Date:	December 18, 2024	**Agenda Item:** 8.2
To:	Board of Trustees	
From:	Shawna Warren, Superintendent	
Originator(s):	Jonathan Konrad, Deputy Superintendent, Education Services	
	Shelley Greenwood, Director, Learning Services	
Subject:	**Mental Health in Schools (MHIN) Pilot Project - Final Report**	

Background:

The Mental Health in Schools Pilot Project, funded by Alberta Education, aimed to enhance student mental health and well-being through a $50 million investment in 79 two-year initiatives across the province. The project supported school authorities in strengthening a continuum of mental health supports, emphasizing prevention, early intervention and collaboration with community partners to ensure barrier-free access to services.

Sturgeon Public Schools participated in this initiative, supporting 1,107 students across five schools in Bon Accord, Legal and Gibbons. The pilot focused on daily Social Emotional Learning (SEL) lessons, structured regulation activities, positive playgroups, and school-wide initiatives to foster mental wellness. Community collaborations and out-of-school programming during breaks were integral to the project, offering safe and inclusive opportunities for students and families.

The Division hired four full-time mental health coaches, known as Mindful Mentors, one for each of the schools, with two of the smallest schools sharing a mental health coach between them in the communities of Bon Accord and Legal. Mindful Mentors focus on promoting positive mental health while teaching skills to prevent mental health crises. They provide sessions during Professional Learning Days, Fall and Spring Break and Summer vacation. During these times, they connect with community supports through Family Community Support Services (FCSS) and community recreation coordinators to build relationships with partners, enhancing the sustainability of mental health supports post-pilot. These partnerships have been crucial for advancing positive mental health in rural areas. Mindful Mentors link our communities with surrounding areas for further support, such as the Families First Society, Boys and Girls Clubs and other agencies that promote safety and mental health. Establishing these supports in our communities is essential for developing sustainable programs for families and youth.

Despite challenges such as limited rural resources, transient populations and the residual effects of COVID-19, the pilot has successfully demonstrated the value of integrated mental health supports. Continued investment in such initiatives is essential to sustaining progress

and addressing ongoing needs. This pilot project ends in June 2025. The attached report provides further details and outcomes for the Board's review.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):
This report aligns with the SLQS in the following way:

COMPETENCY:	(1) Building Effective Relationships
INDICATORS:	a. collaborating with community and provincial agencies to address the needs of students and their families; and
	e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.
COMPETENCY:	(4) Leading Learning
INDICATORS:	b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; and
	e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.
COMPETENCY:	(6) School Authority Operations and Resources
INDICATORS:	a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
	e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Governance Implications:
Education Act
Board responsibilities
33(1) A board, as a partner in education, has the responsibility to

(a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,

(b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,

(c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,

(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

(e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education,

(f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources,

Policy 110: Welcoming Inclusive, Save and Healthy Environments

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

Policy 225: Role of the Board

Stakeholder Engagement and Communication

7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.

8. Make informed decisions that consider community values and represent the interests of the entire Division.

Supports and Services

17. Supports the removal of barriers with learning partners and within learning environments; and

18. Develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments

Administrative Procedure 716: Comprehensive School Health

Comprehensive School Health is an integrated approach that provides students and staff with opportunities to observe and learn positive health attitudes and behaviours. It includes a broad spectrum of programs, activities, partnerships and services that take place in

schools and communities in order to enhance health and build productive and satisfying relationships across their community.

Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.

Attachment(s):
1. Final Report - Submitted to Alberta Education on November 29, 2024.

Mental Health in Schools Pilot First Call

Final Report

Due: December 1st, 2024

Name of Primary Organization: **Sturgeon Public School Division**

Name of Partner Organization: n/a

Name of Person Completing the Report: Shelley Greenwood

Contact Information (Email and Phone): sgreenwo@sturgeon.ab.ca | 780-939-4341

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Instructions

- The Mental Health in Schools Pilot Final Report is **due on or before December 1st, 2024.**

- The Final Report is your opportunity to share your progress in the pilots including key learnings and impacts of this work.

- Please ensure that all sections of the form are completed. Please use your proposal submission as a guide to inform progress.

- Please ensure all data and relevant report information is within this document. Do not include reporting information or data in attachments. This document is expected to contain all relevant information and data from your pilot. If you need more space, add additional information to the end of the document. Materials, videos, and/or photos that may support your Final Report can be submitted as attachments, provided they do not contain reporting information.

- Please submit your report as a Microsoft Word document. If it is easier for e-signatures, you can also attach a PDF version with those signatures. However, please ensure there is a copy submitted as a Microsoft Word Document.

- The report should be completed and signed by the authorized representative listed on the original conditional grant agreement or designate.

- Should you require assistance with completing your report, or if you have any related questions, please contact: EDC.MHinSchoolPilot@gov.ab.ca.

- Once completed, please submit your report via email to: EDC.MHinSchoolPilot@gov.ab.ca.

Directions: All sections of the Final Report must be completed. In doing so, multiple means of action and expression may be used to share information (i.e. written, storyboards, pictures, videos, etc.). If means of expression other than writing is used, clearly identify which question(s) asked below are being addressed in the alternate expression.

As stated in the Funding Manual for School Authorities, "School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education." To demonstrate it is meeting this responsibility, the school authority must:

- Identify and report results from related local measures; or
- Provide a succinct description of the related processes and strategies it has implemented and their impact."

Comprehensive school mental health systems document the provision *and* impact of service and supports.

Section 1: Project Details

1. Provide a succinct description of the supports and services provided to in your Mental Health in Schools Pilot.

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1. Promote Mental Wellness in schools through daily interactions with students, weekly Social Emotional Learning (SEL) lessons, positive playgroup programming, daily structured regulation activities, quarterly school wide initiatives and programming during school breaks to promote social emotional skills and mental wellness.

2. Classroom Social Emotional Learning (SEL) presentations

3. SEL groups to further support identified students. These groups target specific social emotional learning skills as identified by teachers, school counselors, admin etc. If necessary, further support is provided/requested. Community collaborations with other agencies to foster healthy relationships among families and promote positive mental wellness and overall wellbeing for students

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2. Identify what staff were hired in your Mental Health in Schools Pilot and the FTE and/or any human resources required but not able to be accessed and the reason why.

	On-call	Regularly scheduled	Not available	Option to connect virtually	
				Yes	No
Psychologist	☐	☐	☐	☐	☐
Social worker	☐	☐	☐	☐	☐
Mental health therapist	☐	☐	☐	☐	☐
Child and youth worker	☐	☐	☐	☐	☐
Designated school authority senior leader responsible for mental health [1]	☐	☐	☐	☐	☐
Regulated mental health leader[2]	☐	☐	☐	☐	☐
Navigator[3]	☐	☒ 2.0 FTE	☐	☐	☒
Wellness/Learning coaches [4]	☐	☒ 2.0 FTE	☐	☐	☒
Elders and knowledge keepers	☐	☐	☐	☐	☐
Other professional or paraprofessional (please specify)	☐	☐	☐	☐	☐

[1] School authority leaders in this position are senior leaders who engage in continuous learning in supporting mental heath in schools and are responsible for the strategic planning, provision and reporting of a mental health continuum of supports and services.
[2] Mental Health Leader: A regulated mental health professional that coordinates the development and implementation of the board mental health strategy and action plan with the school authority leader.

[3] Navigators: To build collaborative relationships with community partners to support barrier free access to available community resources that can provide additional mental health supports to students and their families.

[4] Wellness/Learning Coaches: Provide support for teachers in moving training to action and continue to build the capacity of staff in universal practices to support mental health.

Section 2: System Impact

Please include responses that will reflect the findings that have occurred over the duration of the project to date.

4. Indicate how much you agree with the following statement:

Your school authority's mental health continuum of supports and services has been enhanced by the pilot?

Agree ☒   Somewhat Agree ☐   Neutral ☐   Somewhat Disagree ☐   Disagree ☐

If your answer was *disagree, somewhat disagree or neutral*, explain why.

If you answer is *agree or somewhat agree* please place a check in the box(es) that represents what element was enhanced and at what point of the continuum. (Please refer to *Implementing a Continuum of Supports and Services: A Resource Guide for School and School Authority Leaders*).

Elements within a Continuum	Universal (for all students)	Targeted (for some students)	Individualized (for a few students)
Improved Collaborative Structures and Systems	☒	☒	☒
Improved Assessment Structures and Systems	☒	☒	☒
Improved Approaches, Interventions and Supports	☒	☒	☒
Improved Transitions	☒	☒	☒
Improved Pathways to, through and from services	☐	☒	☒
Improved Processes and Protocols	☒	☒	☒
Improved Resources (i.e. Human Resources, Material Resources, etc.)	☒	☒	☒

Section 3: Individual Level Impact

5. Thinking about the impact of your pilot on stakeholders (i.e. students, staff, leaders, parents, community):
   a. Succinctly state the impact of your implemented strategies.
   b. Identify and report results from related local measures to provide evidence for your statement of impact. Include qualitative and quantitative provincial measures (i.e. AEAM's) if they are appropriate measures of your intended outcome.
      i. Quantitative data is the value of data in the form of counts or numbers. This data is any quantifiable information that can be used for analysis. Such data may include, but is not limited to, attendance data, referral data, discipline data, survey data, violent threat risk assessment data, etc.
      ii. Qualitative data is a type of data that is collected and analyzed in a non-numerical form, such as words, images, or observations. It is generally used to gain an in-depth understanding of complex phenomena, such as human behavior, attitudes, and beliefs.

   c. Succinctly state the impact of your implemented strategies on students, staff, leaders, parents and/or community.

Classification: Public

A. Succinctly state the impact of your implemented strategies.

Our Mental Health in Schools Project was centered around 3 communities where students, families and schools indicated significant support was needed to shift from a model of mental illness to a model of mental wellness. The quantitative data, as shown below, shows a very marginalized impact. This is partly because of our data set. The Our School Survey results informed our identification of need in this area, but we did not continue to use the Our School Survey to inform our data past 2023, therefore, as a result, the data shows limited impact.

The Division AEAM results do span the project for 2022-2024, though the final impact will be more accurate in the spring of 2025, which cannot be captured in this final report. What this data informs is the need for continued mental health supports in our communities as an ongoing focus of health. Our schools and communities have benefited from the work of this project and a gap will be evident at the conclusion of this project.

The following illustrates some of the many opportunities our communities experienced through the Mental Health in Schools Project:

1. Increased mental health wellness and awareness;

2. Improved community, school and family relationships through community programming and events;

3. Improved student productivity in school by building relationships, supporting regulation and changing expectations while following a trauma informed approach;

4. Strong collaborations have been created with other agencies supporting a similar population. These collaborations help ALL agencies provide more community activities and events that promote overall well being and foster stronger relationships;

5. Out of school programming has been provided in our communities during school breaks. No other programming was offered in the town of Bon Accord for Fall Break '24 and none will be offered Spring break '25. These programs have provided youth with a positive outlet and opportunities to spend time with peers during school breaks. Programs have been well received;

6. Diverse populations in the community and school are welcomed, respected and engaged in programming; and

7. Students recognize our Mental Health Coaches as a Safe adult in the school and community thereby reinforcing their feelings of being included and accepted.

Contextual Information

Total number of students and schools the pilot supports:

- 1107 students in 5 schools and 3 communities

Town of Bon Accord

- Bon Accord Community School
- Lilian Schick School

Town of Legal:

- Legal Public School*

Town of Gibbons

- Gibbons School
- Landing Trail School

*Legal Public School recently opened and does not have a population large enough to consider the results of their surveys as evidence of their school population - n=1

Age and grade level of students that will receive support and/or service.

- PreK - gr. 9
- 2.8yrs - 15 yrs

B. **Identify and report results from related local measures to provide evidence for your statement of impact. Include qualitative and quantitative provincial measures (i.e. AEAM's) if they are appropriate measures of your intended outcome.**

Discussed under "D" Below

C. **Succinctly state the impact of your implemented strategies on students, staff, leaders, parents and/or community.**

All outcomes have been addressed and will continue to evolve with the Mental Health Coaches for the remainder of the 2024-2025 school year:

- 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 support is evident in the school and community, identifying and addressing student mental health and wellness needs, including universal and targeted approaches.

d. How do you know? What evidence supports this? Identify and report results from related local measures to provide evidence for your statement of impact. Include qualitative and quantitative provincial measures (i.e. AEAM's) if they are appropriate measures of your intended outcome.

Qualitative Evidence
• Mental Wellness Support for a grade 7 student has increased motivation and effort. Mental Health Coach does a morning check in to see how the evening was and how the student is feeling at that moment. If needed, student will take a regulation break prior to classes beginning. The student regulates in the gym with mental health for 20 minutes prior to afternoon classes - student has been more successful in the afternoon and is spending less time in the office for disruptive behaviors. Other students have been joining regulation time which has resulted in positive peer interactions and potential for mentorship with elementary students. • Mental Wellness Support for a grade 5 student has improved time spent in classroom and also arrival time to school in the morning. Implemented a break system - Two 5 minute breaks in the day - one in the morning and one in the afternoon. Initially break spent with Mental Health Coach, but now student takes the 5 minute breaks independently. Student is not asking to go to the bathroom as much, which was resulting in student being away from class 10+ minutes at a time. Student has been late to school all year, but has been arriving on time or close to the bell for consecutive days in November. • Mental Wellness Support offered to a grade 7 student who needed support to advocate for herself. Student was being verbally and physically bullied by two students. The Mental Health Coach (MHC) spoke with the student and encouraged her to speak to the administration. MHC sat with the student in the first meeting then the student was able to meet with administration alone for the follow up meeting. MHC followed up and discussed how the student was able to overcome her fear and advocate for herself which was an important skill. • Several students who are feeling overwhelmed, frustrated and/or anxious are taught various regulation strategies depending on the situation. • Several students at Landing Trail School (K-4) have named MHC as a safe person - an adult in the school that they can always trust and feel comfortable with no matter what. Research shows that children who have a stable and consistent connection to at least one caring adult have better mental health outcomes in the future. Having this safe person acts as a protective factor and reduces the negative impact of various stressors.

	Quantitative Evidence		
Small Targeted Groups			
Program Period	Location	Participants	Notes
Summer 2023	Gibbons M&M	26/week	Many time slots reached the limit of 25 per session.
Summer 2024	Gibbons M&M	61/week	Collaboration with partners led to more elaborate programs.
Summer 2023	Bon Accord (BACS)	43 total	No collaboration with the Town of Bon Accord.
Summer 2024	Bon Accord (BACS)	61 total	Vendors and activities like clown acts, yoga, and pottery were included.
Summer 2023	Legal Public (LPS)	25 total	Partnership with Town of Legal provided free program space.

Social-Emotional Learning (SEL) Programs

Year	School	Details
2023–2024	Landing Trail (LT)	14 Gr. 1–4 classes participated in SEL groups, with 257 students total.
2024–2025	Landing Trail (LT)	Expanded to 16 K–4 classes, reaching 326 students total.
2023–2024	BACS & LPS	Universal supports provided to 10 classrooms (214 students) weekly.
2024–2025	BACS & LPS	37 weekly visits for small groups targeting friendship skills, regulation, anxiety, and social skills (approx. 13 additional participants).

Growth in Out-of-School Programs Participation

School	Program Focus	Participants	Additional Details
LPS	Friendship skills, anxiety regulation	3 students/group	8 groups held in 2023–2024.
BACs	Social skills and regulation groups	144 total	Includes additional 13 students in 2024–2025 due to increased demand.

Community Engagement Events

Event Name	Date	Location	Participants	Description
GLOW Event	Fall 2024	BACs	80	Collaborative event with HYPE and SHINE for parents, children, and staff.
Clown Around Community Day	July 2024	Bon Accord	33 children with many adults	Engaged kids, caregivers, and staff through interactive sessions.
Summer Wrap-Up Event	August 2024	Bon Accord & Legal	100 Bon Accord, 26 Legal	Partnered with various agencies like Zoo 2 U, HYPE, and Families First Society.

Positive Play and Morning Regulation Activities

Activity	Frequency	Participants/Session	Notes
Positive Playgrounds	93 sessions (2023–24)	12 daily	Focused on lunchtime activities to enhance peer interactions.
Morning Regulation	76 sessions (2023–24)	18 daily (average)	Drop observed in participation this year.

Community Programs Impact

Program/Event	Frequency	Participants	Notes
ROCK & Talk Lunch Recess	Weekly (2023–2024)	9 students	Focused on fostering peer connections.
Community Supper & Game Nights	Bi-annual (2024)	15 families	Included a diverse audience ranging from children to elderly participants.

Local Measures Considered in the Pilot – OUR SCHOOL STUDENT SURVEY

- anxiety

Colour Key for the Data Change Below

| Increase | No Change | Decrease <5% | Decrease >5% |

2022 Data	2023 Comparison Data - our Division did not do the Our School Survey in Spring of 2024 for comparison data
February 2022 OurSchool Survey Results on Anxiety	February 2023 OurSchool Survey Results on Anxiety
Canadian Norms for Anxiety from 2017-2018 Grades 4-6	Canadian Norms for Anxiety from 2017-2018 Grades 4-6
22% of students had moderate to high levels of anxiety. 26% of girls and 18% of boys report moderate to high levels of anxiety.	22% of students had moderate to high levels of anxiety. 26% of girls and 18% of boys report moderate to high levels of anxiety.
Grades 7-12	Grades 7-12
26% of students had moderate to high levels of anxiety. 35% of girls and 16% of boys report moderate to high levels of anxiety.	26% of students had moderate to high levels of anxiety. 35% of girls and 16% of boys report moderate to high levels of anxiety.
_____	_____
Division Results for Grades 4 to 6	Division Results for Grades 4 to 6
36% of students in this district had moderate to high levels of anxiety. 56% of the girls and 21% of the boys in this district had moderate to high levels of anxiety.	34% of students in this district had moderate to high levels of anxiety. 41% of the girls and 24% of the boys in this district had moderate to high levels of anxiety.
Division Results for Grades 7 to 12	Division Results for Grades 7 to 12
41% of students in this district had moderate to high levels of anxiety. 56% of the girls and 21% of the boys in this district had moderate to high levels of anxiety.	44% of students in this district had moderate to high levels of anxiety. 61% of the girls and 23% of the boys in this district had moderate to high levels of anxiety.
Bon Accord School Results Grade 4	Bon Accord School Results Grade 4
21% of students in this school had moderate to high levels of anxiety.	43% of students in this school had moderate to high levels of anxiety.

- 20% of the girls and 19% of the boys in this school had moderate to high levels of anxiety.

Landing Trail School Results Grade 4
- 21% of students in this school had moderate to high levels of anxiety.
- 17% of the girls and 26% of the boys in this school had moderate to high levels of anxiety.

Lilian Schick School Results
Grades 5-6
- 39% of students in this school had moderate to high levels of anxiety.
- 50% of the girls and 27% of the boys in this school had moderate to high levels of anxiety.

Lilian Schick School Results
Grades 7-9
- 53% of students in this school had moderate to high levels of anxiety.
- 72% of the girls and 31% of the boys in this school had moderate to high levels of anxiety.

Gibbons School Results
Grades 5-6
- 40% of students in this school had moderate to high levels of anxiety.
- 58% of the girls and 23% of the boys in this school had moderate to high levels of anxiety.

Gibbons School Results
Grades 7-8
- 42% of students in this school had moderate to high levels of anxiety.
- 56% of the girls and 23% of the boys in this school had moderate to high levels of anxiety.

- 31% of the girls and 42% of the boys in this school had moderate to high levels of anxiety.

Landing Trail School Results Grade 4
- 37% of students in this school had moderate to high levels of anxiety.
- 40% of the girls and 36% of the boys in this school had moderate to high levels of anxiety.

Lilian Schick School Results
Grades 5-6
- 34% of students in this school had moderate to high levels of anxiety.
- 35% of the girls and 31% of the boys in this school had moderate to high levels of anxiety.

Lilian Schick School Results
Grades 7-9
- 38% of students in this school had moderate to high levels of anxiety.
- 63% of the girls and 14% of the boys in this school had moderate to high levels of anxiety.

Gibbons School Results
Grades 5-6
- 36% of students in this school had moderate to high levels of anxiety.
- 46% of the girls and 27% of the boys in this school had moderate to high levels of anxiety.

Gibbons School Results
Grades 7-8
- 43% of students in this school had moderate to high levels of anxiety.
- 68% of the girls and 24% of the boys in this school had moderate to high levels of anxiety.

AEAM Considered in the Pilot

- welcoming, caring, respectful and safe (WCRSLE).

- access to the appropriate supports and services at school

Key for the Data Change Below

Increase   No Change   Decrease <5%   Decrease >5%

Results - SPRING 2022	Results - SPRING 2024
Spring 2022 Results for the Alberta Education Assurance Measures (AEAMs) Provincial results for the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe (WCRSLE). ● 90.6% 4-6 Parents ● 85.0% 7-9 Parents ● 82.2% 10-12 Parents ● 80.9% 4-6 Students ● 76.4% 7-9 Students ● 75.9% 10-12 Students ● 95.3% 4-6 Teachers ● 91.2% 7-9 Teachers ● 90.9% 10-12 Teachers Division results for the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe (WCRSLE). ● 90.0% 4-6 Parents ● 88.5% 7-9 Parents ● 71.8% 10-12 Parents ● 80.7% 4-6 Students ● 75.3% 7-9 Students ● 69.5% 10-12 Students ● 96.9% 4-6 Teachers ● 92.2% 7-9 Teachers ● 83.8% 10-12 Teachers Bon Accord School Results ● 96.2% Parents ● 81.7% Students ● 94.3% Teachers	Spring 2024 Results for the Alberta Education Assurance Measures (AEAMs) Provincial results for the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe (WCRSLE). ● 89.5% 4-6 Parents ● 83.2% 7-9 Parents ● 80.4% 10-12 Parents ● 77.8% 4-6 Students ● 72.6% 7-9 Students ● 75.3% 10-12 Students ● 93.3% 4-6 Teachers ● 88.9% 7-9 Teachers ● 90.1% 10-12 Teachers Division results for the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe (WCRSLE). ● 88.7% 4-6 Parents ● 77.1% 7-9 Parents ● 75.7% 10-12 Parents ● 83.2% 4-6 Students ● 67.8% 7-9 Students ● 75.2% 10-12 Students ● 96.5% 4-6 Teachers ● 90.4% 7-9 Teachers ● 88.3% 10-12 Teachers Bon Accord School Results ● 85.0% Parents ● 87.1% Students ● 98.1% Teachers

Landing Trail School Results
- 88.1%   Parents
- 70.4%   Students
- 99.2%   Teachers

Lilian Schick School Results
- 95.2%   Parents
- 66.5%   Students
- 98.9%   Teachers

Gibbons School Results
- 76.6%   Parents
- 73.0%   Students
- 91.2%   Teachers

Provincial results for the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
- 77.7%   4-6 Parents
- 76.9%   7-9 Parents
- 77.4%   10-12 Parents
- 81.9%   4-6 Students
- 79.7%   7-9 Students
- 78.5%   10-12 Students
- 86.0%   4-6 Teachers
- 88.3%   7-9 Teachers
- 91.2%   10-12 Teachers

Division results for the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
- 70.6%   4-6 Parents
- 77.0%   7-9 Parents
- 64.3%   10-12 Parents
- 84.9%   4-6 Students
- 81.8%   7-9 Students
- 76.9%   10-12 Students
- 86.4%   4-6 Teachers
- 94.5%   7-9 Teachers
- 91.9%   10-12 Teachers

Landing Trail School Results
- 92.6%   Parents
- 84.4%   Students
- 95.0%   Teachers

Lilian Schick School Results
- 69.6%   Parents
- 59.6%   Students
- 91.0%   Teachers

Gibbons School Results
- 69.4%   Parents
- 71.9%   Students
- 95.2%   Teachers

Provincial results for the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
- 75.2%   4-6 Parents
- 74.9%   7-9 Parents
- 76.3%   10-12 Parents
- 79.8%   4-6 Students
- 77.3%   7-9 Students
- 79.1%   10-12 Students
- 83.5%   4-6 Teachers
- 87.4%   7-9 Teachers
- 91.0%   10-12 Teachers

Division results for the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
- 77.0%   4-6 Parents
- 62.8%   7-9 Parents
- 69.7%   10-12 Parents
- 86.5%   4-6 Students
- 74.4%   7-9 Students
- 81.5%   10-12 Students
- 97.4%   4-6 Teachers
- 97.1%   7-9 Teachers
- 92.2%   10-12 Teachers

Bon Accord School Results ● 79.2% Parents ● 81.9% Students ● 89.3% Teachers	**Bon Accord School Results** ● `85.0%` Parents ● `87.1%` Students ● `98.1%` Teachers
Landing Trail School Results ● 57.3% Parents ● 81.3% Students ● 94.7% Teachers	**Landing Trail School Results** ● `77.6%` Parents ● `89.2%` Students ● `78.2%` Teachers
Lilian Schick School Results ● 84.2% Parents ● 80.4% Students ● 100.0% Teachers	**Lilian Schick School Results** ● `55.2%` Parents ● `77.6%` Students ● `98.8%` Teachers
Gibbons School Results ● 56.7% Parents ● 87.1% Students ● 97.8% Teachers	**Gibbons School Results** ● `65.9%` Parents ● `82.4%` Students ● `99.0%` Teachers

e. Indicate how many of the intended outcomes you met as identified in your proposal.

☒ All ☐ Most ☐ A Few ☐ None

If you answered "A Few" or "None", what would have supported you in achieving the remaining outcomes?

Section 4: Unintended Impacts

Part D: Unintended Impacts

6. Research shows leaders paying attention to and addressing side effects and/or leveraging side effects can be integral to supporting mental health. Unintended impacts are the unexpected outcomes that may accompany an initiative's main outcomes. They can be positive, negative or neutral. For example, partners providing additional service beyond what was intended can be a positive unintended impact.

    List any unintended impacts and identify if they are positive, negative or neutral.

Unintended Impacts	Positive	Negative	Neutral
For children falling in the 11-12 age range, out of school programs have provided an opportunity for developing leadership skills by acting as team leaders and supporting the younger children of the group in activities. On this basis, programs have served to benefit older students in an unexpected way, while also having a positive impact on the group as a whole. This impact was unintended as it was not planned for, but came about organically.	☒	☐	☐
School Staff changes in attitude toward mental wellness and including those "teachable moments" in their classes, addressing mental health practices	☒	☐	☐
Community supports following the lead of the Mental Health Coaches in providing programming that addresses positive mental health outcomes and identifying how their programming addresses mental and physical health	☒	☐	☐
Families having children who come home and discuss their mental wellness opening conversations at home to improve the family dynamic	☒	☐	☐
Students becoming ambassadors of mental health and championing programming in their schools, requesting programming and outlining the positive impact it will provide	☒	☐	☐
Community partnerships that were established with other organizations that will be ongoing at the end of this pilot	☒	☐	☐
Students gaining such confidence in self-advocacy that they have changed the course of their junior high experience through the support of the Mental Health Coaches	☒	☐	☐

The clear gap that will be present when the mental health coaches have completed their projects - it takes far more time to build impact and momentum for continuation of programming beyond the lead of the mental health coaches. We have not had enough time for these practices to be embedded in our schools and communities	☒	☐	☐

Section 5: Promising Practices and Challenges

7. Share one or two key learnings (i.e. promising practices) in relation to your Mental Health in Schools Pilot project.

1. Mindfulness practice in classrooms and in small groups;
2. Open conversations about mental wellness to reduce stigma;
3. Collaborating with school counsellors and Child and Youth workers to ensure wraparound support for students; and
4. Collaboration with other agencies for community events allowed youth to connect with other youth in Sturgeon County, outside of their hometown. These events helped youth build relationships and friendships outside of their own communities. For example, Mental Health Coaches in Bon Accord collaborated with the town of Bon Accord, Redwater Hype Team and Shine for a foam party/glow party event.

8. Share any key challenges or problems of practice you have not been able to successfully overcome. Please state any suggestions you may have on what may be helpful in addressing these challenges.

1. Supporting students in a rural community that were raised with different ideologies (racism, lgbtq2s examples);
2. Limited mental wellness resources and programming in rural communities.
3. Transient population dealing with high levels of trauma, difficulty building strong relationships due to this transiency, limited impact.
4. Residual effects of COVID- this is not just affecting their academics, but their social emotional skills are lacking.
5. Technology- lack of reality, empathy, social skills in our younger children. Continuing to encourage parents to limit screen time, encourage children to practice safe screens, balance screen time/ other activities; and
6. Increased class sizes and budget cuts have added additional stress to schools, staff and students.

9. Share any other information you feel is important for Alberta Education to know.

Classification: Public

Section 6: A Shared Responsibility

10. How might the System Support and Policy Branch, Alberta Education, support you in your continued work in enhancing mental health in schools?

Permanently implementing proactive mental health supports in schools, such as mental health coaches. Prevention is more cost effective and sustainable when compared to intervention.

While both prevention and intervention are necessary, investing more in preventative measures is often more cost-efficient in the long run, reducing the need for and costs associated with intensive intervention.

Continued funding for mental health initiatives and mental health coaches is crucial in addressing the mental health issues in society today. Early intervention in mental wellness and Social-Emotional Learning (SEL) is essential because it helps children and young adults develop the skills, they need to manage their emotions, build positive relationships, and make responsible decisions. We must continue to support this early learning in mental wellness to prevent more serious issues from developing later in life. Our work is helping to normalize mental wellness, remove the stigma associated with mental health and create safe, welcoming learning environments. Funding is being used to support intervention with students grade4 and up, however, we must continue to support our younger students in developing these important skills through these universal supports in school thereby removing the need to have such a large need for individualized servicing.

July 2023, the Premier tasked ministries to work collaboratively. Two of the deliverables in the mandate letter dated July 25th to Minister Nicolaides were:

- work with the Minister of Seniors, Community, and Social Services to improve testing and educational supports for children with complex needs including children with autism; and

- collaborate with the Minister of Mental Health and Addiction, who is the lead, to expand access to young people struggling with severe mental illness to expand prevention and early intervention mental health support for children and youth that are integrated within schools and communities.

Teachers, School counselors, Administrators, RSW's, CYC's are overwhelmed with the needs of students and families. The mental health crisis we are seeing in this province needs a true team approach – a wrap around approach from multiple agencies, ministries and levels of government. We are on the ground actively trying to foster those collaborations and have seen some progress; however, the leadership of this collaboration needs to come from the government. The government needs to reevaluate the completion of this funding to schools and connect with the other ministries to find shared resources and funds as the need for continued support is still very much required. Curriculum requirements keep increasing, class sizes continue to grow as do the mental health issues with students.

11. Thank you for your commitment in supporting mental health in schools. We welcome any additional comments that would be important to know to strengthen mental health in schools in Alberta.

> Community connections were possible with the addition of a mental health coach. They became the school connection for outside agencies that provided additional programming in our communities. Teachers, counselors and administration are unable to make these regular connections because their plates are already full, or in most cases overflowing. Our positions allowed for positive collaborations in our communities for youth and families. Community connections built by the Mental Health Coaches boosted mental wellness for students by improving relationships within their community, providing access to programming and services not readily available in rural communities, and by providing volunteer opportunities.

Thank you for taking the time to complete your Final Report.

As outlined in Section 12(2) of the conditional grant agreement:

Ownership of any Intellectual Property which is developed or produced under this Agreement by the Grant Recipient, its employees or agents, ("New Intellectual Property") shall vest in the Grant Recipient. At termination or conclusion of this Agreement, the Grant Recipient grants a license to the Ministry to use the New Intellectual Property, at no cost to the Ministry.

Ministry use of New Intellectual Property will be limited to:

a. Copies as needed for Ministry records and accountability purposes.
b. Internal Ministry use in communications regarding the Project.
c. Use of New Intellectual Property to inform future or ongoing Ministry activities.

Please share materials, videos, stories and/or photos that may support your Final Report.

Section 7: Statement of Accountability

The statement of accountability for the Mental Health in Schools Final Report is to be signed by the authorized representative listed on the original conditional grant agreement.

As the authorized representative, I hereby declare that all reported activities and budget contained in this Mental Health in Schools Pilot Final Report are true to the best of my knowledge and belief.

Name: Click or tap here to enter text.

Role: Click or tap here to enter text.

Organization: Click or tap here to enter text.

Signature:_____

Authorized representative (primary applicant)

Date: _____