



DATE: November 23, 2022

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
Shelley Greenwood, Director, Learning Services

GOVERNANCE POLICY: [Policy 110 – Welcoming Inclusive, Safe and Healthy Environments](#)

ADDITIONAL REFERENCE: [AP711 – Welcoming Inclusive, Safe and Healthy Enviroments](#)
[AP716 – Health School Communities](#)
Assurance Domains – Learning Supports and Local & Societal Context

SUBJECT: Mental Health in Schools Pilot Program

PURPOSE:

For information.

BACKGROUND:

In October 2022, Sturgeon Public Schools made an application to participate in the Alberta Governments' *Mental Health in Schools Pilot Program*. - a two-year project that will assist school authorities and organizations to further support student mental health and well-being. Building on the success of the Wellness Hub and Helping Young People Excel (HYPE) team in Redwater, Sturgeon Public Schools proposed to use this additional funding to improve the mental health and wellness of all students in the communities of Gibbons and Bon Accord.

Sturgeon Public Schools has now received confirmation that the application has been approved for funding in the amount of \$617,000.00. This grant agreement would allow for two years of pilot implementation.

The approval letter from Alberta Education; Program and System Supports and the proposal's goal, outcomes, measures, and strategies are attached for Trustee information.

Administration is prepared to respond to questions at the November 23, 2022, Public Board meeting.

ATTACHMENT(S):

1. Letter from Alberta Education; Program and System Supports
2. Improving Mental Health in Sturgeon Public Schools Pilot Proposal

AR119681

November 16, 2022

Jonathan Konrad
Deputy Superintendent
The Sturgeon School Division 24
9820 104 Street
Morinville, AB T8R 1L8

Dear Jonathan Konrad:

Subject: MENTAL HEALTH IN SCHOOL PILOT PROGRAMS

Thank you for your submission to the Mental Health in Schools Pilot.

On behalf of Alberta Education, I am pleased to inform you that The Sturgeon School Division 24's application has been approved for funding in the amount of \$617,000.

Ministry staff will be reaching out shortly with a conditional grant agreement to be completed by your organization's signatory. The pilot project will run from the time the conditional grant is fully executed until December 2024. Timely execution of the grant agreement will allow for two years of pilot implementation.

The pilot program is part of Alberta's comprehensive and layered approach to supporting student mental health. Alberta's government is pleased to provide funding that assists school authorities and organizations in enriching mental health supports and services in new and innovative ways. Supporting the mental health and well-being of students in Alberta is a shared responsibility and is essential in ensuring students are ready to learn.

Should you have any questions, please contact the School and Community Supports Branch at EDC.MHinSchoolPilot@gov.ab.ca.

Congratulations, and I wish you much success with this project.

Sincerely,



Kindy Joseph
Assistant Deputy Minister, Program and System Supports
Alberta Education

Improving Mental Health in Sturgeon Public Schools Pilot Proposal

Building on the success of the Wellness Hub and Helping Young People Excel (HYPE) team in Redwater, Sturgeon Public Schools will seek to improve the mental health and wellness of all students, beginning in the next two years in the communities of Gibbons and Bon Accord.

GOAL

By creating evidence-based mental health and wellness hubs for students within their schools, we will develop a sustainable model of care for students in rural communities to access available supports in their school, their community and surrounding communities through a wrap-around approach to service.

OBJECTIVES

Provide a full continuum of supports following a comprehensive mental wellness model with a wrap-around approach

- Universal - understand risk and protective factors for student mental health while identifying key needs and addressing these needs as a community and within the county, partnering with MHCB to follow the successful model of supports in other communities within Sturgeon County, promote and facilitate universal positive mental health and wellness practices
- Targeted - increase protective factors for the community by increasing resilience through relationship and skill building, mental health supports, educational guidance, cultural connection, employment guidance and access to unmet needs in relation to nutrition and hygiene
- Individualized - recognize the importance and richness of mental health supports for individuals within the community and surrounding communities, including federal and provincial resources inclusive of Mental Health and Addictions services, Family Support Services, Early Interventions Services

OUTCOMES

Across all four schools (Bon Accord, Lilian Schick, Landing Trail and Gibbons) the following outcomes will be reached through the pilot:

- Students have strong Mental Health with a low level of anxiety and depression.
- Students treat each other with respect, demonstrating fairness and equity.
- Students feel safe, included and are connected to caring adults.
- Parents understand what supports and programming are available for their children and students regularly access them to help their learning.
- Students, staff and parents have improved awareness of mental health issues and increased access to evidence informed in-school programming and activities.
- Students, staff and parents understand how to access mental health supports, clinical pathways and mental health services in a timely manner

- Diverse populations in the school and in the community are welcome, respected and engaged in all programming
- Healthy adult-youth connections exist both in school and in the community
- Collaboration is evident between schools, mental health service providers and community partners

A wrap-around continuum of supports is evident in the school and community, identifying and addressing student mental health and wellness needs, including universal and targeted approaches.

PERFORMANCE MEASURES

To measure the success of the pilot in achieving the outcomes, the following measures will be tracked, analyzed and reported on:

- Our School Survey - Anxiety and Depression measures - student self-report grade 4-12
- Alberta Education Assurance Measures - AEAMs: Learning Supports Domain Measure - Grade 4, 7, and 10 student, staff, and parent surveys
- Student use of the Hub - attendance and usage tracking
- Formal and informal survey of students - need assessments - prior to starting the project and at the end of the first year
- Formal and informal survey of teachers - needs assessments - prior to starting the project and at the end of the first year
- Data collection on referrals within community agencies and to outside agencies
- Data collection of agencies and resources available to support our communities
- Anecdotal evidence observed by staff collected through interviews capturing the changes in knowledge, attitudes and behaviours indicated in the project outcomes.

STRATEGIES

How the staff will meet these objectives and outcomes:

School Supports Staff

- Mental Health Coach
- School Based Staff
 - Mental Health and Wellness Coach
 - School Counsellor
 - Learning Support Lead Teacher
 - First Nations, Metis, and Inuit Success Coach (if applicable)

Focus on promotion and prevention efforts to equip individuals and communities with guidance, knowledge, and resources to proactively and effectively support students toward positive mental health and wellness practices.

Using the Comprehensive Health Model and incorporating Adverse Childhood Events and The Social Determinants of Health in rural communities, our efforts are focused on improving health equity in rural settings and reducing barriers for accessing health and wellness supports

Will do the following:

- Service activities such as evidence-based universal and targeted programs, presentations, community events, professional development, and workshops.
- Daily engagement with students and staff in the Hub of their schools
- Support school staff in developing learning opportunities for all students within the health curriculum
- Relate supports to the annual Comprehensive School Counselling and Wellness Plans
- Introduce and apply mental health and wellness concepts across young people's daily experiences

Universal

Develop and provide learning opportunities related to:

- Awareness and knowledge of mental health and wellness
- Knowledge of Mental Health disorders
- Identify and effectively respond to mental health disorders
- Mental wellness practices and skills for adaptive coping
- Trauma informed approaches to education
- Provide Evidence based Social Emotional programs that support and enhance positive health outcomes for young people

Targeted

Provide groups of students and families supports with increased protective factors of health related to:

- Creating more opportunities for students to have improved access to cultural, sports, arts, and recreational activities
- Supporting existing and implement new efforts to support food security for students - breakfast and lunch programs within schools
- Advancing existing and create new supports for adults helping student navigate adverse experiences - community connections and parent education
- Advancing and creating interventions and supports to help students navigate psychological, social, emotional and physical health and wellness - youth groups
- Fieldtrips and opportunities to broaden experiences
- Social skills programming
- Social emotional learning programming

Individualized

Provide students/and/or families with personal supports that enhance personal protective factors related to:

- Referral to community resources and agencies
- Cultural connection and experiences
- Self-help/self-care
- Self-regulation

- Social emotional learning
- Relationship building
- Career focus
- Goal setting - mental health and wellness and future goals
- High School completion
- Nutrition and hygiene supports
- Being positive adult role models
- Building positive self-esteem
- Conflict resolution skills
- Accessing resources

Summer Staff

Provide: Ongoing supports of the universal and targeted supports for continuity of care

Activities:

- Facilitating Mental Health and Wellness summer programming - free
- Partnering with community agencies to reduce barriers to access to programming
- Targeting more at risk - student in the community - closing the economic disparity
- Focus on different dimensions of wellness
 - Physical
 - Social emotional
 - Environmental
 - Cultural connections
- Local authors guide lesson planning
 - Themes of identity, mindfulness, taking responsibility, gratitude, healing, and reconciliation
- Nutrition based programming - breakfast club
- Resourcing with parents attending community events
 - Social Determinants of health resources
 - Mental health resources
- Community events - swimming, BBQs, popsicle playground, growth mindset gardening - specific to enhancing protective factors in the community
- Parented programming focusing on attachment parenting, increasing caregivers' knowledge and skills around child development and milestones, appropriate expectations, caregiver responsiveness