Mental Health in Schools Pilot First Call

Final Report

Due: December 1st, 2024

Name of Primary Organization: Click or tap here to enter text.

Name of Partner Organization: Click or tap here to enter text.

Name of Person Completing the Report: Click or tap here to enter text.

Contact Information (Email and Phone): Click or tap here to enter text.

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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.

We committed to the following goal:

"We will build a healthy online learning and teaching community where student agency is fostered and students' mental health and wellness is supported so they experience academic, social and emotional success."

Our key partners include the [Center for Trauma Informed Practice](#) and [Just Imagine Happiness](#), a psychological, social work and counseling services agency. Both have been an important part of helping us develop a system oriented model where relationships are as important as education and academic success for the mental health and wellbeing of our students and staff.

Our grant request described a plan to systematically merge our teaching and learning pyramid of intervention with social, emotional and mental health strategies and supports. We continue to enhance strategies for all, as preventative measures, so that we can continue to ensure success for our students.

We did this by implementing the following supports and services:

- Training all staff as trauma-informed practitioners in

     o   Violence, Threat, Risk Assessments (VTRA) through our partner Centre for Trauma Informed Practice (CTIP)

     o   Supporting Individual Valued Attachments (SIVA)

- Building a digitally secure learning environment for teachers and students

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- o Enhancing our data collection with Intelliboard data dashboards, to inform teachers reading at risk students so that early interventions support academic success
- Programming
  - o Ready in Five Canadian athletes modeling in classrooms sport-inspired attitude and behaviours with movement activities.
  - o face-to-face opportunities to meet students one-one-one or at field trip activities.
  - o Universal Thematic Approach:
    - Project-based learning pedagogical approach - In grades one to nine, and some high school courses, students will be engaged in a [project-based learning](#) approach with opportunity to demonstrate an understanding of the learning outcomes through authentically designed projects.
    - Using a thematic and project-based approach will allow us to overlay a character education program: Igniting student passions by helping them answer this question: What gifts do our students have to ignite their learning and our world? In particular, we frame "our world" to focus on
      - "Family" in grades 1-3
      - "Community" in grades 4-6
      - "Student passions" in grades 7-9
      - "Futures" in high school
  - o Universal Social Emotional Approach: Virtues Project, school framework integrated across the curriculum and grades with a focus on acceptance, empathy and resilience education.
  - o Teen Empowerment and confidence building
  - o public speaking and learning to assert online social presence
  - o student leadership program
- Child Youth Practitioner hired on staff to provide in class (tier 1) and one-on-one supports to students and families (tier 2)
  - o [development of a province wide database of resources](#)
- Referral to Just Imagine Happiness team for social work, counselling and psychological services (tier3)
- To evaluate the successful attainment of our goal we collected baseline data through surveys designed by [The Learning Bar, ourSchool survey](#). In addition, local measures as well as Alberta Education's Assurance Measures over the course of the two year project were utilized to demonstrate the extent to which the project goal has been achieved.

> - Students will celebrate and recognize their accomplishments through virtual assemblies, during our face to face events throughout the year as well as at our celebration of learning and graduation at the end of the year.

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]	☐	☐	☐	☐	☐
Wellness/Learning coaches [4]	☐	☐	☐	☐	☐
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.

3. 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.

Click or tap here to enter text.

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	YES	☐	☐
Improved Assessment Structures and Systems	YES	☐	☐
Improved Approaches, Interventions and Supports	YES	☐	☐
Improved Transitions	YES	☐	☐
Improved Pathways to, through and from services	YES	☐	☐
Improved Processes and Protocols	YES	☐	☐
Improved Resources (i.e. Human Resources, Material Resources, etc.)	YES	☐	☐

Section 3: Individual Level Impact

4. 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.
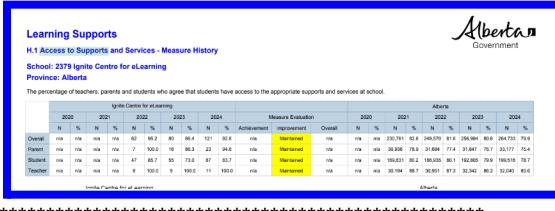
c. Succinctly state the impact of your implemented strategies on students, staff, leaders, parents and/or community.

> Our October 2023-2024 Ignite Centre for eLearning AEAMS report results indicate that we are building a safe and caring teaching and learning community. Students are demonstrating that by addressing their social and emotional learning needs they are able to continue learning, complete high school and improve their levels of achievement.
>
> All of our teachers are now trauma informed in their pedagogical and assessment practice. We have a very active Child Youth Practitioner who is in our classrooms on a daily basis. Students know how to reach out and ask for help and do so daily.
>
> We feel more confident about our digital security and the structures in place to ensure safe and secure navigation of our domain and use of our tools.

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	Quantitative Evidence
In 2022 - 2023, the Alberta Education Assurance Measures (AEMS) data for **Access to Supports and Services** overall indicator was 86.4%. We stated that : • we will target improvements to improve the student percentage (73%). • Our goal is to improve the 2021/22 school year to 86% in 2023/24 and 90% in 2024/25. We are pleased to report in the 2023-2024 October AEMS report that we have met/exceeded the 2024/25 target this year with an overall result of 92.8 % and a student result of 83.7 % **	The number of graduates has grown by 20 over the last two years: <table><tr><td>School Year</td><td>2023/24</td><td>2022/23</td><td>2021/22</td><td>Growth since year 1</td></tr><tr><td># Graduates</td><td>45</td><td>24</td><td>24</td><td>23</td></tr></table> We are pleased to note that junior high students are reporting a drop in barriers to learning: anxiety and depression. We believe that this is a reflection of the tiers 1,2 3 levels of interventions provided through our mental wellness grant.

In 2023-2024, within the Learning Supports Domain, the **Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE),** overall percentage was very high at (90.5% overall with a student percentage of 82.1%. We will continue to target this area for improvement.

In 2021-2022, we identified these goals: improve the survey measure results for Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - overall from 83.6% to 87% in 2023/24 and 90% in 2024/25. We are pleased to say in 2023-2024 we exceeded this goal.

Our strategies include the application of Virtues Education across all grades, increasing the role of our Student Leadership Team in helping us role model safe and caring behaviours, providing early interventions, building community through Great Gatherings and Field trips and applying the services funded through our Mental wellness grants.

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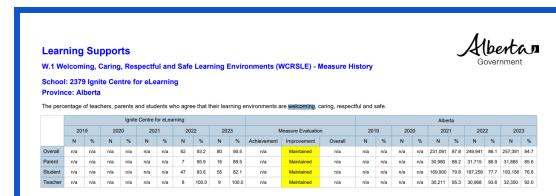
Our overall citizenship results have been maintained over the course of the two year project:

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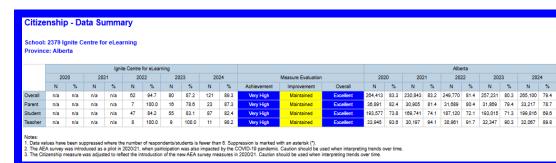
The number of successful at-risk students reported in 2023-2024 has has been maintained over the life of the project.

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****
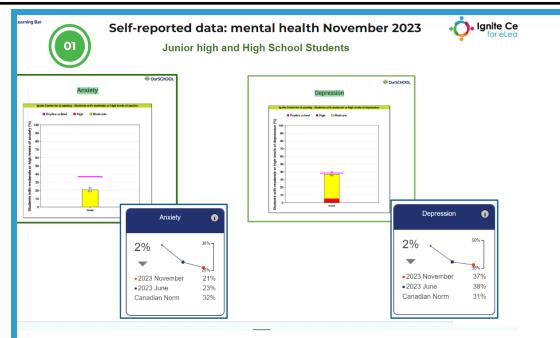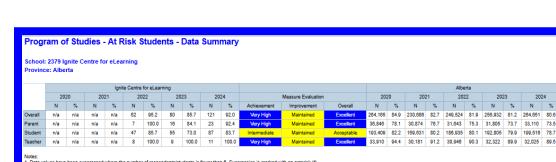
Our interventions, informed by the Intelliboard data dashboard, are keeping students on track and progressing at pace. This is a snap shot the Friday before midterms to tell us, via the green ticks, that students for the most part are ready for mid - term assessments, having completed the prior learning and assessments. This is the first time we have seen this level of successful pacing in our high school cohort:

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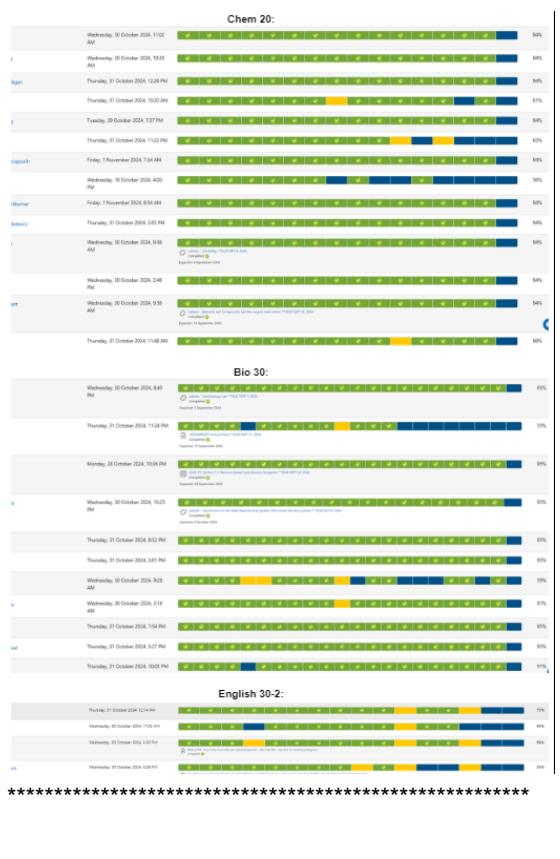
The number of students qualifying for the Rutherford Scholarship has significantly grown over the last three years

Measure	Ignite Centre for eLearning			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Rutherford Scholarship Eligibility Rate	80.3	67.2	67.2	78.7	71.9	70.0	Very High	Improved	Excellent

Impacts on Student Learning and Ignite

Child Youth Practitioner Role with our students
- **wrap around interventions are working and students are attending to learning on a regular basis. Increased retention and returning.**
- **Parents are supported as well as students**

Increased high school completion rates
- Increased attending to learning and high quality student work

Referrals to Just Imagine Happiness including student and families
- Families ARE dealing with mental health in agile and very responsive ways

Trauma Informed Teaching
- issues being addressed within the classroom setting
- personalising programming to fit student needs.

Fewer cyber incidents
- any cyber incidents are related to teaching and learning

Building healthy online learning teaching and learning community
- Field trips
- mental health instruction in classrooms
- Virtues Education
- Clubs
- Student leadership
- Great Gatherings

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

YES 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

5. 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
Unintended Impacts on Student Learning and Ignite	YES	☐	☐
Digital Security was bigger project than we thought ● now learning more about cyber security ● Google Workspace was the right thing to do	YES	☐	☐
Impact on staff ● learning to balance personal and professional lives ● greater happiness ● dealing with back burner issues	YES		
Pro-active rather than Reactive ● recognize attributes that will be successful ● Parents coached to deal with gaming all night and school refusal	YES		

● dealt with most every situation			
● **Virtues Project** has impacted in a positive way classroom management and given a framework for teaching online social presence. We have been designated as one of two schools in the world as Virtues Projects schools. Our designation is at the exemplary level.	YES		
Student Leadership ● modelling virtues	YES		
At risk students demonstrating more success ● pedagogical approaches address with the academic success and behaviour	YES		

Section 5: Promising Practices and Challenges

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

We have learned how important it is to create a healthy online teaching and learning community. By addressing the social and emotional needs of students, we are supporting their eventual attention to learning and improving their levels of academic performance.

We have built very intentional orientation practices at all grade levels to onboard students to the online tech community as well as the human community. This includes

- implementing digital security standards
- learning how to assert healthy online social presence with group building activities, use of camera and microphone
- presentation and public speaking skills to scaffold student comfort level online

In high school we have built a data dashboard that tracks students who are not logging on, not attending to learning, and have missed deadlines. Each week this information is culled and a personalised intervention plan is developed to help the student get on track for academic success. This may include tier 2 or 3 interventions.

We will continue to ensure that all teachers are trained with VTRA, SIVA and project based learning. We will continue to offer a school wide approach to teaching virtues across the curriculum, in 2024-2025 with a focus on resilience education.

7. 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.

- **Non- responsive parents - we act in loco parentis where appropriate and model for students**
- **Location of student is sometimes remote**
  - **we find the resources and we drive there if we need to**
- **Co-dependency is a pattern established at home, where students are not learning to assert student agency - we act in loco parentis where appropriate and model for students**

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

Click or tap here to enter text.

Section 6: A Shared Responsibility

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

> We have seen a very positive impact over the last two years and we build a healthy online teaching and learning community. We see the benefit of building in the continued access to mental health grants as part of the base grant structure.
>
> Ensure funding continues at school level so we can be responsive, just in time, agile and quick.

10. 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.

> We are very grateful for the opportunities that this grant has given us in supporting student learning.
>
> Best Regards from
>
> Daylene and Alison
>
> *Dr. Daylene Lauman and Alison Hancox, MET*
>
> *The Leadership Team @*
>
> *Ignite Centre for eLearning*
>
> *Where community and connection IGNITE learning!*
>
> *https://ignitecentre.ca*

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.

Supplementary materials

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: _____