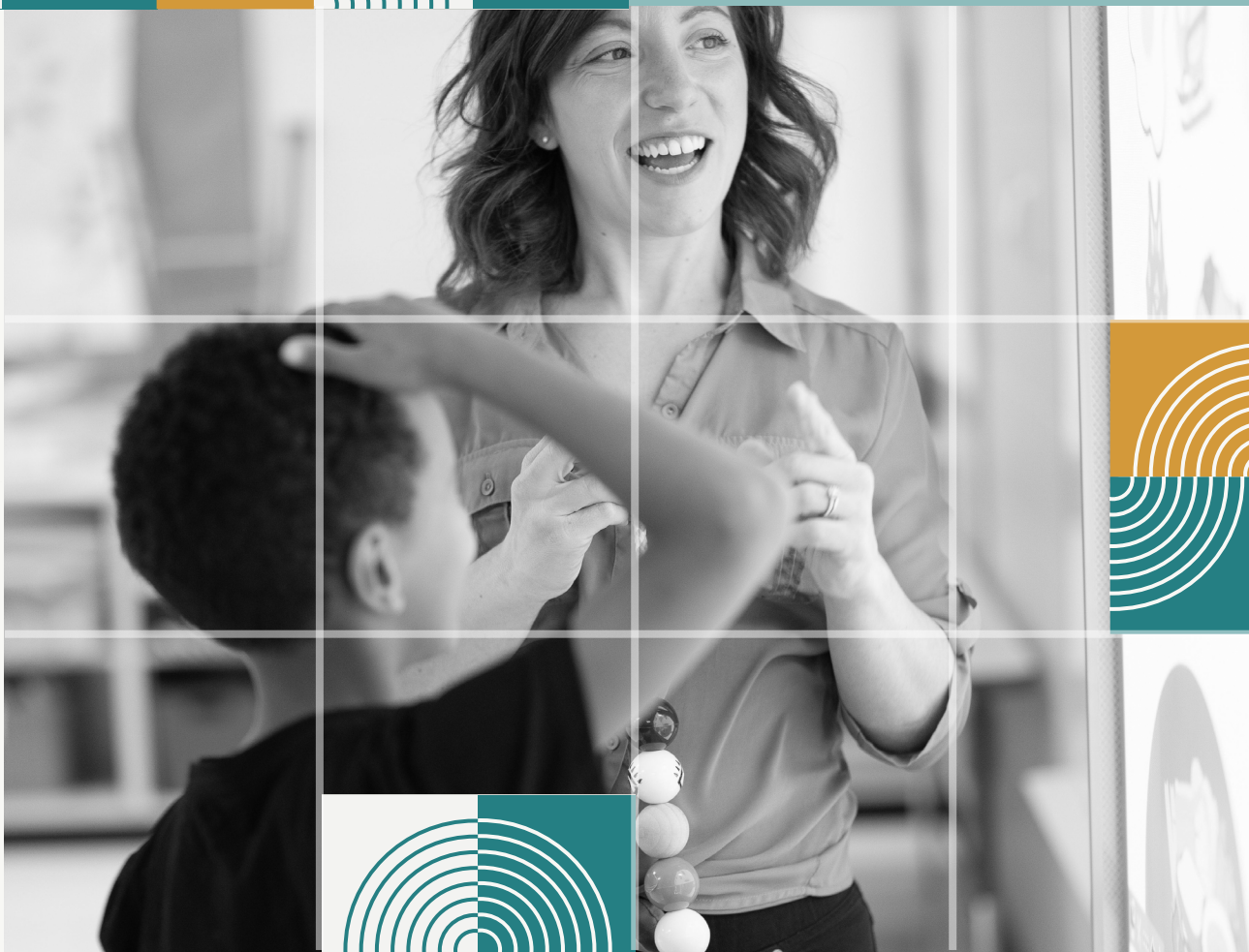


INTEGRATED HEALTH AND WELL-BEING FRAMEWORK

IMPLEMENTATION UPDATE



April
2026





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PURPOSE

This report provides an update on the implementation of Edmonton Catholic School Division's (ECSD) Integrated Health & Well-Being Framework. It highlights actions advanced through the Division's Menu of Actions and the work of Wellness Champions across all schools. The report also outlines how the Framework is strengthening student well-being and supporting welcoming, caring, and safe learning environments across the Division.

Schools are encouraged to reference the Division's Action Plan, [*From Vision to Action - A School Companion Guide to the Integrated Health and Well-Being Framework.*](#)



MENTAL HEALTH & WELL-BEING ACROSS ECSD

Across Edmonton Catholic Schools, mental health and well-being have become inseparable from student success, staff sustainability, and the daily realities of schooling. What schools are experiencing is not a short-term increase in need, but a sustained shift in the complexity of student needs, the pressures on staff, and the role schools play in supporting children and families.

At the school level, this work is visible in classrooms, hallways, and relationships. Students are navigating increased anxiety, emotional regulation challenges, family instability, and barriers to accessing care outside of school. At the same time, staff are responding compassionately and professionally while maintaining welcoming, caring, respectful and safe learning environments for all students.

This reality has required the Division to move away from isolated wellness initiatives toward a more coherent, system-wide approach. The Integrated Health & Well-Being Framework provides that structure.



Key realities shaping this work include:

- Schools are often the first place where student and family needs surface
- Stigma around mental health support has decreased, leading to increased help-seeking
- Staff are supporting increasingly complex emotional, behavioural, and social needs
- School-based services are often the most timely and accessible point of support for families

The Division's response has focused on strengthening the conditions for well-being rather than relying solely on crisis intervention. Every school now identifies a Wellness Champion who helps connect students, staff, administrators, and divisional supports. This role helps ensure that wellness is not dependent on individual effort, but is embedded in school planning, student leadership, and daily practice. Through coordinated professional learning, shared resources, and ongoing collaboration, schools are building a common understanding of how spiritual, social, emotional, physical, and environmental well-being intersect.

Social and emotional learning (SEL) has become a central pillar of this work. Rather than treating mental health as an add-on, schools are increasingly integrating SEL into routines, classroom practice, and leadership structures. Student leadership symposiums have elevated student voice and strengthened school cultures of connection, belonging, and care. These experiences not only build student skills, but also reinforce a culture where help-seeking is normalized and peer support is valued. Early evidence from schools shows increased confidence among staff in teaching SEL, stronger student engagement, and more intentional schoolwide practices.

Alongside universal prevention, targeted and intensive mental health support remains essential. Every school has access to a mental health specialist through resident supports, mobile supports, school risk teams, or community partnerships. Referral numbers have increased significantly, not because schools are failing, but because stigma has decreased and trust has grown. Students and families are more willing to seek help when support is visible, consistent, and relationship-based. Importantly, data shows that many referrals involve high-risk or crisis situations, underscoring that schools are often responding after needs have escalated due to delays or gaps in external systems.

These pressures highlight a broader reality: schools are functioning as a central access point for mental health care. Families facing long waitlists, cultural or language barriers, or system navigation challenges often turn to schools first. For some students, school-based mental health support is the only timely option available. This reinforces the importance of sustaining school-based services while continuing to advocate for stronger system alignment beyond education.

Well-being work also extends to the physical and environmental conditions of schools. Curriculum alignment in physical education and wellness ensures that students develop lifelong skills related to movement, health literacy, and self-management. Initiatives such as Healthy Schools Certification, outdoor learning communities of practice, and student-led recess programs demonstrate how physical well-being, engagement, and belonging are intentionally cultivated. Principals are also using walk-through tools to examine how spaces feel to students and staff, adjusting routines, communication practices, and shared expectations to strengthen welcoming and caring environments.

Equally important is the growing recognition that staff well-being is foundational to student success. Educators are navigating increasingly complex classrooms while supporting students with significant emotional and behavioural needs. In response, the Division has placed deliberate emphasis on psychological health and safety. Through evidence-based initiatives such as The Working Mind™, leaders and staff are developing a shared language around mental health, building confidence to support one another, and addressing concerns earlier. Increased awareness and uptake of the Employee and Family Assistance Program further signal a culture shift toward proactive support rather than crisis response. As awareness grows and support becomes more accessible, needs that were once hidden are now surfacing. Schools are not standing still in the face of this complexity; they are adapting, learning, and strengthening their capacity to care for both students and staff.

At a system level, the Integrated Health & Well-Being Framework provides coherence. It ensures that wellness is aligned with Catholic identity, instructional leadership, staff safety, and student success, rather than treated as a separate initiative.

In essence, Edmonton Catholic Schools are becoming places where learning and well-being are inseparable. Schools are responding to the realities students bring with them each day while intentionally building environments of hope, connection, and care. This work reflects a commitment not only to academic success, but to the dignity and flourishing of every student and staff member entrusted to the system.





DIVISION-WIDE IMPLEMENTATION

Menu of Actions

Division-wide implementation of the Integrated Health & Well-Being Framework is underway across all levels of the Division, including principals, Wellness Champions, Learning Services, Human Resources, teachers, and school-based student leadership teams. This work is being advanced through coordinated professional learning, leadership development, and student-led initiatives.

Partnerships have also been strengthened with Primary Care Alberta, including introductions to Health Promotion Facilitators and Lead Nurse supports. Apple Schools continue to support school-based health promotion.



Wellness Champions

Launched in September 2025, Wellness Champions are educators who are selected to lead health promotion and prevention efforts and work closely with Inclusive Education and Curriculum Consultants to support school-based implementation. They focus on understanding the Framework, identifying key priorities, and supporting social and emotional learning (SEL) integration.

This work has been sustained through structured connection points and regular communication. The January 29, 2026 Mid-Point Check-In and the upcoming April 22, 2026 Connection Meeting, support schools in strengthening Comprehensive School Health planning and student skill development. Additionally, Wellness Champions receive ongoing updates highlighting Division-wide wellness campaigns and opportunities for school-based activation, while broader messaging is shared with all ECSD staff through the Staff Week at a Glance newsletter (SWAG).

What this Work is Enabling

1. Increased alignment between Division priorities and school-based action
2. Stronger integration of student leadership into school planning
3. More consistent approaches to well-being across the Division

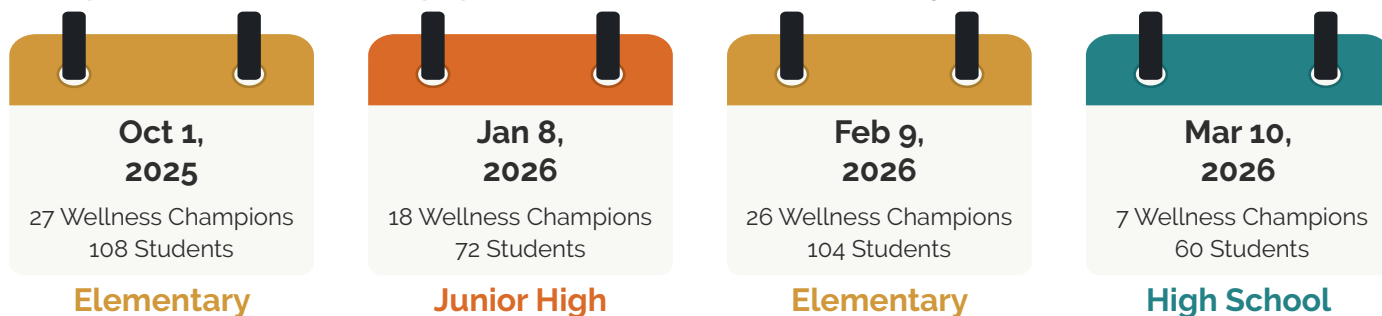
Student Leadership Symposiums

Student Leadership Symposiums have played a key role in elevating student voice and strengthening a culture of connection, belonging, and care across the Division. Hosted at Lumen Christi Catholic Education Centre under the theme "Building Connections and Creating a Culture of Care," these events brought together Wellness Champions and student leaders from across grade levels.

Students participated in two leadership sessions of their choice, while Wellness Champions focused on data-informed planning and schoolwide social and emotional learning integration. These sessions supported student well-being by building leadership capacity and strengthening skills related to self-awareness, relationships, resilience, and belonging.

Moreover, through direct connection with students during the symposiums, Wellness Champions identified their school's unique wellness needs and co-developed meaningful student-informed action plans for Comprehensive School Health. A Resource Wayfinder supported this planning process.

Strong Participation and Engagement at Student Leadership Symposiums



Session Topics Included at Student Leadership Symposiums

- Faith in Action: Connecting Hearts, Creating Care
- Active Leaders
- Inspiring Wellness Through Art
- We All Belong: Celebrating Diversity at School
- Rest Easy, Rise Strong
- Feeding the Right Wolf
- Apple Schools



What this Work is Enabling

1. Increased student ownership of well-being initiatives
2. Stronger peer leadership and support
3. Deeper alignment between student voice and school planning

Professional Learning

Professional learning continues to be a central driver of implementation across the Division. Learning Services staff, including consultants, speech-language pathologists (SLPs), occupational therapists (OTs), support staff, One World, One Centre staff, and leadership participate in monthly Altogether Meetings, where they identify their roles within the Framework and strengthen alignment across teams.

Principals engaged in Framework-focused learning during the Principal as Instructional Leader (PIL) meeting on January 20, 2026. In addition, Division-wide social and emotional learning (SEL) professional learning launched in January and February of 2026 (Part 1: Understanding SEL) and continued in March 2026 (Part 2: Implementing SEL Schoolwide). This coordinated approach to learning is supporting teachers, administrators, and school teams in embedding SEL into daily practice.

What this Work is Enabling

1. Increased shared language across departments
2. Stronger alignment between Learning Services and schools
3. Increased confidence in implementing SEL and well-being practices



IMPLEMENTATION PROGRESS BY WELL-BEING DOMAIN

Spiritual Well-Being

Through Quality Indicator 1.1, Religious Education Services ensures that school leaders actively promote education within a Catholic context, creating environments where faith, wellbeing, and learning are deeply interconnected. By providing guidance, resources, and formation opportunities, Religious Education Services empowers school chaplains to nurture spiritually vibrant schools where prayer, reflection, and pastoral care are integrated into daily life.

In alignment with QI 1.2, staff are supported through intentional faith formation and professional development opportunities that deepen personal spirituality while also enhancing their capacity to effectively and confidently teach religious education.

For QI 1.3 and QI 1.4, Religious Education Services supports school chaplains in organizing meaningful religious celebrations and social justice initiatives that unite students, staff, and families in living out Gospel values. These initiatives cultivate compassion, purpose, and a sense of belonging, key contributors to overall wellbeing. By facilitating cooperative religious initiatives among schools, homes, and parishes, the department strengthens the shared responsibility of faith formation and creates a cohesive spiritual community. They work to ensure that school chaplains are equipped, supported, and connected, enabling them to have a transformative impact on the spiritual and emotional wellness of the entire school community.

Religious Education Services plays a central role in strengthening the impact of Division and Lay Chaplains to ensure vibrant Catholic learning environments where faith, wellbeing, and academic excellence are deeply interconnected. Through intentional leadership, formation, and collaborative structures, the department advances Quality Indicators 1.1–1.4 and supports the spiritual and emotional wellness of students and staff across the division.

Actions

Catholic Leadership and Faith Culture

Religious Education Services supports school leaders in actively promoting education within a Catholic context by:

- Faith Formation for administrators during monthly CEL Meetings – provides time for reflection, spiritual renewal, and connection to shared values, which can reduce stress and strengthen their sense of purpose. This ongoing support fosters resilience, balance, and a more grounded leadership approach that positively contributes to administrators' overall health and well-being.
- Regular Chaplain gatherings provides a space for collaboration, reflection, and mutual support, helping school chaplains strengthen their capacity to care for others while maintaining their own health and well-being.
- Development of shared liturgical resources – supports staff by reducing planning stress and fostering collaboration, while also deepening their sense of unity and purpose within the Catholic faith community.

Staff Faith Formation and Professional Growth

Intentional formation opportunities deepen personal spirituality while strengthening instructional capacity in Religious Education by:

- Opening school Masses and Faith Development Day – this year, David Wells focused his keynote on hope and how that theme can serve as a unifying statement for all ECSD staff. At the same time, the address by Terry Hershey demonstrated a clear emphasis of the health and well-being for staff.
- Pedagogical professional development specific to the RE Curriculum in all grades - helps staff cultivate a shared sense of purpose, moral grounding, and supportive community, which contributes positively to their own well-being and resilience. In turn, this approach fosters inclusive, learning environments in a Catholic context that nurture students' emotional, spiritual, and social health.
- Mentorship support for Lay Chaplains – strengthens their ability to provide consistent spiritual care, guidance, and compassionate presence, which enhances their own confidence and well-being. This, in turn, creates a more supportive and faith-centered environment where both staff and students feel valued, connected, and emotionally supported.

Religious Celebrations and Social Justice

School Chaplains are equipped to lead meaningful liturgical celebrations and social justice initiatives that unite schools, families, and parishes by:

- Prayer – helps with the health and well-being of staff and students within a Catholic context during the school day.
- Coordinated Advent and Lenten programming – helps foster a sense of community and purpose, helping to reduce stress and strengthening overall mental health.
- Social justice opportunities – helps create a healthier, more connected, and more compassionate Catholic school community where both students and staff can thrive.
- Parish-school collaboration in sacramental preparation and liturgies – helps build meaningful relationships between the school and parish community, reducing isolation and fostering emotional support.



Early Signals of Success

- Increased visibility of faith in daily school life
- Strong student sense of belonging and purpose
- Growth in staff confidence teaching Religious Education
- Positive survey results regarding spiritual wellness supports
- Strengthened parish-school-family partnerships
- Increased engagement in Social Justice initiatives

Social and Emotional Well-Being

Social and emotional well-being work is being strengthened through coordinated Division-wide SEL professional learning, student leadership opportunities, and school-based practices that support connection, belonging, and skill development. This work is being implemented across the Division through Social Emotional Learning (SEL) and supported by Wellness Champions, school leaders, and Learning Services.

Actions

Social Emotional Learning (SEL) Implementation

- Division-wide SEL professional learning (Part 1: Understanding SEL; Part 2: Implementing SEL School-wide)
- Ongoing support through Wellness Champion connection points and principal learning
- Monthly Learning Services professional learning modules

Student Leadership and Voice

- Student Leadership Symposiums focused on connection, belonging, and care
- Student participation in leadership sessions across grade levels
- Student-led contributions to school well-being initiatives

School-Based SEL Practices

- Integration of SEL into classroom routines and daily practice
- Increasing use of schoolwide SEL approaches
- Pilot implementation in select schools (e.g., St. Charles, Annunciation, St. Timothy)

Early Signals of Success

- Clearer alignment with Division well-being goals
- Increased student help-seeking behaviours
- Increased understanding of SEL across schools
- Evidence of SEL in classroom routines and practices
- Stronger peer support through student leadership

Next Steps (60-90 Days)

- Continued Wellness Champions Team Sessions
- Continued implementation of school-wide SEL professional learning
- Ongoing Learning Services professional learning modules



Physical Well-Being

Physical well-being is being strengthened through curriculum implementation and school-based health promotion initiatives that supports students in developing lifelong skills related to movement, health literacy, and personal well-being. Across the Division, physical education and wellness programming is aligned with the Integrated Health & Well-Being Framework, reinforcing the connection between physical health, engagement, and student success.

Actions

Curriculum Implementation

- Implementation of K–6 Physical Education and Wellness curriculum
- Ongoing support for Grades 7–12 Physical Education programming
- Field testing of the new 7–9 Physical Education and Wellness curriculum

Student Engagement and Leadership

- LEAD recess program (Grades 4–6 students are trained to lead activities and games during recess)
- Student involvement in promoting active and healthy school environments

School-Based Health Promotion

- Healthy Schools Certification aligned to Comprehensive School Health
- School-based goal setting in areas such as physical activity, nutrition, and mental health
- Collaboration with school nurses and consultants

Outdoor Learning and Environment

- Natural Connections community of practice (strengthens teacher's confidence and competence in teaching outdoors)
- Professional learning to support outdoor education

Early Signals of Success

- Increased teacher confidence in implementing curriculum
- Greater cohesion in Healthy Schools planning
- Increased staff and family engagement
- Improved student leadership and decision-making (LEAD recess)
- Increased enthusiasm for outdoor learning

Next Steps (60-90 Days)

- Field testing days (March 3, April 15, May 26)
- Healthy Schools Certification follow-up meetings
- LEAD recess training day (May 26)
- Natural Connections sessions (March 11, May 20)



Environmental Well-Being

Environmental well-being is being strengthened through school-based practices, leadership tools, and shared resources that support welcoming, caring, respectful, and safe learning environments. This work is supported through the use of school climate tools, access to centralized resources, and ongoing collaboration across schools and leadership teams.

Actions

School Climate and Leadership Practices

- Use of Walk Around Tools (School Leader's Guide and Teacher Companion Tool) to support staff and student well being as part of their Comprehensive School Health planning
- School-based planning for welcoming, caring, respectful, and safe environments
- Leadership practices focused on consistent schoolwide expectations and routines
- Introduction of weekly well being information sharing in place of announcements

Resource Access and Supports

- Development of a mental health SharePoint site with universal, targeted, and individual supports. Access to Inclusive Education SharePoint resources for staff
- Clear pathways for accessing supports, including mental health referrals and resources (such as the Walk Around Tools, guidance on sensory spaces, help-seeking information, bullying and healthy relationship resources)

Collaboration and Knowledge Sharing

- Schools sharing well-being planning practices through Principal as Instructional Leader (PIL) meetings
- Ongoing dialogue across schools to support implementation
- Expansion of school-based learning across leadership groups

Early Signals of Success

- Increased use of centralized resources (e.g., SharePoint engagement and access)
- Growing interest in school-based well-being planning
- Increased collaboration between schools and leadership teams
- Schools seeking guidance and sharing successful practices

Next Steps (60-90 Days)

- Expansion of school-based well-being planning across additional schools
- Continued sharing of school-level practices through leadership groups
- Ongoing use and refinement of Walk Around Tools to support school environments





CONTINUUM OF SUPPORTS & SERVICES

The Division's goal is to ensure timely, culturally responsive, and evidence-based mental health supports for every student and staff member. Every school has access to a mental health specialist, either as a resident specialist, through mobile team support, via the school risk team, or through community agencies as needed.

Access to Mental Health Supports

ECSD and Recovery Alberta mental health specialists play a critical role in supporting both individual students and broader school communities. The average caseload for a full-time mental health specialist providing individual counselling ranges from 45 to 55 students, depending on the complexity of needs. To date, there have been 837 referrals across Edmonton Catholic Schools.

In addition to individual counselling, mental health specialists work alongside school teams to build capacity through professional learning and universal supports. This approach helps reduce stigma and ensures that students, staff, and families can more easily access support both within schools and in the community.

Through a renewable three-year partnership with Recovery Alberta, Mental Health and Addictions, students and families are able to connect with mental health specialists who work directly in schools and across the system. These specialists build trusted relationships within school communities and support students and families in navigating additional services beyond the school.

Consistent access to mental health specialists—whether through resident roles or ongoing support—has contributed to increased referrals, stronger awareness of available supports, and reduced stigma. When this level of access is reduced or disrupted, referrals decrease and there is limited capacity to consistently monitor and support students who were previously receiving services.



System Pressures and Capacity Considerations

Implications for School-Based Supports

School-based mental health services continue to be a critical component of student support.

For many families:

- barriers to external services are significant
- school-based support is the most accessible option
- in some cases, it is the only timely and responsive form of care available

Complexity of Student Needs

- 8.1% of referrals involve neurodevelopmental complexity
- 3.9% reference attendance concerns or school refusal

These factors often compound mental health needs and increase the level of support required.

High-Risk and Escalated Needs

- 16.1% of referrals involve crisis or high-risk escalation

This indicates that many students are being referred for in-school support after needs have intensified, often due to delays in accessing care externally.

Service Availability and Continuity

Approximately 10% of referrals reference challenges accessing services outside of schools, including waitlists for diagnostic programs, transitions in therapists, and delays in community-based care.

Some families report months-long waitlists for mental health therapy, resulting in increased reliance on school-based supports during that time.

System Access and Equity Pressures

Across referrals, data indicates that schools are increasingly functioning as a primary access point for student mental health support rather than a supplementary service.

- 20.3% of referrals identify the school as the primary access point
- 17.2% reference family instability
- 17.2% reference language or cultural barriers

These trends reflect broader systemic gaps in access to care outside the school division and highlight barriers that limit access to external services.

Under-Identification within ECSD

Students with multiple or complex diagnoses, particularly those who are not consistently engaging with age-level curricula, are less likely to be referred for mental health services.

School teams often prioritize program modification, regulation, and functional supports. While these approaches are essential, they can unintentionally limit access to targeted psychotherapeutic intervention for students who would benefit.

A multidisciplinary model that positions occupational therapists and mental health specialists as primary support providers would allow for more comprehensive, integrated care.



STAFF WELL-BEING, SAFETY & COMPLIANCE

A core principle of the Integrated Health and Well-Being Framework is that staff well-being is foundational to student success. This connection continues to be reinforced through feedback from leaders, parents, and students.

In addition to ongoing occupational health and safety (OHS) responsibilities, this year's work has placed a deliberate emphasis on psychological health and safety, with a focus on strengthening leadership capacity to recognize, respond to, and support staff well-being. Targeted training and consultation have been provided to managers, supervisors, and school teams on a needs-based basis.

Psychological Health & Safety

Psychological health and safety has been strengthened through the implementation of The Working Mind™ an evidence-based mental health training program developed by the Mental Health Commission of Canada.

Delivered through employee and leader sessions, the training builds mental health awareness, reduces stigma, and establishes a shared language for psychological well-being. It also equips managers and supervisors to recognize early signs of concern, engage in supportive conversations, and foster psychologically safe workplaces.

Investment in in-house facilitators supports sustainable delivery and integration into leadership development and school-based professional learning. This work directly supports Quality Indicator 5.5 by strengthening staff well-being, leadership capacity, and safe, supportive working environments that enable effective teaching and learning.

The Working Mind

- As of March 20, 2026, 117 employees and 65 leaders have participated
- Sessions are offered monthly, with additional school-based PD bookings and targeted leadership offerings
- A dedicated Manager Module focuses on supporting staff, psychological safety, early intervention, boundaries, workload, and resilience for leaders themselves
- Provides qualitative insights and stories that inform system-level wellness planning and leadership development

Feedback from participants and leaders highlights the program's role in normalizing mental health conversations, increasing confidence in supporting colleagues, and encouraging earlier connection to supports.



Employee & Family Assistance Program (EFAP)

The Employee and Family Assistance Program (EFAP) is a confidential, third-party service that provides employees and their dependants with sponsored hours for professional counselling, coaching, financial and legal consultation, and preventative health supports. It is a high-quality service provided by GreenShield and requires employees to register before accessing services.

When employees understand what their EFAP offers and are already registered, they are more likely to seek support at the first signs of challenges. Early access to supports can prevent concerns from escalating into more serious psychological injury, extended absences, or workplace conflict.

Analysis of EFAP data in 2024 indicated low registration and utilization rates for ECSD compared to other school divisions in Alberta. Further analysis identified barriers to access, and a coordinated awareness strategy was implemented that included:

- coordinated, clear messaging (e.g., updated Share-Point site, HR e-signature promotion)
- registration emails to all eligible employees with unique sign-up information and step-by-step instructions
- targeted information sessions supporting leaders and employees in understanding available services

As a result, between September and December 2025, total EFAP registrations increased from 432 to 1,403, an increase of approximately 225%.

Proactive awareness and early registration ensure staff know what supports are available and can access them quickly when needed.



Occupational Health and Safety (OHS)

Core OHS requirements continue to be met through legislated training, compliance activities, and advisory support. Alongside these foundational responsibilities, OHS staff have provided additional, targeted training and consultation for leaders and school teams when requested. This allows for timely and responsive support related to staff well-being, safety concerns, and psychological health considerations within the workplace.

Hazard Assessments

Ongoing staff hazard assessments remain a key component of workplace safety and compliance. These assessments support both physical and psychological safety by:

- identifying potential risks
- informing appropriate controls
- contributing to safer, healthier work environments for staff

This work continues in alignment with divisional OHS practices and legislative requirements.



KEY SYSTEM THEMES & CONSIDERATIONS

Across Edmonton Catholic Schools, mental health and well-being are no longer peripheral supports—they are core conditions for optimal learning, belonging, and staff sustainability.

The Division is responding to increasing complexity in student needs, heightened staff pressures, and gaps in community mental health access, while intentionally building school-based capacity rather than relying solely on crisis response.

This work is guided by the Integrated Health & Well-Being Framework, which provides a coherent structure so that wellness is not dependent on individual schools or personalities, but is embedded across leadership, classrooms, and student experiences.

How This Work is Experienced in Schools

A Shift from Programs to Systems

Schools are moving away from isolated wellness activities toward a coordinated, schoolwide approach grounded in:

- welcoming, caring, respectful, and safe environments
- social and emotional learning embedded into daily practice
- student voice and leadership
- consistent access to mental health professionals
- explicit attention to staff well-being and psychological safety

Every school now has a Wellness Champion who acts as a connector—linking students, staff, leadership, and divisional support—and creating a consistent entry point for well-being across the Division.

Mental Health Needs Are Increasing — and More Visible

Increased referrals do not signal failure; they reflect:

- improved awareness and reduced stigma
- stronger trust in school-based supports
- schools functioning as a primary access point for mental health care

Key system signals include:

- over 800 students referred for mental health support this year
- approximately 1.6% of students receiving individual counselling
- a high proportion of referrals involving crisis or high-risk escalation
- significant presence of family instability, cultural and language barriers, and neurodevelopmental complexity

For many families, school-based mental health support is the most timely—and sometimes only—accessible service. In this context, schools are increasingly absorbing pressure from the broader health system while continuing to respond compassionately and responsibly.

Strengthening Universal Well-Being

Alongside individual counselling, schools are investing in prevention and capacity building through:

- Division-wide social and emotional learning (SEL) professional learning
- student leadership symposiums focused on connection, belonging, and care
- curriculum alignment across physical, emotional, social, and spiritual well-being
- use of walk-through and observation tools to strengthen school climate
- creation of a centralized Mental Health Resource Hub (ECSD SharePoint)

These strategies:

- support all students, not only those who are referred
- reduce escalation through strengthened relationships and regulation
- normalize help-seeking behaviours
- reduce long-term pressure on specialized services



Staff Well-Being

The Division continues to emphasize that staff well-being is foundational to student success.

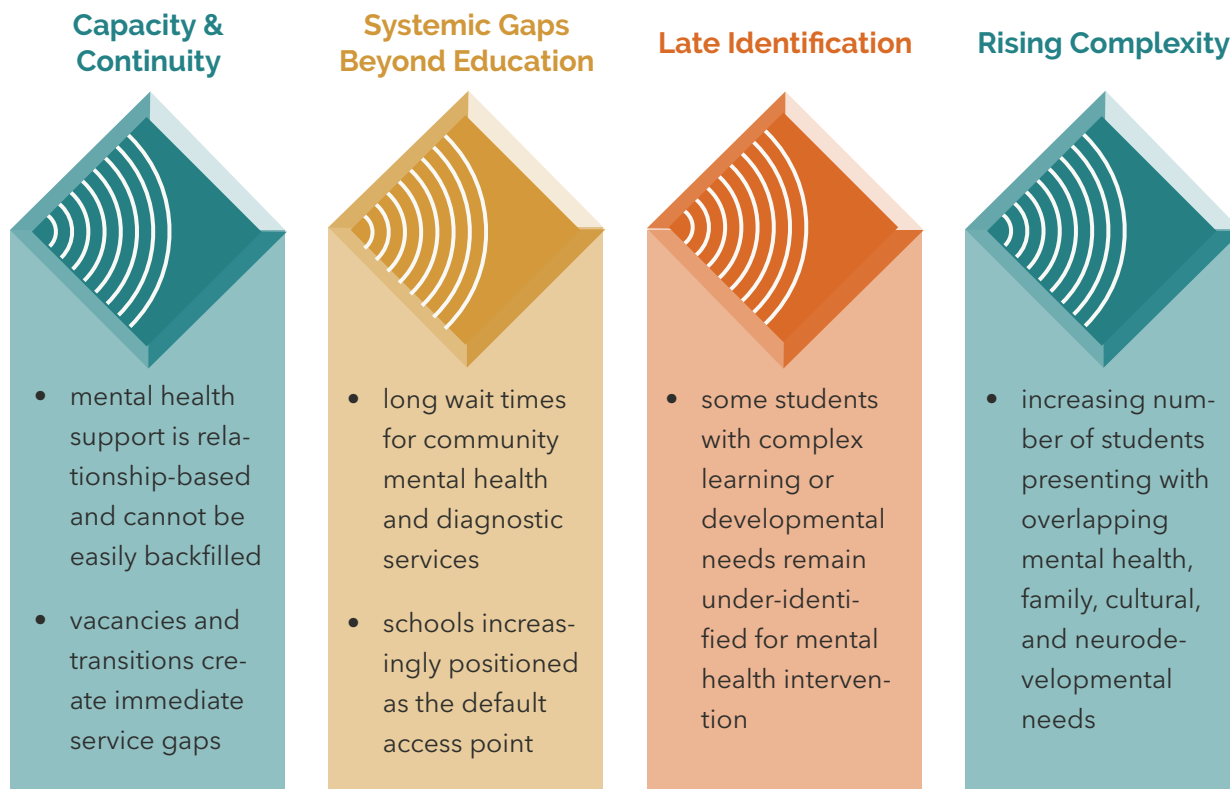
This year reflects a shift from viewing staff wellness as individual responsibility toward recognizing psychological health and safety as a leadership and organizational priority.

Key actions include:

- implementation of The Working Mind™ for employees and leaders
- targeted training for supervisors in early intervention and psychological safety
- significant increase in EFAP registration, reflecting improved awareness and trust

Ongoing Pressures

While progress is evident, several structural pressures remain. These pressures reinforce that school-based mental health services are a critical pillar of student support.



CONCLUSION

Edmonton Catholic Schools is building a coherent, system-wide approach to well-being through the Integrated Health & Well-Being Framework.

The Division is not responding in silos, but strengthening a coordinated system where:

- well-being is embedded across leadership, classrooms, and student experiences
- prevention, early intervention, and targeted supports are aligned
- staff and student supports are intentionally connected

Schools are doing more than responding to mental health needs—they are becoming places of connection, safety, and care in an increasingly complex world.

The Integrated Health & Well-Being Framework ensures this work remains intentional, aligned, and sustainable, grounded in a shared commitment to the dignity and flourishing of every student and staff member.