



Ecole Bellevue School School Assurance Plan 2024 to 2027



École Bellevue School Strategic Plan for Success – 2024-2025

School Profile

École Bellevue School is located in the growing, vibrant City of Beaumont, Alberta. From our beautiful location on the hill, staff provide quality learning opportunities to students in pre-kindergarten to grade 6 in both English and French Immersion. We currently have 515 students from pre-kindergarten to grade 6 and 138 students attending school in the French Immersion program. The name of our school, Bellevue, reflects our “Beautiful View” from our south side. Our students, staff and families are delighted to see an amazing view of south Beaumont everyday from our back field.

Our school is the host site for an intervention pre-kindergarten program for all Beaumont residents who qualify to attend our program. Therefore, we have pre-kindergarten students attending our school from all catchment areas in the City of Beaumont. There are approximately 90 students, aged 2 years 10 months to 4 years old, enrolled in our pre-kindergarten Early Intervention Program (EIP).

Ecole Bellevue School also hosts the Active for Life Program (AFL) for grades 5 & 6 students. Last year, we had over 110 people participate in the program. At the end of the year, we decided to expand the program. This year, we offer one or two days a week of programming for grade 5 and continue with two days a week for grade 6. The program runs on Tuesdays and Thursdays. We run Tuesdays each week with a new activity and Thursdays, students pick one of four options for a six week period. This will provide students more time to participate and develop more physical literacy skills in a specific domain. For example, students in term 1 selected from power skating, climbing, volleyball or soccer. We have developed partnerships with coaches from the community for Thursday programming. We have also partnered with KidsSport Leduc and County for funding to low income families to participate in the program.

School Values

1. All students are capable of learning; it is our responsibility to find the most effective way to teach each student.
2. Our students’ social emotional growth is just as important as their academic development.
3. We model how to treat everyone with dignity and respect.
4. Decisions are made based on what is best for students.

École Bellevue School Focus

École Bellevue School is an inclusive, welcoming, safe and caring learning environment, which focuses on allowing everyone to “Be the Best You Can Be” and “Fais de ton mieux.”

École Bellevue School staff members continue to provide high quality programs through excellent teaching and assessment. As resources allow, we will strive for continued improvement in educational experiences for individual students.

École Bellevue School students are well prepared for worldwide citizenship and the workforce through excellent teaching, Character Education, Career and Technology Foundations, Active for Life programming and special projects.

Celebrations

The École Bellevue School community takes pride in being collaborative, kind, positive, and resilient in the face of challenges. We work diligently to foster a tight-knit school environment where teamwork thrives. A cornerstone of our approach is maintaining open communication with parents, which is vital for enhancing student success and building strong relationships within our community.

To keep parents informed and engaged, we distribute the Bellevue News every week. This newsletter highlights upcoming events, important dates, and learning celebrations, ensuring that parents are always in the loop. Additionally, we've introduced a "Dinner Talk" section in our weekly news. This feature provides discussion prompts that parents can use to engage their children in meaningful conversations, further strengthening the home-school connection.

We also utilize our school's website and Facebook page to celebrate great learning opportunities and special events. These platforms not only showcase student achievements but also create a sense of pride and community among families.

Recognizing the importance of comprehensive information for new families, we developed a Parent Handbook a few years ago. This handbook serves as a valuable resource, containing essential information in a one-stop document. We distribute it to all new families upon their arrival and update it annually, ensuring that all families have access to the latest information. The handbook has been well-received, making it easier for families to navigate our school community.

Moreover, we actively encourage parent and family member involvement through volunteer opportunities. Whether helping in classrooms, organizing events, or supporting extracurricular activities, parents play a crucial role in our school's success. We are genuinely grateful for the assistance they provide, as it enriches the educational experience for all students.

By fostering strong partnerships with parents and encouraging their engagement, we create a supportive and collaborative environment that benefits our entire school community.

At Ecole Bellevue School, we are committed to fostering a well-rounded education that prepares our students for future academic success and personal growth. We prioritize engaging our students in a vibrant school community through a variety of extracurricular opportunities. Our commitment to fostering lifelong learning skills, promoting positive citizenship, and creating a safe and caring environment is evident in the initiatives we implement.

STUDENT ENGAGEMENT

Student Led Clubs

One of the key components of our program is the establishment of student-led clubs. These clubs allow students to manage their activities based on their own interests, helping them develop crucial management and organizational skills. For our Grades 1-3 students, these clubs provide a fun alternative to recess, encouraging social interaction and teamwork.

For example, our Grade 3 students will organize a donation drive for the Christmas Elves, which not only cultivates positive citizenship skills but also fosters a sense of belonging within the community. By participating in such projects, students learn the value of giving back and working together towards a common goal, reinforcing their connection to the community.

School Events/Activities

We have been working with our families to include a diverse range of celebrations from our many cultures. Diwali was a lot of fun, and we had several students come down to make announcements the week leading up to it. Our students organized a Diwali colouring club, and the club had a great turnout. Our grade 5 students have also organized Heritage Week where we will be celebrating everyone's family heritage the last week of school before the holiday break (December 16-20, 2024). Activities include, a parade to showcase any special clothing, a school-wide flag colouring project that will culminate into a large-scale flag collage, a show and tell day, special books set aside for classrooms to read and many more.

We hold regular grade level character education assemblies in the music room. We have been implementing the Social Thinking, Slumberkins and Kimochis programs and use a variety of other resources to guide our topics. Our themes include Respect, Gratitude, Responsibility, Kindness, Problem Solving and more. The administration team reviews a lot of things like having fun and safe recesses and

how to get help from a supervisor. For the younger students, we explain safe play to them. Knowing that there is a big difference between play at home and play at school really increases our success outside. We also talk about Bucket Filling and how filling someone's bucket also fills your own. We discuss topics such as digital safety and online citizenship with our division 2 students. Please ask your child about it if you would like to learn more.

We continue to hold monthly assemblies to celebrate all of our Positive Referrals. Anyone at school can receive a Positive Referral for doing things like being kind, helping others, working hard, etc. Students love being acknowledged and it makes them feel proud to share their acts of kindness. These assemblies are a lot of fun and we try to end most of them with a fun game such as Kazoo 'Name That Tune' or a Kahoot trivia challenge, the kids love it!

We announce everyone's birthday daily (even weekend and holiday birthdays) and we end our announcements everyday with a joke or two. We also have a beautiful diversity wall where we celebrate all of our differences and how lucky we are to be unique. This is only a tiny snapshot of the things we do here, but it gives you an idea of what we are about here at Ecole Bellevue School.

Diverse Extracurricular Choices

École Bellevue offers an array of extracurricular programs designed to cater to diverse interests. From the Face Painting Club and Sports Teams to Intramural Sports, Choir, Bell Choir, and Chess Club, there is something for everyone. This variety ensures that students can find activities that resonate with their passions, further enhancing their engagement in school life.

Impact on Academic Performance

Research has consistently shown that involvement in extracurricular activities contributes to improved academic performance. When students participate in clubs and teams, they develop essential life skills such as teamwork, leadership, and time management. These skills directly translate to better performance in the classroom. Students learn to balance their commitments, enhancing their organizational skills and boosting their confidence, which positively impacts their academic endeavors.

Involvement in the greater school community also fosters a sense of belonging, which is crucial for student motivation. When students feel connected to their school and peers, they are more likely to engage actively in their studies and strive for academic success.

Conclusion

At École Bellevue School, we believe that extracurricular involvement is integral to developing well-rounded, successful students. By promoting student-led initiatives and offering diverse programs, we create an environment where students can thrive both academically and personally. Through these experiences, our students not only enhance their academic performance but also grow into responsible, engaged citizens ready to contribute positively to their communities.

We would like to take this opportunity to thank our students, staff, parents, and community partners. Our School Council and Fundraising Society are integral to our school operations, and they help us improve continually by bringing ideas to the table and supporting several initiatives.

Overall, we are extremely proud of our school community. We are flexible thinkers and excel in many areas of high quality education opportunities.

ACADEMIC CELEBRATIONS

We have studied literacy intervention and pedagogy for a number of years. We have introduced many practices, most notably a focus on phonemic awareness for all grades K-6. Our students are receiving quality literacy instruction and our staff has participated in extensive professional development around pedagogy. Some of the programs we have incorporated are Haggerty, UFLI, Levelled Literacy Intervention boxes, Words Their Way, and more. We noticed gains in our results and our Assurance Report also indicates growth and improvement.

Our universal literacy blocks have grown and now include grades 1-4. We are committed to ensuring that students at risk have opportunities to receive small group instruction and learn how to use accommodations such as Google Read & Write, speech to text applications, etc to succeed despite learning challenges..

involved as much as we can, and we often use our Facebook page to share photos and events for families.

CHALLENGES

Our Provincial Achievement Test (PAT) results last spring (2023-2024) were not what we expected. Our scores were much lower than we anticipated. We have come together as a group to review and reflect. There are a few contributing factors that we believe could have contributed to these results. First and foremost, it was the first time the government utilized a digital platform to deliver the test. Our

students and staff had some training on the platform, however there were some technical challenges using the new format. The PATs were on social studies and science only for all students, with the addition of French language arts for our French immersion students. There were no PATs in English language arts and literature and in mathematics in spring of 2024 due to the new curriculum being rolled out.

The implementation of the new math curriculum continues to be challenging, however we are working as a team and making improvements. Although teachers are doing an amazing job at working together to sort through the gaps in implementation, we will use this year to work together and make a clear plan. 2023-2024 was the first year of the new math curriculum implementation for grades 4, 5 and 6. The challenge lies in the fact that students in these grades did not receive the full new curriculum when they were in grades K-3. This has resulted in gaps in the implementation phase.

This year we are using our PD time to analyze our screener results to plan for instruction and/or intervention groups. We have a good plan for further training in our interpretation of the data to improve numeracy instruction. We will provide support and areas of improvement through the Visible Learning framework.

One of our school's main goals is to continue improving our numeracy practices through professional development and collaboration to address this challenge.

School Council Message

Our School Council is a small group of individuals who do a tremendous amount of work for our school. We hold approximately 7-8 meetings a year on the fourth Thursday of the month (typically Sept, Oct, Nov, Jan, Feb, April, May). Our meeting dates are set for the year at our Annual General Meeting in October. We host a couple of meetings virtually in the winter to accommodate our busy or working parents.

Our school is proud to present the 2024-2025 Assurance Plan. We look forward to working with parents, staff and students as partners in education to provide quality programs. This document allows us to look into the future and guides us through the planning cycle.

Melinda McKinnon

Chairperson

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 3201 Ecole Bellevue School

Measure	Ecole Bellevue School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	95.5	88.9	90.3	81.1	82.2	83.0	Very High	Maintained	Excellent
Lifelong Learning	78.3	94.4	87.2	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	89.5	87.3	90.3	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	88.0	87.8	87.1	80.6	81.2	81.5	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	91.3	95.1	94.9	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	85.3	84.5	81.8	71.9	72.9	72.7	Very High	Maintained	Excellent
School Improvement	87.1	91.8	84.9	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	86.7	91.4	92.6	82.8	83.1	84.0	Very High	Maintained	Excellent

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 3201 Ecole Bellevue School

Assurance Domain	Measure	Ecole Bellevue School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.1	88.8	89.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.0	93.8	92.5	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	61.5	69.7	69.7	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	13.8	22.7	22.7	19.8	18.0	18.0	Intermediate	Declined	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.6	95.4	96.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.5	94.9	94.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	88.3	89.7	89.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	85.0	91.6	84.3	79.5	79.1	78.9	Very High	Maintained	Excellent

School Goal 1: Improve math skills for all students K-6 by aligning instruction with the new curriculum and implementing visible learning techniques.

Alignment with Division Priority: *Success*

Division Core Values: *Student-Centred Learning, Passion, Responsible Resource Management*

Alignment with Provincial Assurance Domain: *Student Learning Engagement, Education Quality, Provincial Achievement Test Results*

Timeline: *First Year*

Rationale:

Based on our results from screener data, Provincial Achievement Tests and the Assurance Measures, our staff is looking at multiple ways to improve engagement and academic results in numeracy within our school.

This being said, test scores are not a sole measure of an individual’s success. Teachers are encouraged to work with grade-level partners, team teach, take risks and try projects that meet several subject curriculum demands at one time. Professional development is ongoing. Staff are starting to notice a need for more diverse teaching methods and being proactive in their approaches. We remain committed to inclusive education.

Timeline	Strategies	Supporting Data
Year 1: Assessment and Initial Implementation	<p>Objective 1: Establish Baseline Numeracy Proficiency</p> <ul style="list-style-type: none"> - Conduct the government required numeracy screener for all students in grades 1-6 to identify current skill levels. - Analyze assessment data to identify specific areas of strength and weakness by grade level. 	<p>Monitor and Adjust Instruction</p> <ul style="list-style-type: none"> - Schedule regular formative assessments (e.g., quizzes, exit tickets) to monitor student progress. - Hold data review meetings in January and March 2025 to discuss student progress and adjust groupings/pedagogy as needed

	<p>Objective 2: Professional Development for Teachers</p> <ul style="list-style-type: none"> - Provide training on effective numeracy instruction strategies, including visible learning and what it looks like in math, differentiated instruction and formative assessment techniques. - In-school PD days focused on collaborating in grade-level groups to refine assessments and evaluations that reflect the new curriculum outcomes. <p>Objective 3: Implement Targeted Numeracy Interventions</p> <ul style="list-style-type: none"> - Develop small-group intervention sessions for students identified as needing additional support. - Create in class math groups focusing on building specific numeracy skills. <p>Objective 4: Enhance Family Engagement</p> <ul style="list-style-type: none"> - Familiarize parents on strategies for supporting numeracy at home. - Distribute materials and activities that families can do together to reinforce numeracy skills. 	
<p>Review & Reflection</p>		

School Goal 2: Foster a Culture of Engagement Among Stakeholders (Students, Parents, Staff, and Greater School Community)

Alignment with Division Priority: Engagement & Partnerships, Wellness

Division Core Values: Student-Centred Learning, Safe & Supportive Environment, Passion, Relationships

Alignment with Provincial Assurance Domain: Student Learning Engagement, Education Quality, Provincial Achievement Test Results

Timeline: First Year

Rationale:

Based on our results from the Provincial Assurance Measures, EBS Parent Survey and staff feedback, we are looking at multiple ways to improve stakeholder engagement within our school.

Timeline	Strategies	Supporting Data
<p>Year 1:</p> <p>Building Foundations of Engagement</p>	<p>Objective 1: Increase Student Engagement in Learning</p> <ul style="list-style-type: none"> - Implement project-based learning opportunities that allow students to explore real-world issues and interests. - Integrate student choice into assignments to empower learners and enhance motivation. - Launch student-led initiatives (e.g., clubs or community service projects) to foster leadership and involvement. 	<p>Evaluate and Enhance</p> <ul style="list-style-type: none"> - Collect feedback from students on their engagement in learning activities and adjust programs based on their input. - Analyze data on student participation in extracurricular activities to identify trends and areas for growth.

	<p>Objective 2: Enhance Staff Collaboration and Professional Development</p> <ul style="list-style-type: none"> - Organize regular team-building activities focused on engagement strategies. - Organize regular professional development workshops focused on engagement strategies. - Create collaborative planning time for teachers to share best practices in engaging students. <p>Objective 3: Strengthen Family Involvement</p> <ul style="list-style-type: none"> - Host regular family engagement events (e.g., workshops, open houses) that focus on school programs and how families can support learning at home. - Develop a family advisory committee to gather input and foster communication between the school and families. - Create resources (newsletters, online platforms) to keep families informed about school activities and how they can get involved. <p>Objective 4: Connect with the Greater Community</p> <ul style="list-style-type: none"> - Form partnerships with local businesses and organizations to support school programs and events. 	<ul style="list-style-type: none"> - Teachers sharing success stories/teaching practices - Teachers collectively creating goals - Collaboration in professional development - Responses to professional development survey - Monitor engagement on social media posts - Monitor participation rates in family events - Assurance Survey Results - Monitor participation in community-based learning opportunities based on student interests. - Monitor community engagement on social media posts
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	<ul style="list-style-type: none">- Organize community service projects that involve students, staff, and families, strengthening ties with the community.- Promote school events in local media to increase visibility and encourage community participation.	
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Review & Reflection

École Bellevue School Strategic Plan Overview

	2024-2025	2025 -2026	2026-2027
<p>Goal 1</p> <p>Improve math skills for all students K-6 by aligning instruction with the new curriculum and implementing visible learning techniques.</p>	<p>Implementation</p> <p>First Year</p>	<p>Progress</p>	<p>Progress</p>
<p>Goal 2</p> <p>Foster a Culture of Engagement Among Stakeholders (Students, Parents, Staff, and Greater School Community)</p>	<p>Implementation</p> <p>First Year</p>	<p>Progress</p>	<p>Progress</p>

Appendix A - Previous Year PAT and Accountability Survey Results

Fall 2023 Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Ecole Bellevue School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.8	89.6	89.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.8	91.3	88.2	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	69.7	64.1	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	22.7	18.8	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.4	96.9	94.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.9	94.7	94.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	89.7	88.3	88.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	91.6	76.9	71.3	79.1	78.8	80.3	Very High	Improved Significantly	Excellent

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	Ecole Bellevue School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	88.9	91.7	88.4	82.2	83.7	84.3	High	Maintained	Good
Lifelong Learning	94.4	80.0	64.0	80.4	81.0	76.8	Very High	Improved Significantly	Excellent
Program of Studies	87.3	93.3	90.7	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	87.8	86.4	84.2	81.2	81.9	83.4	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	95.1	94.6	93.0	87.5	88.8	89.1	Very High	Maintained	Excellent

Satisfaction with Program Access	84.5	79.2	80.1	72.9	72.6	73.9	Very High	Maintained	Excellent
School Improvement	91.8	77.9	85.9	75.2	74.2	77.9	Very High	Improved	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	91.4	93.8	88.8	83.1	84.9	84.5	Very High	Maintained	Excellent

Appendix B - Ecole Bellevue School's Community Connections

Bellevue Community Connections

- Teach CTF Leadership
- Organize (not run them) Student Led Clubs and have them in 4-5 week intervals allowing each division 2 grade level (4,5,6) to run one club per cycle. So 3 student-led clubs per cycle. Students are still responsible to fill out the application form and to find an adult supervisor. 2 cycles Sept-Dec, 2 cycles Jan-March, 1 cycle April
- Responsible for creating/writing a Community Connection Corner write up once a month for our Weekly News
- Start/create a hashtag #bellevuecommunityconnections (or a name like that) on our school's Facebook page. This is to share what is happening throughout the school
- Organize classrooms for the Karma Pantry on a monthly or bi-monthly basis. Set up a sign up form and coordinate classroom schedule, day of drop off, etc
- Reach out to the seniors centre and organize 2 activities:
 - 1- Students reading together with seniors (younger grades)
 - 2- Students going over to play board games with seniors (older grades)
- Coordinate FCSS groups with our school key contact. The school's contact is currently Pam Gierke: pam.gierke@beaumont.ab.ca She delivers the Home Alone program for Grades 5&6 students at the school

- Coordinate and promote any FCSS sessions that our community families could benefit from
- Coordinate with Family Resource Network (FRN) to plan their sessions for pre-kindergarten families at our school. The first one should be before December in the school year
- Coordinate and promote the Christmas Elves box, the Giving Tree at Christmas time (tree that gets decorated with toques, scarves, mittens, etc), Food Bank Drive
- Coordinate with Beaumont Outreach School across the street. The Outreach students help with school-wide events: Winter Walk Day (hand out hot chocolate), Winter Fun Day (Run stations), Community Clean-Up Day (April), some of them (2-3 students) can volunteer to work in pre-k
- Coordinate with the Fire station, RCMP station, Library for presentations at the school
- Chartier is interested in partnering with us. Please find out what they would like to do (sustainable farming, using local purchased foods, etc)
- Any other community connection opportunities that arise throughout the school year

Appendix C - Ecole Bellevue School Mental Health Plan 2024-2025

Setting the Stage

- What data are we using to set priorities for our school mental health plan? (e.g. Our School results, Accountability Pillar - Safe and Caring measure, Early Years Evaluation results, number of suspensions, number and type of referrals to counsellor/FSLW, LA RCSD Classroom Profile etc.)
- What are our top 2-3 mental health priorities for our school community?
- Who can help support universal, targeted and individualized/specialized areas of need? (e.g. classroom teachers, counsellors, FSLs, community agencies)

- What type of professional learning support is needed for school staff? (e.g. mental health literacy, awareness of pathways to service within the division and community, effect of adverse childhood experiences on learning and development)
- What type of parent education/resources would be helpful? (e.g. awareness of signs of mental health concerns, awareness of school, RCSD and community resources available, parenting support groups/sessions)
- Where does our Mental Health Plan fit in the scope of Comprehensive School Health?
- How are we promoting staff mental health and well-being? (see Self-Care Wheel/Plan below)

Designing a Continuum of Supports

What are we <u>currently doing</u> to build resilience and positive mental health for our students?
<p><u>Universal:</u></p> <p>Continuation of Community Connections</p> <p>Collaborating with community partners to provide parents and families with coaching and parenting help. For example, Family Resource Network is working with pre-kindergarten families in Serve and Return. Picky Eating, and Potty training.</p> <p>Our 3-Year Assurance Plan goal is supporting</p> <p>WEThinkers program, Mind Up Curriculum, Zones of Regulation, Fill your Bucket, WITS program, Kimochis (SEL)</p> <p>Promoting virtual community programs Ex: Grief and Loss, Positive Parenting classes</p>
<p><u>Targeted:</u></p> <p>Many clubs/small groups offered need to be adapted to meet covid guidelines</p> <p>Lego club, Boy's group, Children in Change Program, and more depending on needs that arise throughout the year</p>

<p>FCSS contact: Brandon</p> <p>Grade Level Assemblies, Regulation and PEW support for classrooms, FSL support in classrooms</p> <p>Soft Start Program (morning program) Recess Club (recess support)</p>
<p><u>Individual/Specialized:</u></p> <p>FSL support for individual families BGRS psychologist Mental Health Nurse Early Years Team</p>

Where are the <u>gaps in services</u> for students?
<u>Universal:</u> Limited time for school supports from Student Services and FSL
<u>Targeted:</u> Limited funding support for small group interventions
<u>Individual/Specialized:</u> Mental Health Support for individuals

What do we commit to for this current school year to address the gaps in service AND to build resilience and positive mental health for our students? What are our areas of focus?

Key: U=Universal, T=Targeted, I/S=Individualized/Specialized

Priorities for this school year	Delivery/activities (Universal, Targeted, Individualized/Specialized)	Roles and Responsibilities	How do we know we are making progress?
<p>Example:</p> <p>To raise awareness of signs of mental health concerns</p>	<p>U (students): Physical Education and Wellness curriculum, mental health literacy</p> <p>U (staff): mini-lessons at staff meetings</p>	<p>U (students): classroom teachers</p> <p>U (staff): MHCB Coordinator, FSLWs, Counselors</p> <p>U (parents): AHS Educators</p>	<p>Attendance to sessions</p> <p>Reduction in number of crisis situations at school</p>

	U & T & S (parents): Parent Cafe offered at school, Family Resource Network sessions offered at school, promoting AHS Caregiver series		
1. Training on SEL for staff	PD for Staff Delivery in classrooms	Classroom Teacher Partners AHS/EAS	Reduce episodes for students
2. Parent Engagement Afternoons and Evenings on Wellness Topics	Engagement afternoons and evenings for parents (3 per year) Topics Wellness related ie- SEL, behavior support, positive interventions	Partners and Teachers providing support. Parent engagement both as a sit and get and with their kids	Attendance at events
3. Diversity and Inclusion	Raise awareness of support and help all students feel safe at school	Promotion Assemblies Student Leadership Heritage Week Diversity Wall	Events Assurance Plan results

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

Comprehensive School Health	Mental Health Plan
Active Living: <ul style="list-style-type: none"> ● Daily opportunities ● Team opportunities ● Non team-based opportunities 	Students <ul style="list-style-type: none"> ● Individual ● Family support ● Groups ● Grade-level ● Classroom ● School-wide
Healthy Eating	Parents

<ul style="list-style-type: none"> ● Healthy choices ● Healthy alternatives ● Nutrition fund 	<ul style="list-style-type: none"> ● Navigating services ● Parent Information Nights <ul style="list-style-type: none"> ○ Parenting teens ○ Anxiety and Depression ○ Literacy, Numeracy, Wellness ○ Substance use ○ Other?
<p>Positive School Climate</p> <ul style="list-style-type: none"> ● Student Groups ● School-wide virtual activities ● School-wide virtual events ● Peer relationships ● Staff/student relationships 	<p>School Staff</p> <ul style="list-style-type: none"> ● Professional Development ● Mental Health Days ● ●

Appendix to School Mental Health Plan

Role of Various Support Positions for Schools (blend of BGRD staff, AHS staff, contractors)

<p>Learning Support Teachers</p>	<p>Role: Coordinate specialized services (e.g. referrals, resources etc) and provide intervention for students (e.g.academic support, behaviour support plans)</p>
<p>Counsellors</p>	<p>Role: Facilitate the development of a <i>School-Wide Mental Health Plan</i>; coordinate universal mental health and career development supports 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</p>

	school staff and families; liaise with other community-based services; help track/support students in care (Success in School Plans).
Mental Health Capacity Building Team	Role: Provide leadership, direction and structure to support the overall vision, mission and objectives of the MHCB Initiative.
Other Mental Health Services: Mental Health Nurse Mental Health Therapist	Role (Nurse): Consultation with staff and parents regarding management of psychotropic medication and coordination of mental health services. Role (Therapist): Clinic-based therapy for children/youth.
Instructional Coordinators	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.
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	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.

Resources:

[Working Together to Support Mental Health in Alberta Schools](#)

[Positive Mental Health Toolkit](#)

[LA RCSD Classroom Profile of the Confident Engaged Learner](#)