

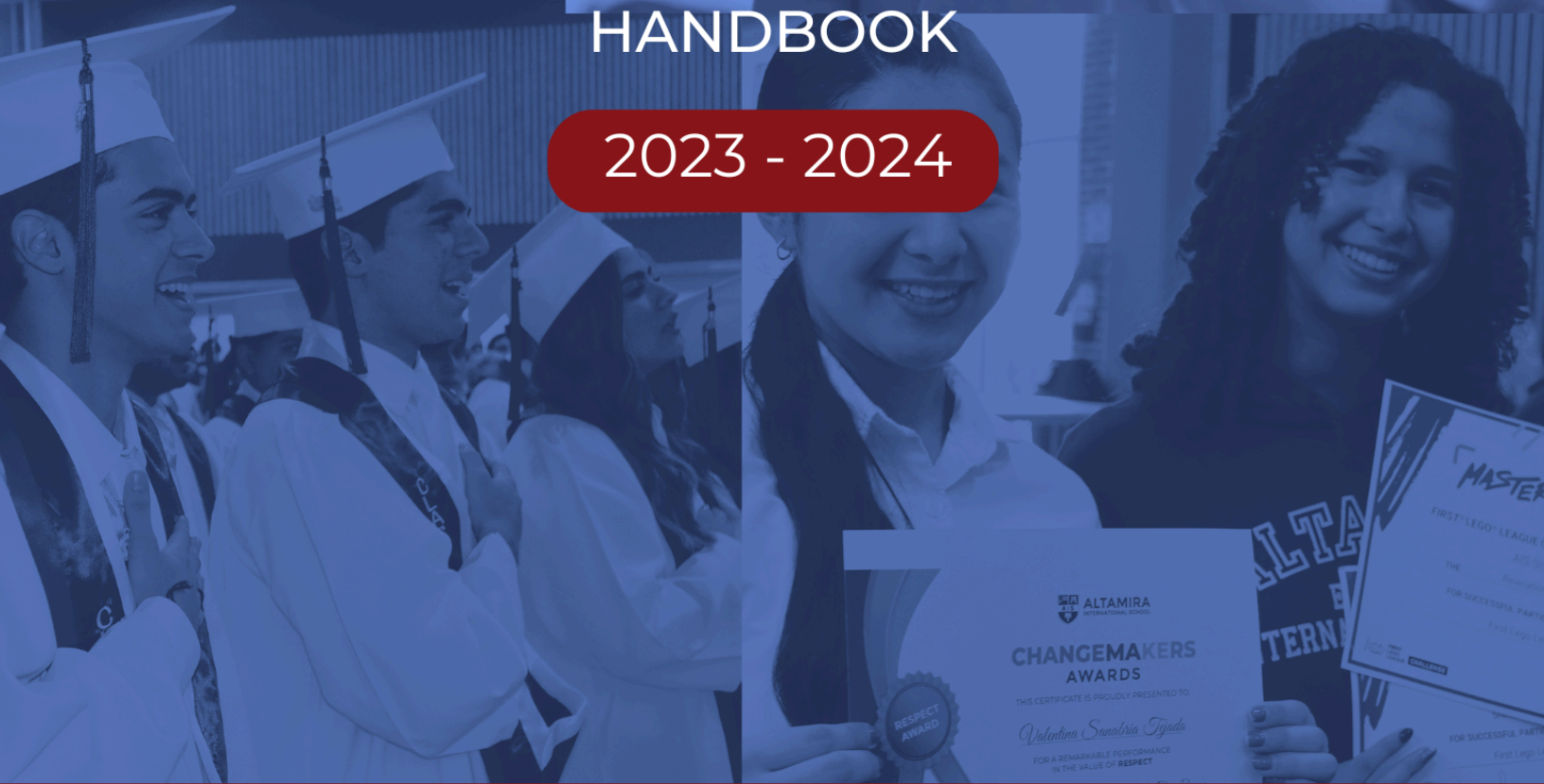


ALTAMIRA
INTERNATIONAL SCHOOL

HOLISTIC WELL-BEING SUPPORT SYSTEM

HANDBOOK

2023 - 2024



AIS





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1. Introduction

At Altamira International School, we are actively engaged in a dynamic Holistic Wellbeing Support System that involves key contributors including teachers, counselors and our Community Wellbeing Coach. This ongoing initiative encompasses students, parents, teachers, staff, administrators, leaders, and ex-alumni. This protocol provides an overview of the existing holistic support system that leverages the expertise of various stakeholders.

2. Key Contributors and Their Roles:

2.1 Teachers:

- **Wellbeing Integration:** Teachers play a pivotal role in embedding Social-Emotional Learning (SEL) principles into daily classroom activities, fostering emotional intelligence, and creating a positive learning environment.
- **Student Engagement:** Teachers actively engage with students, providing support, and identifying any academic or emotional concerns. They are encouraged to maintain open communication with students and collaborate with counselors when needed.
- **Professional Development:** Participate in professional development focused on wellbeing, stress management, and work-life balance to enhance their own holistic health.

2.2 Counselors:

- **Individual and Group Support:** Counselors provide individualized counseling sessions for students, parents, and teachers. They also organize group programs and workshops to address common wellbeing themes and promote peer support.
- **Student Advocate and Supporter:** The S.E.L Department serves as advocates for students, ensuring their voices are heard and their needs are met within the school community. As counselors, we provide individualized support to students facing academic, social, emotional, or behavioral challenges, guiding them towards solutions and resources.
- **Mental Health Support:** Counselors facilitate mental health education and awareness initiatives, equipping students with coping strategies and resources to maintain their well-being. Also, they collaborate with external mental health professionals and community resources to



ensure comprehensive support for students with ongoing mental health needs.

- **RTI Approach:** Counselors actively participate in the Response to Intervention (RTI) approach, collaborating with teachers to identify and support students at different tiers based on academic and social-emotional needs.
- **College and Career Guidance:** Counselors offer guidance and resources to help students explore their interests, strengths, and career aspirations, aligning with AIS's goal of empowering students for life.
- **Advisory Program for Teachers:** They give general information, tips to help them connect with students, give them information on what is happening in SEL classes and **ideas for them to implement in their homeroom** time with students.

3. Community Wellbeing Coach:

- **One- on - One Coaching Sessions:** Conduct **personalized coaching sessions** with students, parents, teachers, and any community member, serving as a dedicated advocate for their wellbeing. Foster a supportive environment through individualized support plans tailored to the unique needs of each participant.
- **Support System Advocate:** Act as a dedicated advocate for the wellbeing of all community members, ensuring a holistic support system is in place for students, parents, teachers, staff, administrators, leaders, and ex-alumni.
- **Teacher Wellbeing Program - "The Joyful Educator":** Implement a 6-month coaching program for teachers, focusing on finding tranquility and aligning their purpose with their role at the school. Provide ongoing support and resources to enhance the overall wellbeing of the teaching staff.
- **Student Empowerment Program - "Discover, Design, and Enjoy":** Develop and execute a 6-month coaching program for high-grade students, guiding them to discover themselves, design their future, and experience fulfillment. Facilitate workshops and activities aimed at helping students identify their passions and talents.
- **Workshops and Culture Development:** Conduct workshops, adjusting for capacity, to promote teamwork, service, and compassion among



the AIS community. Cultivate a culture of collaboration and empathy through tailored initiatives, fostering a positive and inclusive atmosphere.

- **Collaborative Wellbeing Initiatives:** Work closely with the Head of Human Resources and the Head of Counselors to develop workshops and activities. Collaboratively design initiatives to understand the needs, opinions, and feelings of all members of the AIS community, creating a foundation for tailored action plans.
- **Community Well-being Journey Program:** The AIS Community Well-Being Journey is your **path to a balanced and fulfilling life**. We want you to flourish, not just in one area, but in every dimension that makes you who you are. Our journey is all about helping you become the best version of yourself, so you can thrive and make a positive impact. It's about creating a life where your well-being is integral to your success and happiness.

4. Head of Human Resources:

- **Teacher Wellbeing Initiatives:** Collaborate with teachers to identify and address wellbeing concerns. Implement ongoing initiatives that focus on teacher wellbeing, including stress management and purpose alignment.
- **Community Engagement:** Foster a positive and inclusive community culture by actively engaging with various stakeholders and addressing their unique needs.

5. Parents:

- **Communication Channels:** Parents are encouraged to communicate openly with teachers, counselors, and the Community Wellbeing Coach about their child's academic and emotional wellbeing.
- **Parent Wellbeing Programs (Escuela de Padres):** Organize programs and workshops specifically designed for parents to address their unique wellbeing challenges and promote a supportive home environment.
- **School Family Community**



6. Stakeholder Engagement:

- **Active Participation:** Ensure a visible and approachable presence within the school community. Actively participate in events, activities, and informal settings to foster relationships and encourage stakeholders to seek support when needed.