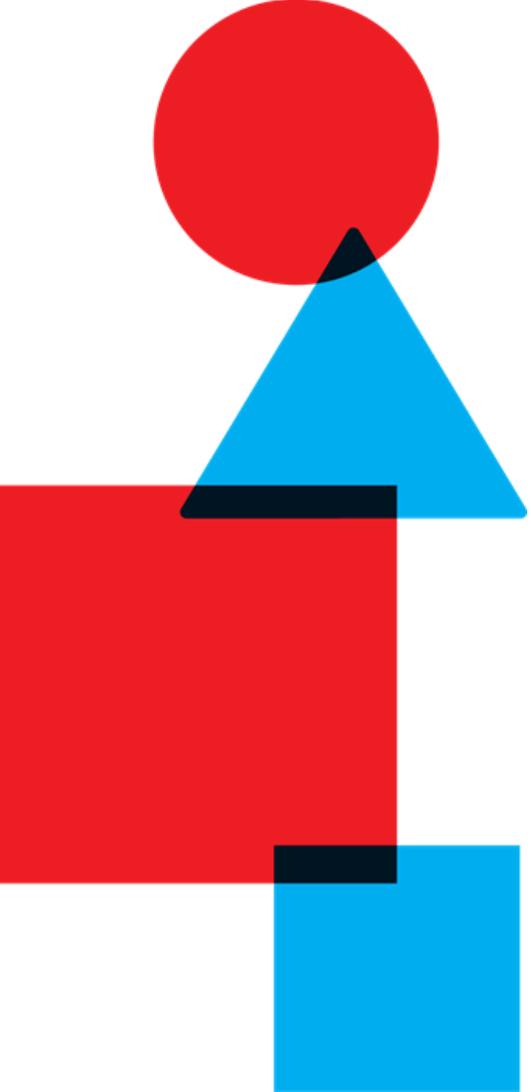
Sturgeon Composite High School  
**Sarah**



**Teresa**



Sturgeon Heights School  
**Jaime**



## **Mental Health and Wellness Initiative**

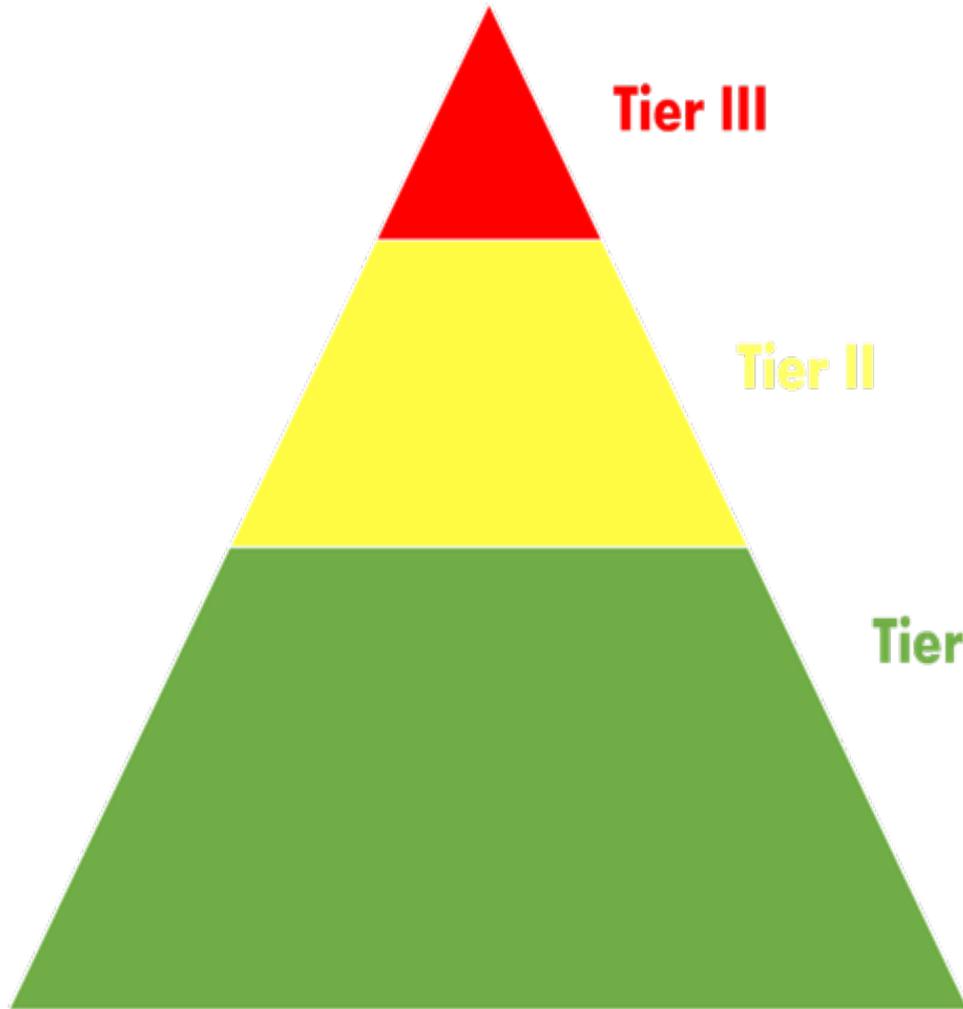
The goal of mental health and wellness is to have a whole school approach which supports positive mental health and is strength based, which encompasses building resilience and enhancing Social Emotional Learning (SEL).



# Counselling & Wellness Plans

Services and supports addressed within the counselling and wellness plans fall most directly in two Assurance domains:  
Learning Supports and Local and Societal Context.





**Tier III**

Tier III - Individualized/Intensive Supports

**Tier II**

Tier II - Targeted Supports

**Tier I**

Tier I - Universal Supports



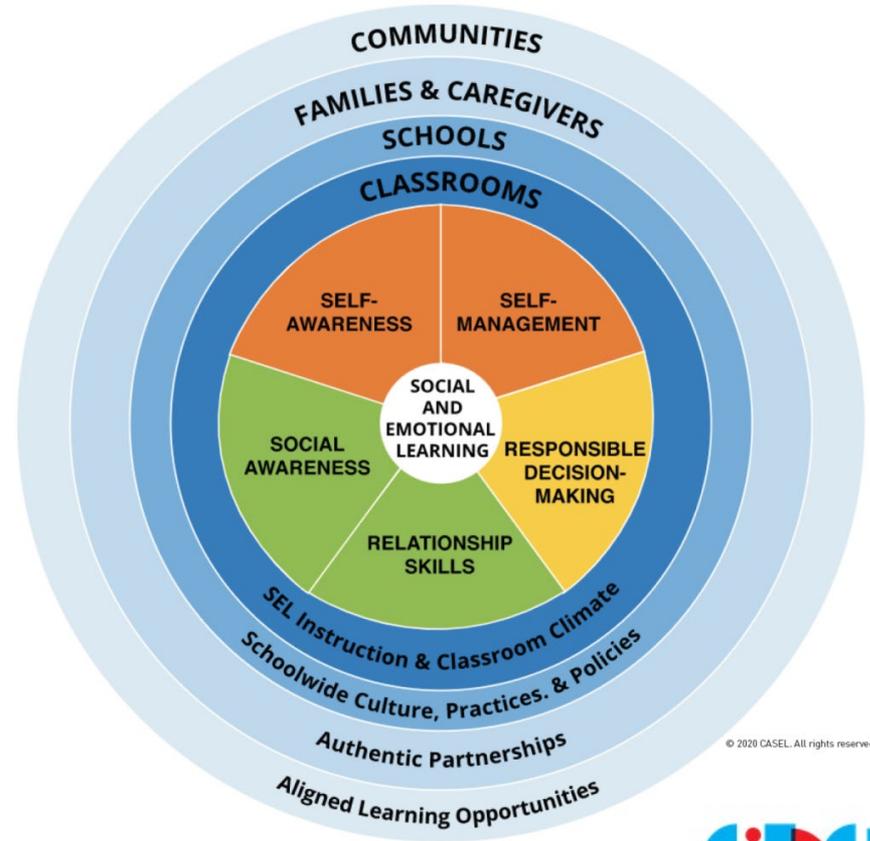
A photograph of three people in a library or office setting. A man in a dark shirt is pointing at a computer monitor while smiling. A woman in a red jacket is smiling and looking at the screen. Another woman in a light-colored jacket is also smiling and looking at the screen. The background shows bookshelves filled with books. The text "All learning is social. All learning is emotional." is overlaid in white on the image.

All learning is social.  
All learning is emotional.

# The CASEL 5...

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*



# Classrooms



## Classroom-based approaches include:

- A supportive classroom environment
- Integration of SEL and instruction
- Explicit SEL instruction



# Schools



## Schoolwide practices and structures that promote SEL:

- Foster a supportive school climate
- Integrate student supports with SEL
- Elevate student voice



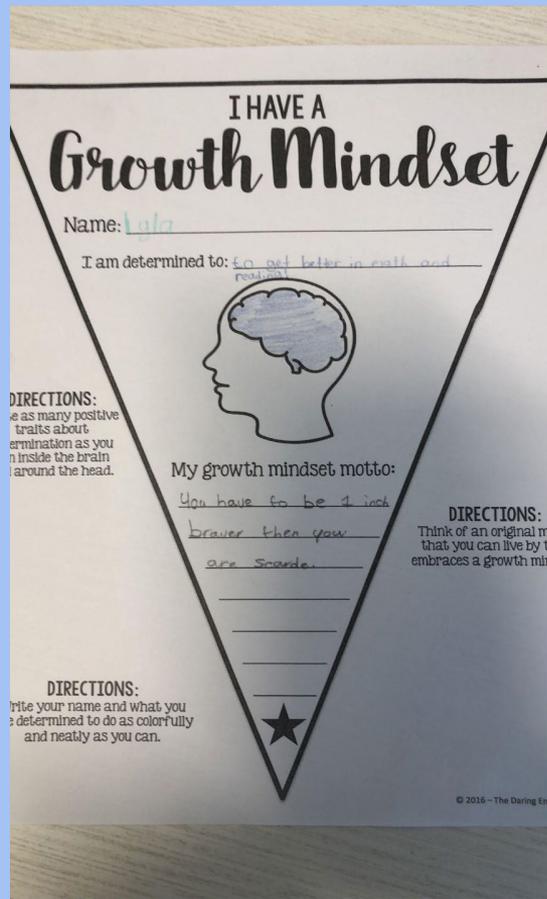
# Classroom (Examples)



“Love is something you can feel but you can’t actually touch, and that it is “like when you are reading a good book and can’t put it down.” Student



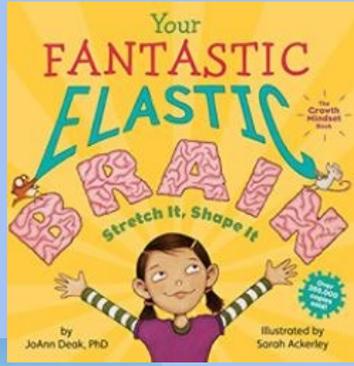
# Classroom Examples



"...more kids are willing to share than before. The first few weeks no one shared what their wins were, or what they were letting go. Now I am finding that kids will share, but also that they have already "let it go". Some have said it has become more conscious to let the small stuff go on a daily basis and not just at the end of the week."

Teacher

# Whole School Examples



## SCHS Mental Health & Wellness

All students at SCHS had an opportunity to focus on their experiences this week

**POSITIVE VIBE FRIDAY**

**Give it a try...**

👍 Reflect on 3 things that went well this week... and one thing that did not go well... **LET THIS ONE GO!**

**Now enjoy your weekend!**

**General Themes**

- Self-Management**
  - ways to organize
  - Resistant Writing
  - Therapy
- Social Awareness**
  - Empathy
  - Empathy
  - Support Each Other
  - Empathy
  - Empathy
- Relationship Skills**
  - Empathy
  - Empathy
  - Empathy
- Decision-Making**
  - Empathy
  - Empathy
  - Empathy
- Self-Awareness**
  - Empathy
  - Empathy
  - Empathy

**Class**

- Empathy
- Empathy
- Empathy

**FWP**

- Empathy
- Empathy
- Empathy

**Community**

- Empathy
- Empathy
- Empathy

"I wish my parents knew how to do this, so they would come back from work in a better mood!".  
The student was encouraged to share their experience with their parents.

Student



## External Connections and Referrals

Categories:

Community Programming

Crisis

Family Support

Educational

Indigenous Supports

Medical Support

Mental Health

Socioeconomic Supports

Youth Supports



**ACHIEVING**  
**CREATIVE**  
**CONNECTED**  
**CARING**  
**VIBRANT**  
**WELCOMING**



## Some of the Connections and Referrals Counsellors/Schools Use

<p>Alberta Health Services (Mental Health):  Urban Clinic (Northgate): Walk-in Clinic – Edmonton and St. Albert  Intake Services  Crisis Services (Stollery)  Stollery Emergency</p>	<p>Alberta Income Supports/BGS Enterprises</p>
<p>Child &amp; Family Services (CFS)  St. Albert Office  Fort Saskatchewan Office  North Edmonton Office  Northern Alberta Child Intervention Services</p>	<p>Children, Youth and Families Community Clinics (Morinville, St. Albert, Fort Saskatchewan)</p>
<p>Community Resources - 211 Directory (Edmonton and Area)</p>	<p>COVID 19 Supports  AHS  811  Learn Alberta  Text4Hope</p>
<p>Emergency help phone numbers:  Support Network Distress Line  Suicide Distress Line  Kids Help Line  Youth Emergency Shelter  Children’s Mental Health Crisis (MRT)  Indigenous Residential School Support:  AB First Nations and Inuit Health Branch  National Indian Residential School Crisis Line  Family Violence Info Line  ACCESS 24/7  Addiction Helpline</p>	<p>Food Banks - in the various communities within Sturgeon and Surrounding area</p>
<p>Family and Community Support Services – Morinville, Gibbons, Redwater, St. Albert, Fort Saskatchewan</p>	<p>GED – Norquest</p>
<p>Fort Saskatchewan Clinic – Mental Health</p>	<p>fYidoctors</p>
<p>Gibbons Family and Community Support Services  Gibbons Community Closet</p>	<p>Indigenous Counselling Services (Aboriginal Counselling Services Association of Alberta)</p>
<p>Indigenous Support Services (The Edmonton Native Healing Centre, Metis Child and Family Services Society, Bissell Centre, Indigenous Help Line)</p>	<p>Learner Income Support and Skills Investment Bursary</p>
<p>Military Family Resource Centre – Garrison</p>	<p>Mobile Addictions Counsellor (AHS)</p>
<p>Morinville Mental Health Clinic</p>	<p>Newcomers to Canada organizations</p>
<p>Post-secondary Admissions/Registrar</p>	<p>Pride Centre – Edmonton (LGBTQ2S+)</p>
<p>Primary Care Network in Fort Saskatchewan</p>	<p>RCMP (Morinville, St. Albert, Redwater)</p>
<p>Sexual Assault Centre of Edmonton - SACE</p>	<p>Stop Abuse in Families Society (SAIF) - St. Albert</p>
<p>Sturgeon County (Family and Community Support Services)</p>	<p>Sturgeon Living Well Program</p>
<p>Sturgeon Victim Services</p>	<p>Support Groups – Eating Disorder Support Network of Alberta  Schizophrenia Society of Alberta</p>
<p>Teen Pregnancy Contacts – AHS, Terra Centre</p>	<p>The Caregiver Education Team - AHS, Edmonton Zone</p>
<p>YESS – Youth Empowerment and Support Services</p>	<p>YWCA – Edmonton</p>
<p>Zebra Child Protection Centre</p>	

## CASEL'S SEL FRAMEWORK:

### What Are the Core Competence Areas and Where Are They Promoted?

**Social and emotional learning (SEL) is an integral part of education and human development.** SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



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Learn more: [www.casel.org/what-is-SEL](http://www.casel.org/what-is-SEL)



## THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

[www.casel.org/what-is-SEL](http://www.casel.org/what-is-SEL)

**SELF-AWARENESS:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

**SOCIAL AWARENESS:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

**RESPONSIBLE DECISION-MAKING:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

**SELF-MANAGEMENT:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

**RELATIONSHIP SKILLS:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

## THE KEY SETTINGS:

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings to enhance all students' social, emotional, and academic learning. We believe it is most beneficial to integrate SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

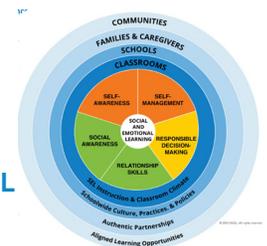
**CLASSROOMS.** Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches such as: (a) explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts. High-quality SEL instruction has four elements represented by the acronym SAFE: Sequenced - following a coordinated set of training approaches to foster the development of competencies; Active - emphasizing active forms of learning to help students practice and master new skills; Focused - implementing curriculum that intentionally emphasizes the development of SEL competencies; and Explicit - defining and targeting specific skills, attitudes, and knowledge.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns.

**SCHOOLS.** Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community. SEL efforts both contribute to and depend upon a school climate where all students and adults feel respected, supported, and engaged.

Because the school setting includes many contexts—classrooms, hallways, cafeteria, playground, bus—fostering a healthy school climate and culture requires active engagement from all adults and students. A strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing systems of student support by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports. By coordinating and building upon SEL practices and programs, schools can create an environment that infuses SEL into every part of students' educational experience and promotes positive social, emotional, and academic outcomes for all students.

*Continue to families/caregivers and communities...*



# THE KEY SETTINGS (CONT.)

**FAMILIES/CAREGIVERS.** When schools and families form authentic partnerships, they can build strong connections that reinforce students' social and emotional development. Families and caregivers are children's first teachers, and bring deep expertise about their development, experiences, culture, and learning needs. These insights and perspectives are critical to informing, supporting, and sustaining SEL efforts. Research suggests that evidence-based SEL programs are more effective when they extend into the home, and families are far more likely to form partnerships with schools when their schools' norms, values, and cultural representations reflect their own experiences. Schools need inclusive decision-making processes that ensure that families—particularly those from historically marginalized groups—are part of planning, implementing, and continuously improving SEL.

Schools can also create other avenues for family partnership that may include creating ongoing two-way communication with families, helping caregivers understand child development, helping teachers understand family backgrounds and cultures, providing opportunities for families to volunteer in schools, extending learning activities and discussions into homes, and coordinating family services with community partners. These efforts should engage families in understanding, experiencing, informing, and supporting the social and emotional development of their students.

**COMMUNITIES.** Community partners often provide safe and developmentally rich settings for learning and development, have deep understanding of community needs and assets, are seen as trusted partners by families and students, and have connections to additional supports and services that school and families need. Community programs also offer opportunities for young people to practice their social and emotional skills in settings that are both personally relevant and can open opportunities for their future. To integrate SEL efforts across the school day and out-of-school time, school staff and community partners should align on common language and coordinate strategies and communication around SEL-related efforts and initiatives.

Students, families, schools, and communities are all part of broader systems that shape learning, development, and experiences. Inequities based on race, ethnicity, class, language, gender identity, sexual orientation, and other factors are deeply ingrained in the vast majority of these systems and impact young people and adult social, emotional, and academic learning. While SEL alone will not solve longstanding and deep-seated inequities in the education system, it can create the conditions needed for individuals and schools to examine and interrupt inequitable policies and practices, create more inclusive learning environments, and reveal and nurture the interests and assets of all individuals.

