



# Connectivity Framework

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CONNECTIVITY IS ...



**CONNECTIVITY  
SURVEY  
DEADLINES  
for Grades 1-12:**

*Surveys must be completed  
prior to the deadlines below.*

FIRST SURVEY: **October 31**

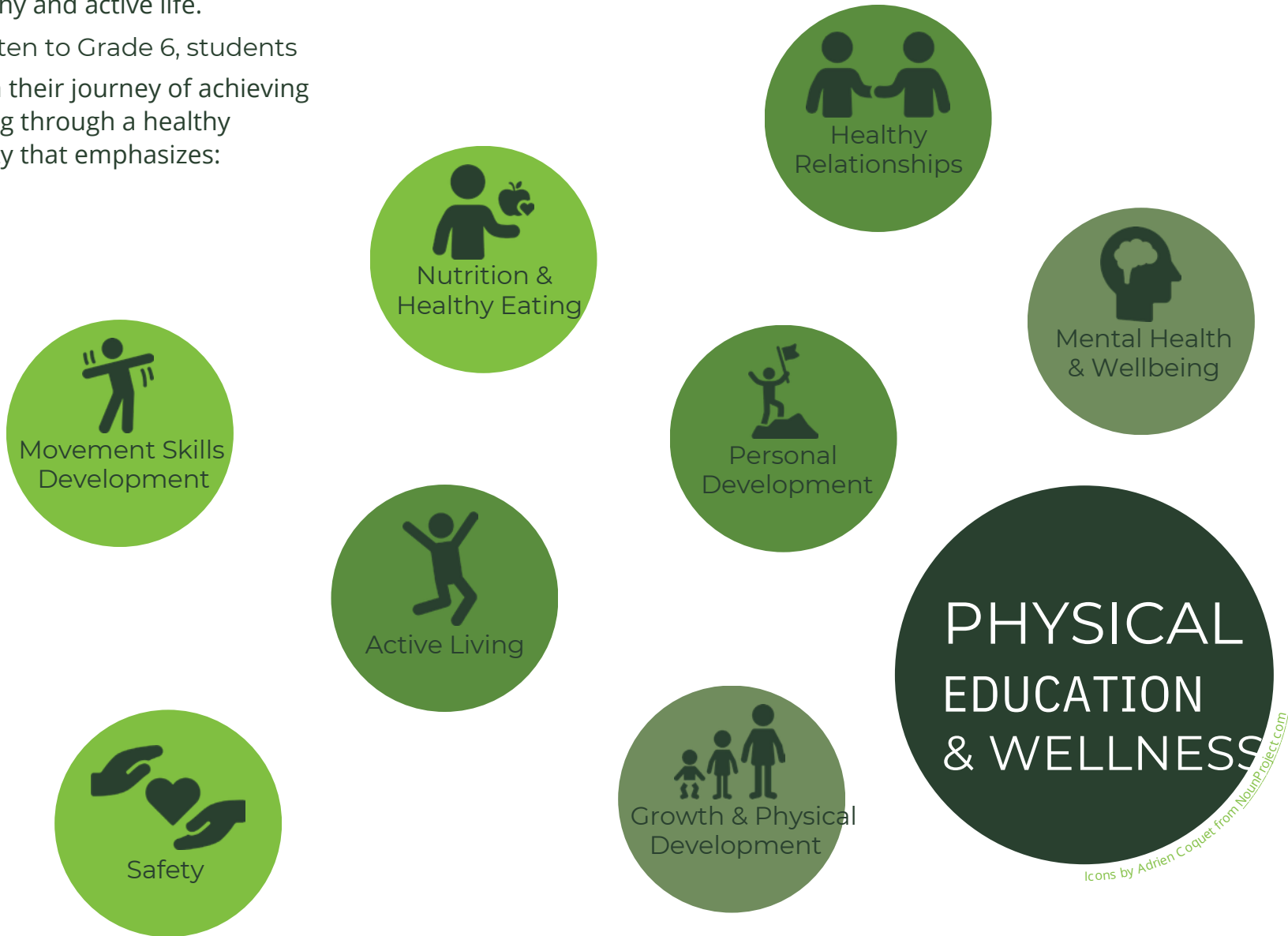
SECOND SURVEY: **May 31**



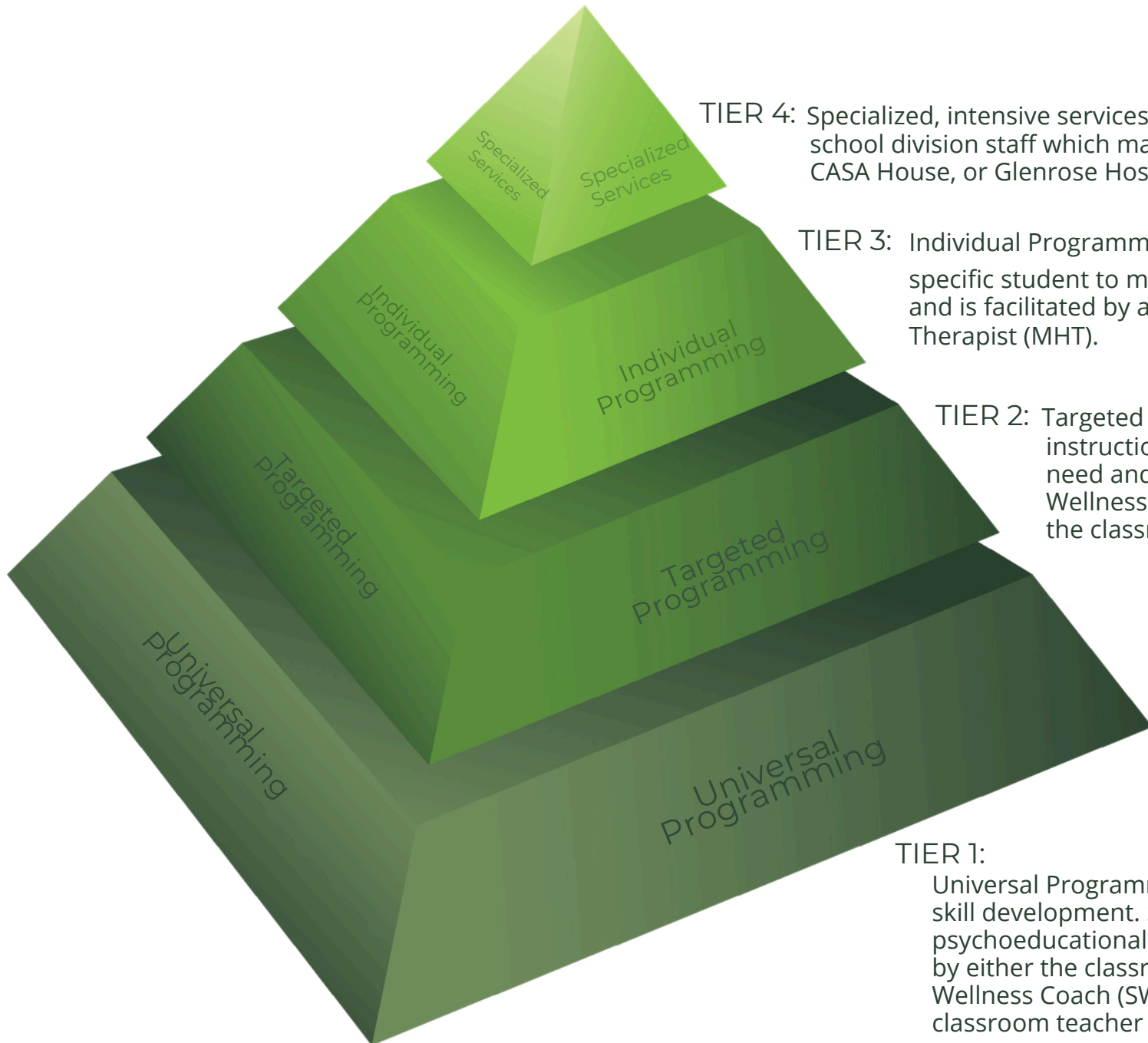
SOUTH AFRICA EDUCATION

Physical education and wellness curriculum supports a strength-based focus that promotes the development of the whole individual and aims to nurture students in their pursuit of a healthy and active life.

From Kindergarten to Grade 6, students are supported on their journey of achieving optimal well-being through a healthy school community that emphasizes:



# TIERED APPROACH



**TIER 4:** Specialized, intensive services accessed outside of our school division staff which may include a Psychiatrist, CASA House, or Glenrose Hospital

**TIER 3:** Individual Programming created for a specific student to meet specific needs and is facilitated by a Mental Health Therapist (MHT).

**TIER 2:** Targeted programming is small group instruction, created based on student need and is facilitated by a Student Wellness Coach (SWC) outside of the classroom.

**TIER 1:** Universal Programming is whole class skill development. Social-emotional and psychoeducational lessons that are facilitated by either the classroom teacher or a Student Wellness Coach (SWC) in the presence of the classroom teacher

# UNIVERSAL PROGRAMMING — TEACHER FACILITATED

Second Step is whole class instruction taught by a classroom teacher for GrK-8:

- Identifying & Managing Emotions
- Empathy
- Problem Solving
- Making Responsible Decisions
- Maintaining Healthy Relationships



## GRADES K-5

**UNIT 1:**  
Skills for Learning

Students set and achieve collective and personal goals and learn from challenges and mistakes

**UNIT 2:** Empathy

Students learn how to build their emotion vocabularies, practice identifying their own and others' emotions, and recognize the importance of labeling and processing their emotions

[SAMPLE Lesson Plan](#)

**UNIT 3:** Emotion Management

Students learn how to recognize kindness and act kindly toward others, and how to develop empathy by learning strategies to take others' perspectives

[SAMPLE Lesson Plan](#)

**UNIT 4:**  
Problem Solving

Students learn how to process strong emotions, which helps them ask, listen, and empathize with all parties involved during problem-solving

[SAMPLE Lesson Plan](#)

**SCOPE & SEQUENCE:**  
Social-Emotional Learning for K-5

## GRADES 6-8

**UNIT 1:**  
Mindsets & Goals

Students set and achieve collective and personal goals, learn from challenges, recognize their personal strengths, and explore the unique aspects of their identities

**UNIT 3:** Thoughts, Emotions & Decisions

Recognize strong emotions and unhelpful thoughts, students learn apply strategies for managing their emotions and reducing stress

[SAMPLE Lesson Plan](#)

**SCOPE & SEQUENCE:**  
Second Step Middle School (6-8)

**UNIT 2:**  
Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment, as well as identify solutions for preventing those behaviors

[SAMPLE Lesson Plan](#)

**UNIT 4:**  
Managing Relationships & Social Conflict

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict

[SAMPLE Lesson Plan](#)



# Download this handy FVSD Connection Team Reference Guide!

A brief description of each team and individual contact information is included as well as a direct link to our online referral form.

Click the image at left to view/download a copy

**Child Protection Unit** **Family Letter 1**

Dear Family,

As you know, we are using the *Second Step* program in your child's classroom. The *Second Step* program teaches children important skills for getting along with others and doing well in school. It also helps our school be a safe and supportive place where everyone can learn.

To help make our school even more safe and supportive, we are going to use the *Second Step* Child Protection Unit. In these lessons, students will learn three types of skills:

- Personal Safety.** Students will learn important safety rules, such as safety with guns, sharp tools, and fire, and when riding on school buses.
- Teaching Safety.** Students will learn about safe, unsafe, and unsafe touches, and rules about touching private body parts.
- Assertiveness.** These lessons will also give students a chance to practice asking an adult for help, telling an adult about an unsafe situation, and being assertive to get out of unsafe situations.

Your child will have some Home Links to help you understand what he or she is learning about safety at school and to give your child another chance to practice safety skills.

To help your child safe and protected, everyone at school needs to be involved. So all our staff will get special training in how to:

- Investigate and report suspected child sexual abuse
- Respond to and support children who have been abused or who are facing other challenges
- Use strategies that promote a safe and supportive school climate

If you have any questions about the Child Protection Unit or the *Second Step* program, please contact me. If you do not want your child to participate in these lessons, please complete, sign, and return the bottom portion of this letter. For more information on our school's child protection policies and procedures, check our school website or contact the school office.

Go online to [SecondStep.org](http://SecondStep.org) and log in with the activation key CPUS FAMI LYGK to get more information about what your child is learning in the *Second Step* program. Thank you for helping us make our school a safe and supportive place where everyone can learn.

Sincerely,

I want my child, _____, to participate in the <i>Second Step</i> Child Protection Unit lessons.		Go online today	
Parent/ caregiver signature	Date	<a href="http://SecondStep.org">SecondStep.org</a> activation key <b>CPUS FAMI LYGK</b>	

Second Step Child Protection Unit      secondstep.org      © 2014      

FVSD [Student Wellness Coaches](#) provide universal and targeted programs throughout the division based on student needs. Programs provided all promote mental wellness, healthy relationship, an emotional and social learning and much more.

K - 5	Child Protection Units	K - 6	Theraplay/Sunshine Circles
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- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• research-based child abuse prevention program</li> <li>• safe and unsafe touches</li> <li>• never, never rules</li> <li>• consent and boundary</li> <li>• 6 lessons</li> </ul> | <ul style="list-style-type: none"> <li>• building relationships from the 'inside out'</li> <li>• build on four essential qualities found in healthy relationships: structure, engagement, nurture and challenge</li> <li>• promotes classroom connectivity and relationships</li> <li>• 6 lessons</li> </ul> |
|---|--|

[SAMPLE Lesson Plan](#)

[Theraplay Institute](#)

K - 8	Roots of Empathy	9-12	Healthy Youth Relationships
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- |   |   |
|---|---|
| <p>Taught by SWC, classroom teacher, and mom with baby:</p> <ul style="list-style-type: none"> <li>• evidence based experiential learning program</li> <li>• promotes the ability to recognize and connect with vulnerability and humanity</li> </ul> | <p>This is a Red Cross program that program equips grade 9-12 students with the knowledge and skills to be safe, recognize vulnerable situations, develop personal safety plans, and define where to get help (6 lessons)</p> |
|---|---|

[Roots of Empathy Programs](#)

[Healthy Youth Relationships Fact Sheet](#)

■ for K-3 
 ■ for 4-6 
 ■ for 7-9 
 ■ for 10-12

## STUDENT WELLNESS COACHES (SWC) — TIERS 1 & 2

<p>Self-esteem and positive self identity:</p> <ul style="list-style-type: none"> <li>• Program goals include helping students become more aware of their self esteem and the role it plays in their overall health and happiness. Lessons include topics such as body image, strengths exploration, the power of positive thinking, social skills and coping strategies.</li> </ul>	<p>Healthy social media and tech use:</p> <ul style="list-style-type: none"> <li>• Through a series of presentations high school students will learn to recognize healthy &amp; unhealthy use of technology and social media, how the use of social media can impact mental health, will better understand the addictive qualities of social media, receive education on unsafe internet use (ex. cyberbullying) and finally learn ways that they can use social media and tech in healthy and helpful ways.</li> </ul>	<p>Mind over matter:</p> <ul style="list-style-type: none"> <li>• “Mind Over Matter” is designed to help students increase their own emotional awareness and then teach simple strategies to help students manage feelings and deal with everyday stressors. Students will also receive education on topics such as anxiety &amp; depression and the impact of social media use and technology on mental health.</li> </ul>
<p>Superflex-Resiliency:</p> <ul style="list-style-type: none"> <li>• “Superflex” is a social and emotional learning program designed to help students understand flexible thinking and learning strategies to become a flexible thinker and become more adaptable to the thoughts or plans of the social world around them. The program uses a super hero named “Superflex” who defeats the “Team Of Unthinkables” to teach and model how students can develop their own inner Superhero to help defeat thought patterns and behaviors that are unhelpful to flexible and positive thinking.</li> </ul>	<p>Transformers-divorce and separation:</p> <ul style="list-style-type: none"> <li>• The Transformers program will have lessons and activities to help students explore the impact of having different family dynamics. The purpose of the group sessions will help members to explore the impact from a child’s perspective, recognize that children coming from different family dynamics have a variety of feelings, and that such feelings are normal and appropriate, and learn strategies for coping.</li> </ul>	<p>Worry No More:</p> <ul style="list-style-type: none"> <li>• These programs will have lessons and activities focusing on becoming aware of and facing anxious or worried feelings. The goal is to help students build skills for managing worry and gaining control of reactions they may have when feeling worried or anxious. Lessons will focus on the difference between healthy and unhealthy worry, cognitive, physical and behavioral calming strategies, thought processes related to anxiety and our body reactions. (4 lessons)</li> </ul>
<p>Relationship Building &amp; Social Skills:</p> <ul style="list-style-type: none"> <li>• Students will recognize the quality of healthy relationships, learn and practice friendship skills such as empathy and communication, and learn how to make new friends as well as learn other social skills on an as needed basis.</li> </ul>	<p>Anxiety and/or stress management:</p> <ul style="list-style-type: none"> <li>• Students will recognize worry and anxiety in themselves, understand the function of anxiety, and gain skills to successfully cope with their feelings.</li> </ul>	<p>Sexual minority education/support:</p> <ul style="list-style-type: none"> <li>• <a href="#">GSAs &amp; QSAs in Alberta Schools: A Guide for Teachers</a></li> <li>• <a href="#">Institute for Sexual Minority Studies &amp; Services (Faculty of Education, U of A)</a></li> <li>• <a href="#">Edmonton 2 Spirit Society</a></li> </ul>
<p>Beyond the Hurt:</p> <ul style="list-style-type: none"> <li>• A Red Cross program that can be delivered in six sessions. Lessons and activities promote healthy relationships and educate around bullying prevention.</li> </ul>	<p>Grief &amp; Loss:</p> <ul style="list-style-type: none"> <li>• Students will learn about the grief cycle and learn that feelings around grief and loss are normal, learning strategies for coping. This program is available for students who have experienced any sort of grief/loss for example, the loss of a friendship, the loss of a loved one, the loss of a home, etc.</li> </ul>	<p>Anger Management:</p> <ul style="list-style-type: none"> <li>• Students will learn how to recognize anger, as well as other big emotions in themselves. They will practice emotional regulation skills as well as learn other positive relationship skills.</li> </ul>

## COMMUNITY HELPERS PROGRAM (CHP)

The Community Helpers Program is funded by South African Health Services and is a suicide prevention program for youth.

The objective of this project is to enhance mental health among youth and young people by increasing community capacity for mental health promotion as well as reducing stigma of mental health and suicide. The ultimate goal being to provide prevention and early intervention for young people who may be at risk of poor mental health and suicide.

This is accomplished by presentations on mental health topics. The focus is primarily on presenting in all grade nine health classrooms across the school division as well as additional classrooms upon request.

### 9-12 Programs

- Bridge formal and informal support for young people
- Prevention and early intervention
- Stigma reduction
- Harm reduction

▶ Local Resource Phone Numbers  
provided by Community Helpers Program



Photo by Priscilla Du Preez on Unsplash.com



Community Helpers class at BHPS showing off their tie-dyed shirts!

The Indigenous Education Coordinator will work on building a sound understanding of the unique cultures within the Fort Vermilion School Division. Respect will be developed through shared experiences while celebrating individual success.

All leadership with the school division will participate in the following:

- Blanket Exercise;
- Completion of Indigenous Canada;
- History of the Treaties
- History of Treaty 8
- Local History (Four Nations & Metis local)

#### K-12 Quality Programming

- Learning from the land
- Intentional indigenous infused classroom teachings
- Connecting schools with community Elders and Knowledge Keepers
- Shared cultural experiences, throughout the school division
- Building a sense of belonging through ceremony, art, literature, song and dance
- Ensuring our school division website reflects the vibrant cultures within our region
- Develop a five-credit senior high indigenous studies course that would include locally developed teachings for beading, ribbon skirt making, drum making, tipi teachings, and ceremonies
- Working with families to minimize barriers to school success

#### K-12 Available Resources

- Indigenous Education Lead
- Success/Engagement Coaches
- TRC School Based Teams (inclusive of school administration)
- Quality Professional Development
- Grant Funding (covering the cost of honorariums, subsistence, and programming materials)

# INDIGENOUS SUCCESS / ENGAGEMENT COACHES



The FVSD has three Success/Engagement Coaches working in the communities of High Level, Rocky Lane and Fort Vermilion, with key responsibilities being:

- To facilitate and strengthen school engagement for identified students/families;
- To assist students/families with the identification of barriers to success (attendance), provide support and advocacy for those students as they pursue their studies, and explore options for further education and/or career exploration;
- To support students to develop a sense of identity and assist schools in promoting cultural awareness;
- Assist as a Community Liaison between the Fort Vermilion School Division and partner First Nation communities.

## K-12 In-school Support

- meeting with high school students for ongoing support and encouragement (post-secondary funding opportunities)
- exposure to local indigenous cultures through oral teachings, literature, song, and art:
  - › finger weaving › drum making
  - › sharing circles › beading
  - › smudging › ribbon › tipi teachings
  - › skirt making

## K-12 Family Support

- working with families to find an educational platform that meets their needs while building connections with their local school
- accessing community resources
- applying for Jordan's Principal
- attaining government issued identification



Photo by Mark Fletcher-Brown on Unsplash.com

The FVSD has four [Mental Health Therapists](#) providing one-on-one support to children and youth who require tier three interventions.

Our Mental Health Therapists provide confidential, individual counseling for students during school hours upon receiving parental consent. Individual referrals can be made by self, caregivers, staff members, and community agencies using the following referral form.

### [Online Referral Form](#)

K-12	Intervention Assistance
<p>Areas of concern that FVSD Mental Health Therapists can assist with, but are not limited to:</p> <ul style="list-style-type: none"><li>• Anxiety and depression</li><li>• Students who have been previously diagnosed with a mental illness</li><li>• Complex grief and loss</li><li>• Trauma and abuse</li><li>• Suicidal thoughts/self-harm</li></ul>	



Photo by Ren Ran on Unsplash.com

We value the tremendous dedication our staff show to our students and families, and recognize in order to do your best you must take care of yourself. With that being said, the FVSD provides full access to two registered psychologists. Dr. Willard Fewer and Dr. Natasha Egeli provide confidential psychological support to any staff who would like to take advantage of this service.

Staff can contact them directly to schedule an appointment

The FVSD employee benefits carrier is

[Alberta School Employee Benefit Plan \(ASEBP\)](#)

Click the links below to learn more:

[FVSD Employee Benefits](#)

[Plan Checklist](#)

[The Sandbox](#)

Find a directory of local services and mental health supports for our area through the links below:

[Community & Wellness Page](#) [@FVSDNewTeacher Resources Site](#)

[High Level & Area Mental Health Supports](#)

