

EDMONTON CATHOLIC SCHOOLS MENTAL HEALTH STRATEGIC PLAN



2022-2023

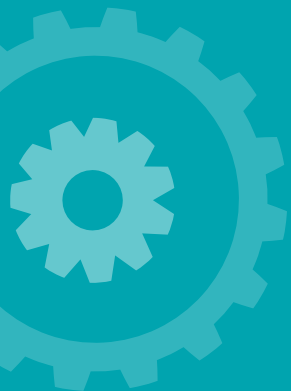
CONTENTS



Your district (ECSD) has one of the best integrated and cohesive plans that I have ever seen and I have seen plans from many different countries across the world.



Dr. Stan Kutcher (April 2016)

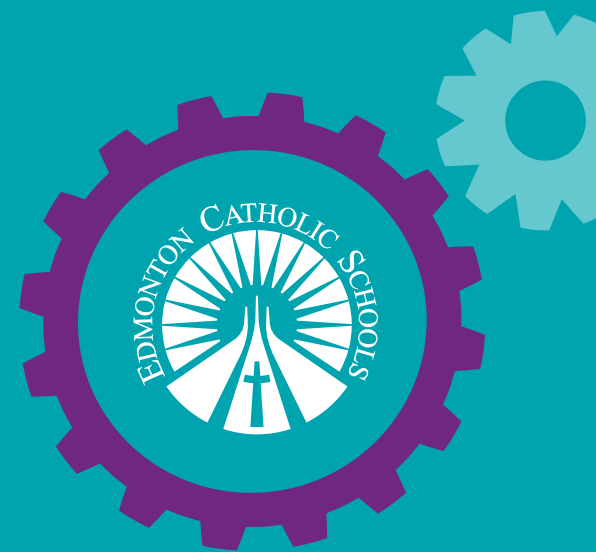


BACKGROUND INFORMATION	4
INCLUSION IS A VALUES-BASED SYSTEM	4
WHAT IS MENTAL HEALTH?	5
DEVELOPING A SHARED LANGUAGE	6
SAFE AND CARING SCHOOLS	8
TEACHER QUALITY STANDARDS.....	10
LEADERSHIP QUALITY STANDARDS.....	11
IMPLEMENTING A WHOLE SCHOOL APPROACH	12
PROTECTIVE AND RISK FACTORS THAT AFFECT MENTAL HEALTH	14
COLLABORATIVE RESPONSE MODEL	15
CONTINUUM OF SUPPORTS	16
MENTAL HEALTH STRATEGY	18
HEALTH PROMOTION & PREVENTION	20
MENTAL HEALTH LITERACY.....	21
Mental Health School Champions.....	21
Why do we have Go-To Educators?	22
Go-To Educator Training	23
Go-To Educator Training: New Staff	23
Go-To Educator Refresher Training: All Staff.....	23
Go-To Educator Boosters	23
Psychological First Aid	23
Student Symposium	24
Communities of Practice: Student Leaders.....	24
ASSESSMENT TOOLS.....	26
Student Survey.....	26
Walk Around Tool.....	26
PARENTS AS PARTNERS.....	27
Caregiver Education Sessions	27
PHYSICAL LITERACY	28
Moving in the Hallways.....	29
Moving in the Home	29
Recess	29

HEALTHY EATING	30
SOCIAL EMOTIONAL LEARNING	31
Phys Ed and Wellness Curriculum	32
Kindergarten – Grade 9	32
Grade 7 – 9	33
Fourth R	33
Mental Health Curriculum Resources	33
Alberta Education Program of Studies:	
Career and Life Management	33
High School	33
Focus On Self-Regulation	34
Zones of Regulation	35
Trauma Informed Practice	36
EARLY IDENTIFICATION	39
INCLUSIVE MULTI-DISCIPLINARY TEAMS	40
Speech-Language Pathologists	41
Emotional Behavioural Specialists	42
Occupational Therapy	43
Family School Liaison Workers	44
Psychologists	46
Counselling Therapist	48
SCHOOL-BASED STAFF	50
EARLY INTERVENTION, TREATMENT & FOLLOW-UP	51
MENTAL HEALTH THERAPISTS	52
SCHOOL RISK AND TRANSITION TEAM (SRTT)	54
ECSD SUICIDE PREVENTION PROTOCOL	56
PROFESSIONAL DEVELOPMENT	60
ELEMENTARY SCHOOLS	61
JUNIOR HIGH SCHOOLS	62
SENIOR HIGH SCHOOLS	63

VISION STATEMENT

Through a continuum of supports, all students in Edmonton Catholic Schools will be immersed within a culture that supports their mental health and well-being.

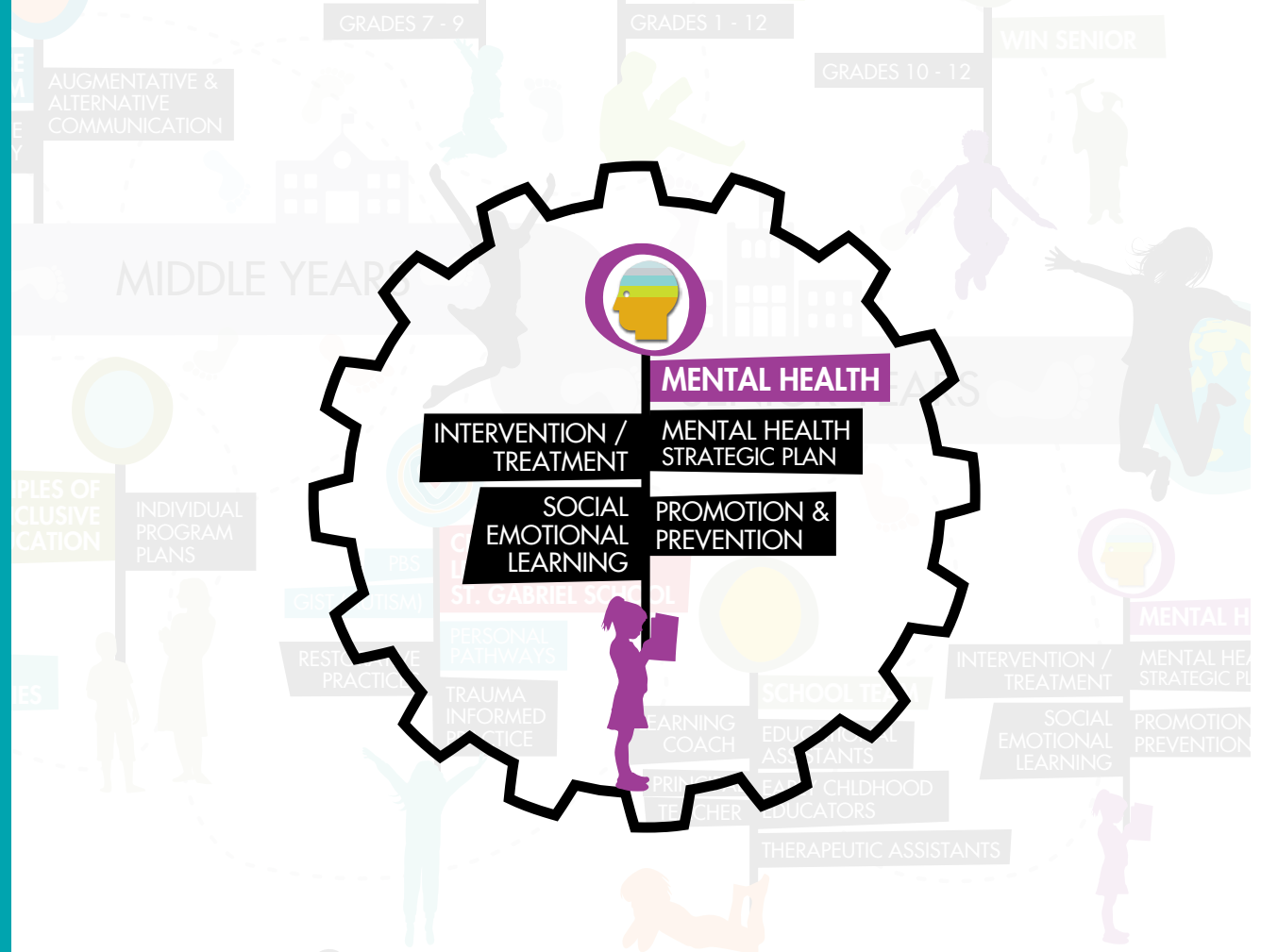


Alberta's vision for an inclusive educational system is that each and every student has the relevant learning opportunities and supports necessary to become an engaged and successful learner.



(Alberta Government, 2021).
Inclusive education. Conversation guide for the video: Valuing all students. Retrieved from <https://www.alberta.ca/assets/documents/ed-video-discussion-guide-1-valuing-all-students.pdf>

INCLUSION IS A VALUES-BASED SYSTEM



Respect • Compassion • Sensitivity • Understanding

A proactive approach to supporting the mental health and wellbeing of students is critical in schools and it is important to minimize the adverse mental health impact on children and youth. It can be anticipated that some children and youth may experience increased stress, anxiety, social hesitancy, or lack of confidence in their return back to school, as a result of time away from school.

Mental health is an integral component of one's health and it is a term used to describe a person's state of physical, mental, emotional, behavioural and social wellbeing. The World Health Organization defines mental health as "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to (their) community."

The Public Health Agency of Canada describes positive mental health as "the capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity".

Research indicates that mental health is important to supporting learning. Students who experience positive mental health are resilient, able to adapt and cope with situations, are ready to learn, achieve success and build healthy relationships. Given the important relationship between positive mental health and academic success, schools have a critical role in nurturing students' positive mental health and well-being.

Alberta Government. (2022). Mental Health in Schools. Retrieved from <http://www.alberta.ca/mental-health-in-schools.aspx>

Public Health Agency of Canada (2014). Mental health promotion. Retrieved from <http://www.phac-aspc.gc.ca/mh-sm/mhp-psm/index-eng.php>

World Health Organization (2021). Mental health: A state of well-being. Retrieved from http://www.who.int/features/factfiles/mental_health/en/

To be most effective, promoting mental health should be part of a whole school approach. This includes providing education to children, youth and their families, creating partnerships with community agencies, creating welcoming, caring, respectful and safe school environments and implementing policies that support mental wellness.

Mental health approaches and practices in schools can help to:

- enhance academic achievement and school attendance
- increase academic confidence and engagement in learning and in community life
- reduce high risk behaviours of children and youth
- increase involvement in community activities and citizenship
- enhance respect and appreciation for diversity and individual differences
- create welcoming, caring, respectful and safe learning environments

A comprehensive and coordinated approach is the best way to promote positive mental health.

WHAT IS MENTAL HEALTH?

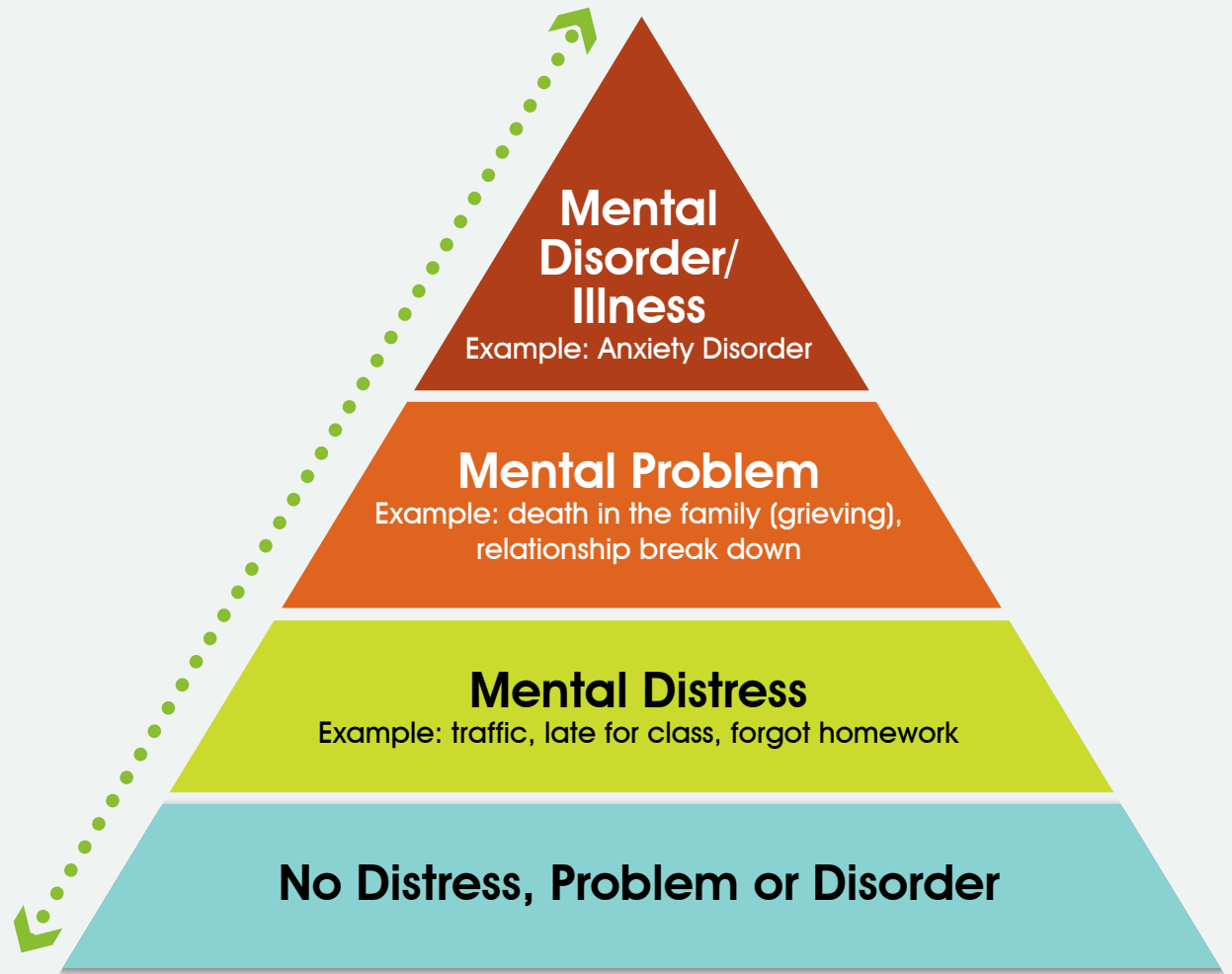
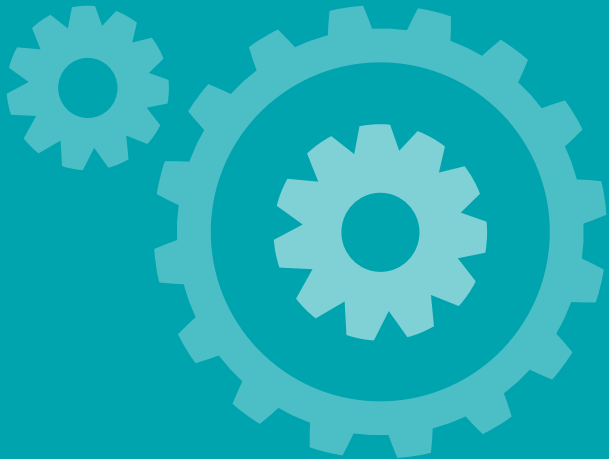


Developing A Shared Language

When we talk about mental health, clarity of language is important. A common language will help build a shared understanding and facilitate collaborative conversations and planning with partners.

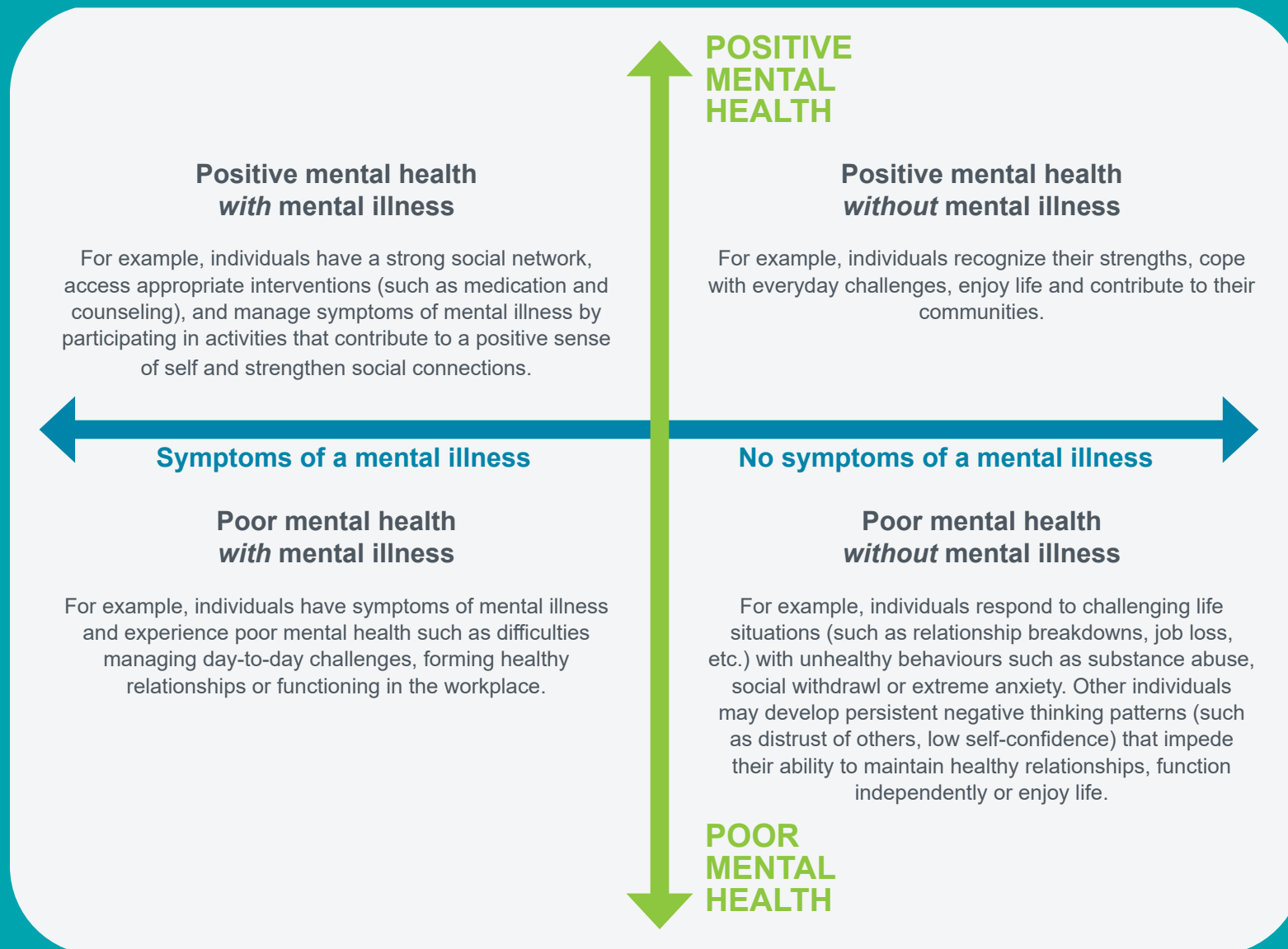
Alberta Government. (2017). Working Together to Support Mental Health in Alberta Schools

The pyramid is not a continuum. One can find themselves at multiple points of the pyramid at the same time. All components of the pyramid are part of our overall mental health.



Retrieved from mentalhealthliteracy.org

Mental health is not the same at all moments in your life, rather it is influenced by a range of factors, including life experiences, learning environments and the social and economic conditions that shape our life.



Alberta Government. (2017). Working Together to Support Mental Health in Alberta Schools.

SAFE AND CARING SCHOOLS



Youth who experience more predisposing or contributing risk factors such as marginalization, inequality, racism, harassment, discrimination or isolation are at a high risk of engaging in suicidal behaviour and need more protective factors to balance the scales. Indigenous youth, refugees, lesbian, gay, bi-sexual, transgender, queer and two-spirit (LGBTQ2S+) youth may experience more of these types of negative experiences that can cause lasting impact on mental health and well-being.



Government of Alberta, 2019.
Building Strength, Inspiring Hope: A Provincial
Action Plan for Youth Suicide Prevention 2019
- 2024. Retrieved from <https://open.alberta.ca/dataset/96258654-ed5c-4bb5-809b-717ddcf11dc4/resource/3c368257-c873-41fc-8f89-3f9853d49ec1/download/alberta-youth-suicide-prevention-plan.pdf>

Edmonton Catholic Schools is committed to providing an inclusive, welcoming, caring, respectful, safe and Catholic environment that promotes well-being of all and fosters community support for achieving this goal. We acknowledge that everyone is responsible for creating and upholding an environment where all are welcome and the dignity and rights of every person are acknowledged and upheld.

Critical to safe and caring schools are Equity, Diversity, Inclusion and Anti-Racism (EDIAR). Equity is about being treated fairly, not necessarily the same. To be fair to and ensure the well being of all students, it is necessary to account for and correct contexts where groups of students have not received the same educational access or opportunities as their peers due to race, gender identity, religion, sexuality, disability, or other characteristics.

Alberta Government, 2021.
Inclusive education. Conversation guide for the video: Valuing all students. Retrieved from <https://www.alberta.ca/inclusive-education.aspx>

Equity, Diversity, Inclusion & Anti-Racism Strategic Plan

The Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Strategic plan outlines priorities, key strategies, and actions that will shape the way in which Equity, Diversity, Inclusion, and Anti-racism (EDIAR) values are embedded in the ongoing work of the Edmonton Catholic School Division (ECSD). We believe that each person is created in the image and likeness of God and in the goodness, dignity and worth of each person. We honour the dignity in each person by treating one another with empathy, compassion, and respect. Equity, Diversity, Inclusion, and Anti-Racism are guiding values consistent with Catholic Social Teaching, reaffirming dignity at every level.



TEACHER QUALITY STANDARDS

Fostering Effective Relationships

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning

- Demonstrating empathy and a genuine caring for others
- Collaborating with community service professionals, including mental health, social services, justice, health and law enforcement
- Honouring cultural diversity and promoting intercultural understanding.

Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

- Building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments
- Seeking, critically reviewing and applying educational research to improve practice

Demonstrating a Professional Body of Knowledge

- A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student
- consider student variables including: health and well-being; emotional and mental health; and physical, social, and cognitive ability

Establishing Inclusive Learning Environments

- A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
- Being aware of and facilitating responses to the emotional and mental health needs of students;
- Providing opportunities for student leadership

Teachers must be aware of and facilitate responses to the emotional and mental health needs of students.

LEADERSHIP QUALITY STANDARDS

Fostering Effective Relationships

A leader builds positive working relationships with members of the school community and local community.

- Creating a welcoming, caring, respectful and safe learning environment
- Creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education
- Demonstrating a commitment to the health and well-being of all teachers, staff and students

Modeling Commitment to Professional Learning

A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching and learning.

Embodying Visionary Leadership

A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being

Leading a Learning Community

A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

- Creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe
- Creating meaningful, collaborative learning opportunities for teachers and support staff
- Collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs

Developing Leadership Capacity

A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

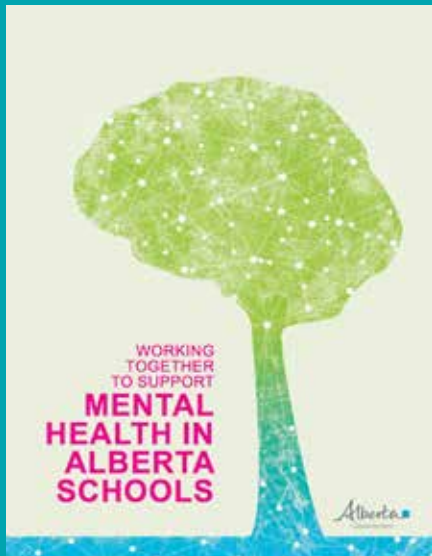
- Identifying, mentoring and empowering teachers in educational leadership roles
- Creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making

Leaders must demonstrate a commitment to the health and well-being of all students.

Alberta Government (2019). Alberta Education. Teacher Quality Standard.

Alberta Government (2019). Alberta Education. Leadership Quality Standard.

IMPLEMENTING A WHOLE SCHOOL APPROACH



A comprehensive and coordinated approach is the best way to promote positive mental health.

Current research clearly identifies the importance of mental health to learning, as well as to students' social and emotional development. Students who experience positive mental health are resilient and better able to learn, achieve success, and build healthy relationships.

'Working Together to Support Mental Health in Alberta Schools' means:

- developing a shared language
- connecting brain development and mental health
- moving toward a strength-based approach to
- build resiliency
- enhance social-emotional learning
- support recovery
- implementing a whole-school approach
- designing a continuum of supports
- understanding pathways to service
- identifying key roles for all partners

Government of Alberta (2022). Mental Health in Schools. Retrieved from <https://www.alberta.ca/mental-health-in-schools.aspx>

A whole-school approach:

- is built on research, theories, strategies and practices that are evidence-informed (i.e., effectiveness is documented and credible)
- aligns with the specific needs and priorities of the school community
- happens over a sustained period of time (i.e., full school year or longer)
- is embedded into classroom instruction and activities
- is embedded into school-wide policies, practices and activities
- is inclusive of all students in the school
- builds student capacity
- engages students in active learning and critical thinking
- strengthens staff capacity
- is supported by quality professional development
- engages and supports family and community partnerships
- uses data collection and analysis to inform planning and evaluation of effectiveness

Alberta Government. (2017). Working Together to Support Mental Health in Alberta Schools. P. 21-22

A Comprehensive School Health framework is the structure that we use as we build a school-wide approach.

This whole-school model builds capacity to incorporate well-being as an essential aspect of student achievement. Actions address four distinct, but inter-related components that comprise a comprehensive school health approach:

- Social and physical environment
- Teaching and learning
- Healthy school policy
- Partnerships and Services

When actions in all four components are harmonized, students are supported to realize their full potential as learners – and as healthy, productive members of society.



<http://www.jcsh-cces.ca/about-us/comprehensive-school-health-framework/>

Why do we need Comprehensive School Health?

Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier. Research has shown that comprehensive school health is an effective way to enhance that linkage, improving both health and educational outcomes and encouraging healthy behaviours that last a lifetime.

In the classroom, comprehensive school health facilitates improved academic achievement and can lead to fewer behavioural problems. In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life.

Comprehensive School Health is supported by the World Health Organization's Ottawa Charter for Health Promotion (1986).

Joint Consortium for School Health. (2021). Retrieved from Pan-Canadian Joint Consortium for School Health

PROTECTIVE AND RISK FACTORS THAT AFFECT MENTAL HEALTH

Research suggests that resilient individuals:

- feel appreciated and valued for their individual strengths and contributions;
- understand how to set realistic expectations for themselves and others;
- have effective problem-solving skills;
- use productive coping strategies when they encounter challenges;
- seek help from others when they need support; and
- experience positive support and interactions with peers and adults.

Pan-Canadian Joint Consortium for School Health. (2021). Retrieved from <http://www.jcsh-cces.ca/>

	Protective Factors Are Conditions Or Attributes That Protect Mental Health	Risk Factors (Or Adverse Factors) That May Threaten Mental Health
Individual Attributes	• Positive sense of self, confidence • Ability to solve problems and manage stress or adversity • Communication skills • Physical health and fitness	• Negative sense of self • Emotional immaturity and limited ability to manage stress and solve problems • Difficulties communicating • Chronic health condition or frequent illness • Substance abuse
Social Circumstances	• Social support of family and friends • Healthy family interactions • Physical and economic security • Scholastic achievement	• Loneliness, bereavement • Neglect, family conflict • Exposure to violence or abuse • Low income and/or poverty
Environmental Factors	• Equality of access to basic services • Social justice and tolerance • Social and gender equality • Physical security and safety	• Limited access to basic services • Injustice and discrimination • Social and gender inequality • Exposure to war or disaster

Alberta Government. (2017). Alberta Education Working Together to Support Mental Health in Alberta Schools, p. 18

COLLABORATIVE RESPONSE MODEL

Mental Health needs can be placed on a continuum requiring varied supports.

The Collaborative Response Model is a schoolwide framework of support developed by educators, in collaboration with a multidisciplinary team, that identifies key areas of learning for student growth and connectedness. In this model, all staff are responsive to the needs of the students by creating an intentional action-based plan that allows them to build on their strengths, manage challenges, and connect with others. Within the 4 tier model of support, the classroom teacher begins with universal strategies that promote learning in a safe environment and develops more individualized intervention. In collaboration with one another, the multidisciplinary team works to increase positive mental health by supporting students and their families through strength-based programming and specialized supports and interventions.

Individual Intensive Supports

Intensive supports at the Tier 4 level are individualized and typically articulated in an individual program plan developed for the student by a collaborative team. At this Tier, outside resources, agencies and further testing may be accessed.

Targeted School Supports

Tier 3 supports are delivered by professionals other than the classroom teacher. These can be designed to support students across multiple classes and grade levels and are ideally designed to be delivered inclusively in the classroom.

Universal Classroom Supports

Tier 2 supports are provided to students by the classroom teacher, inclusive in the classroom. By articulating these supports school-wide, teachers essentially collaborate to share differentiated strategies, accommodations, and interventions that work for students.

Universal

Consultation with
Teachers and
Administrators
(School Wide and
Classroom Wide mental
health strategies)

Effective research-based instruction is foundational for success of students and essential when implementing school-based support models. Tier 1 honours and recognizes the essential work of teachers in the classroom.

CONTINUUM OF SUPPORTS

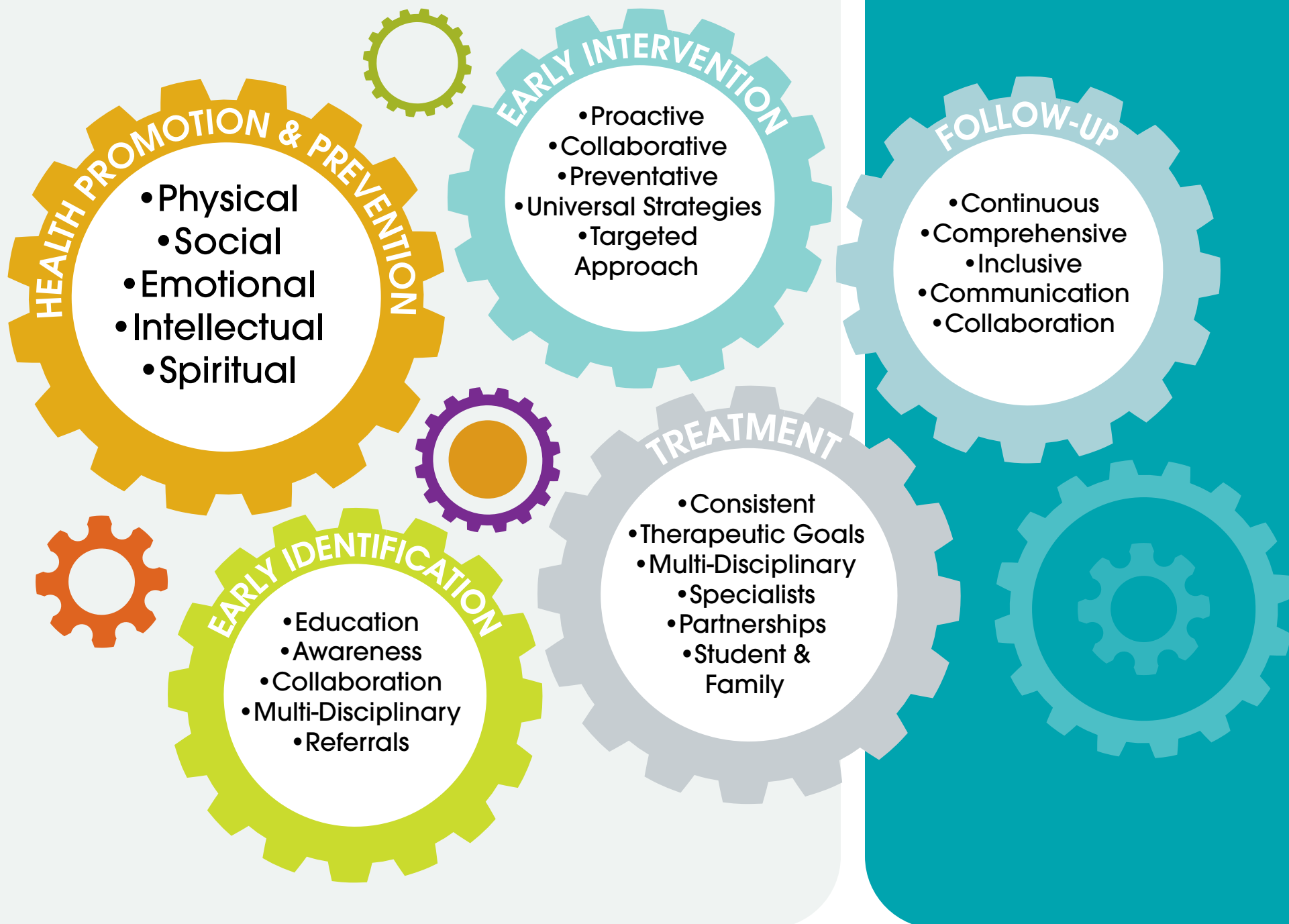
CREATING A CULTURE THAT
SUPPORTS THE HEALTH
AND WELL-BEING OF ALL
STUDENTS

Our Mental Health
Strategic Plan is based on
a continuum of supports.



A continuum of supports is visualized in the graphic below:





MENTAL HEALTH STRATEGY

Through a National Comprehensive School Health Framework, we will be addressing the four components:

• Positive Social Environments • Teaching / Learning • Policy • Partnerships & Services

	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12
HEALTH PROMOTION & PREVENTION	MENTAL HEALTH LITERACY Go-To Educator Training for New Staff: In partnership with Alberta Health Services (Teachers, EA.) Go-To Educator Refresher for All Staff: Keeping Current with Go-To-Educator online resources Go-To Educator Boosters: Series of videos and discussion guides to use with staff Mental Health Champions: Facilitate 10 minute workshops at 7 staff meetings during the year. Psychological First Aid: Optional virtual P.D. for all staff.													
	Mental Health Curriculum Resource: Designed to give Health and Life Skills teachers lessons to support how to effectively address mental health literacy													
	Positive Mental Health School Champions: Three callbacks and participate in monthly C.O.P. Student Leadership: Elementary, Junior High, Senior High Student Symposiums and Communities of Practice for Student Leaders													
	HEALTHY EATING: Collaboration with teachers, students, parent councils and vendors on how to support the district Nutrition Administrative Procedure													
	PHYSICAL LITERACY: Moving in the Hallways, Moving in the Home, Recess													
	SOCIAL & EMOTIONAL LEARNING Phys Ed and Wellness Curriculum. Through a whole school approach, this is an evidence based resource that supports the 5 key competencies: Self-Management, Self-Awareness, Responsible Decision Making, Relationship Skills, Social Awareness													
	Health and Life Skills Program of Studies – Fourth R: Provides students opportunities to engage in developing healthy relationships and decision-making													
	Career and Life Management – (CALM) Healthy Relationships Plus: Through a small group approach, this resource builds skill in developing healthy relationships and decision making													

	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12
	SAFE AND CARING SCHOOLS: School Walk Around Tool / EDIAR Training (modules via safety portal) and 3 boosters with staff discussion guides Trauma Informed Practices/Restorative Practices: P.D. Mini Series for teachers and principals, CFDL Lead Site													
	ASSESSMENT TOOLS • ECSD Student Mental Health Survey • Division Surveys													
EARLY IDENTIFICATION	School Team: Teachers, Multi-Disciplinary Team and Administration													
EARLY INTERVENTION	Inclusive Multi-Disciplinary Teams: Works in various capacities providing supports and services													
	Mental Health Therapists provide consultations to schools													
TREATMENT	Mental Health Therapists, Psychologists and Counselling Therapists provide direct therapeutic treatment to students / families ASchool Risk & Transition Team provides support to students before/after tertiary level mental health care, including therapeutic support, education, coaching of parents and school staff													
	Inclusive Multi-Disciplinary Team: Provides direct treatment to students / families													
FOLLOW-UP	Continual collaboration between school staff, parents and services providers to meet the needs of our students.													

* Suicide Prevention Protocol: to support Administrators involving concern for students with suicidal thoughts

HEALTH PROMOTION & PREVENTION

Health Promotion and Prevention is a set of actions to foster good health and wellbeing, which will have the biggest impact with all students.

Through a holistic view of our children and youth, health promotion will enable our students to increase control over and improve their health through a proactive approach. With universal supports for all students, we want to build knowledge skills and positive attitudes around physical literacy, healthy eating, social emotional learning, mental health literacy, student leadership and creating safe and caring environments in our schools. We want to enhance the health and educational outcomes of children and youth through experiences that will support the overall physical, social, emotional, intellectual and spiritual wellness.

“An investment in a healthy school community is an investment in student success.”

International Union for Health Promotion and Education. (2010). Promoting health in schools: from evidence to action
Retrieved from: https://www.iuhpe.org/images/PUBLICATIONS/THEMATIC/HPS/Evidence-Action_ENG.pdf

MENTAL HEALTH LITERACY.....	21
Mental Health School Champions.....	21
Why do we have Go-To Educators?	22
Go-To Educator Training	23
Go-To Educator Training: New Staff	23
Go-To Educator Refresher Training: All Staff.....	23
Go-To Educator Boosters	23
Psychological First Aid	23
Student Symposium	24
Communities of Practice: Student Leaders.....	24
ASSESSMENT TOOLS.....	26
Student Survey.....	26
Walk Around Tool.....	26
PARENTS AS PARTNERS.....	27
Caregiver Education Sessions	27
PHYSICAL LITERACY	28
Moving in the Hallways.....	29
Moving in the Home	29
Recess	29
HEALTHY EATING.....	30
SOCIAL EMOTIONAL LEARNING.....	31
Alberta Education: Physical Education and Wellness Curriculum.....	32
Kindergarten – Grade 9.....	32
Grade 7 – 9.....	33
Fourth R	33
Mental Health Curriculum Resources.....	33
Alberta Education Program of Studies: Career and Life Management	33
High School	33
Focus On Self-Regulation	34
Zones of Regulation	35
Trauma Informed Practice	36

Mental Health School Champions

Each school identifies one teacher, at each divisional level (K-6 / 7-9 / 10-12), to take on the leadership role as the Mental Health Champion for their school.

The Mental Health Champion will:

- Facilitate 10 minute workshops at 7 staff meetings throughout the course of the year.
 - Develop common vocabulary and a shared understanding of mental health literacy, along with strategies and skills to support teachers in supporting student mental health and wellbeing.
- Support student leaders through the ECSD Student Leadership Symposium and Communities of Student Leaders.
- Attend three half day PD sessions at Lumen Christi Catholic Education Centre during the school year to build capacity in supporting the promotion and prevention of mental health through a National Comprehensive School Health Framework. Sessions will focus on the four components of mental health literacy, which will develop a shared language and explore strategies in developing a culture of wellbeing.
- Attend monthly Mental Health Champion Community of Practise via Teams every fourth Monday of the month after school.
- Support implementation and data interpretation of the mental health survey for students. This will be an opportunity for student voice.



MENTAL HEALTH LITERACY

Mental Health Literacy aims to reduce barriers to learning, by addressing the mental health needs of students and staff.

1. Understanding how to foster and maintain good mental health
2. Understanding mental disorders and their treatments
3. Decreasing stigma
4. Understanding how to seek help effectively



Why do we have Go-To Educators?



Go-To Educator Training

Go-To Educators are school staff members who students naturally go to for help in the school setting. They can be subject teachers, counsellors, social workers, learning coaches, administration staff or support staff.

Go-To Educator Training: New Staff

Ongoing training is offered for new staff on 1 half day Thursday.

Go-To Educator Refresher Training: All Staff

To ensure that all staff have current information on Go-To Educator Training, Keeping Current virtual modules will be available on specific topics for staff to view. The modules will address the four components of mental health literacy.

Go-To Educator Boosters

A series of videos and discussion guides for schools to use with their staff throughout the school year. Go To Educator Boosters are a strategy in which to further develop mental health awareness and program continuity. They are short and easy to use.

Psychological First Aid

Psychological First Aid is a way of people helping people immediately after a disaster or emergency. It gives practical support in a way that respects the person's dignity, culture, and abilities. Psychological First Aid involves offering practical support, listening to, and comforting people, and connecting them to information, community services, and social supports. The session includes:

- Identifying and responding to common stress reactions for children and youth (and recognizing when to refer for professional mental health supports)
- Understanding how to identify and address safety concerns for children, youth, and families
- Identifying and providing practical support for children, youth, and families
- Strategies to help stabilize intense emotions and stress reactions for children of all age groups
- Additional opportunity for learning Virtual P.D. for any staff



Student Voice



Student Symposium

Student Leadership opportunities will occur in the fall through the Student Leadership Symposium. Elementary, Junior High and Senior High students will explore how student leadership can be fostered within their own school environment. Students will be able to generate ideas, share their experiences and learn about how they can collaborate together to support wellness within their school community.

Each Student Symposium will engage students to be agents of change within their own school community. Topics included healthy eating, mental health, hope, social justice, resiliency, digital citizenship, physical literacy.

These student symposia engage students to increase their knowledge, skills and attitudes in the area of wellness. The students collaborate with their teacher to create an action plan that they can take back to their school community.

Communities of Practice: Student Leaders

Edmonton Catholic Schools is committed to hearing from our students to meet their needs and support them in being successful.

Through the guidance and support from the Mental Health Champion, each school will choose two student leaders to attend division level virtual sessions, which will occur after school hours during the school year. This leadership initiative for elementary, junior high and high school student leaders will provide opportunities to discuss topics related to leadership, mental health, and student wellness. The after school virtual sessions will take place in November, February, and May.

Warren, A. (2020). Assurance framework from theory to action. Alberta Education. College of Alberta Schools Superintendents. Retrieved from <https://cassalberta.ca/wp-content/uploads/2020/11/Assurance-Learning-Guide-FINAL.pdf>

Warren, A. (2020). Assurance framework from theory to action. Cass Fall Conference. Alberta Education. College of Alberta Schools Superintendents. Retrieved from https://cassalberta.ca/wp-content/uploads/2020/11/Assurance-Framework_CASS-FALL-Conference.pdf



We recognize the importance of student voices. Assurance is achieved through authentic engagement and creating and sustaining a culture of continuous support, in which everyone's voice is an important part of the process.



Explore

Analyze and interpret

Develop

Identification of problem, strategy and plan

Take Action

Implement and adjust

Evaluate

Impact on outcomes

Alberta Education 2020. Funding Manual for School Authorities 2020-2021 School Year.
Retrieved from: <https://open.alberta.ca/dataset/8f3b4972-4c47-4009-a090-5b470e68d633/resource/341e10f6-7c5d-4a9e-922f-0f1f75a8a0f4/download/edc-funding-manual-2020-2021-school-year-june-2020.pdf>

ECSD Assurance Survey

As part of our commitment to hearing the voice of our students, families, and staff, our ECSD Assurance Survey is administered annually in order to guide us in our planning.

Edmonton Catholic Schools
Assurance Survey Results
https://www.ecsd.net/_ci/p/42150



ASSESSMENT TOOLS

The Division Surveys and the Student Mental Health Survey provide students the opportunity to share their feedback and voice.

In collaboration with ECSD Division Monitoring, schools will have access to their results to assist them with developing their school action plans.



Student Survey

Elevating student voice is important for supporting authentic student input on mental health and wellness of our students. Through an online student survey in September 2022 and April 2023, in collaboration with Alberta Health Services and the University of Alberta, students will be able to share anonymously their thoughts and opinions on: general mental health and wellbeing, perceived stress, help-seeking intentions and resources available to them.

The data will inform schools and the school division how to best support students. We will be able to enable a proactive approach to developing evidence-informed intervention strategies to support students.

Student voice is part of our broader strategy to empower students as change agents.

Walk Around Tool

The Walk Around: A School Leader's Observation Guide and The Walk Around Teacher Companion Tool are designed to assist school leaders and staff in gathering information about the extent to which the school is a welcoming, caring, respectful and safe learning environment. Using these tools, may reveal practices that are working well and should be celebrated and maintained. It may also expose gaps between the perceptions of school leaders and teachers, pointing to areas requiring attention or improvement.

Caregiver Education Sessions

Alberta Health Services, in collaboration with The Mental Health Foundation, offers free online programming for parents and caregivers of children and youth. Their aim is to increase awareness and reduce stigma of the mental health challenges that children and adolescents experience, provide parents and caregivers with evidence-based mental health information, and provide strategies that support mental wellness.

The Caregiver Education Sessions focuses on the 3 R's: reduce stigma, receive information, and reflect on strategies. Each session provides evidence-based research, common challenges faced by children and youth, possible treatment options, supportive strategies, and information/resources for further support. They are free 90 minute online sessions intended to provide parents, caregivers, teachers, and community members with introductory information regarding mental health challenges that can affect children and youth.

<https://www.ecsd.net/page/7824/ahs-mental-health-parent-information>



PARENTS AS PARTNERS

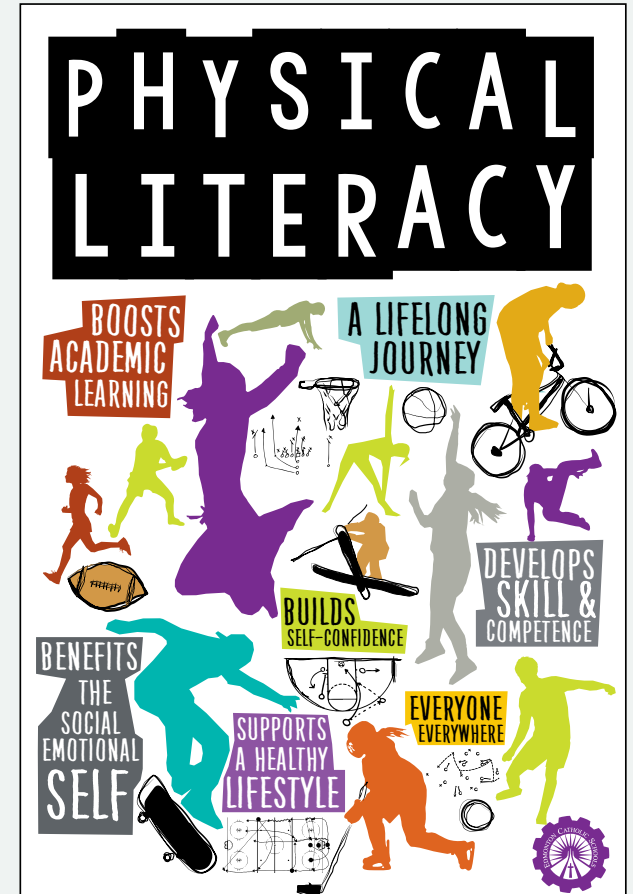
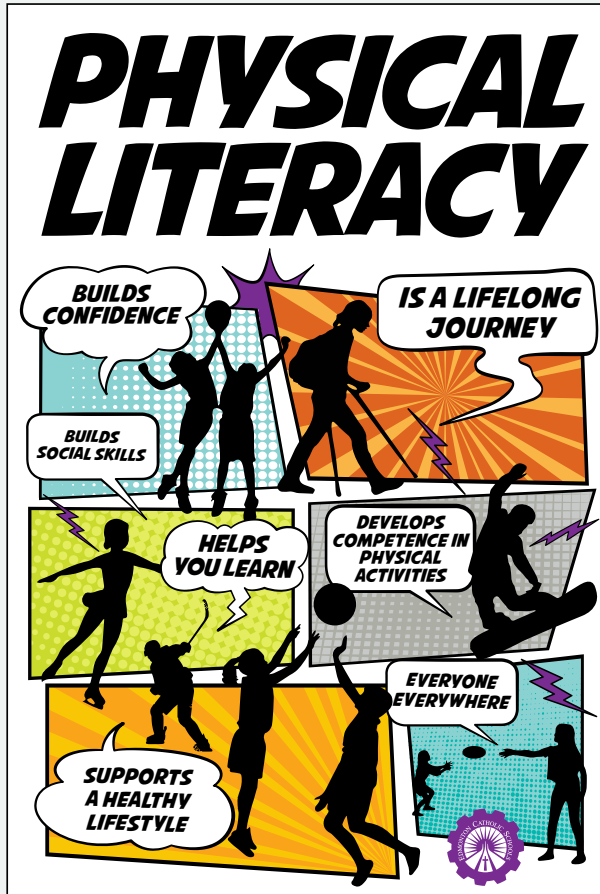
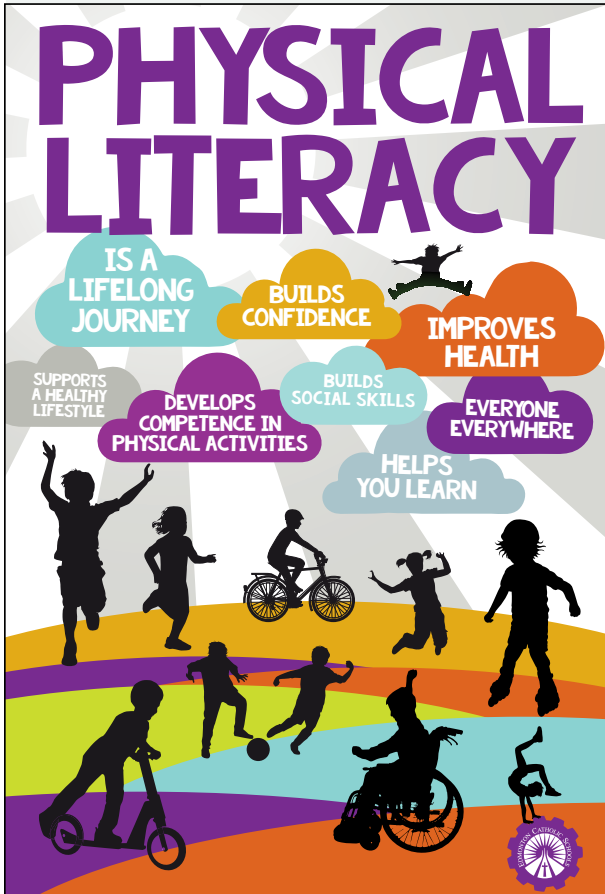
Edmonton Catholic Schools recognizes the importance of parents in supporting the mental health and well being of their children. In partnership with Alberta Health Services several resources are made available for parents and caregivers.



PHYSICAL LITERACY

Whitehead, M. (2016)

International Physical Literacy Association



Moving in the Hallways

Moving in the Hallways assists schools with supporting physical literacy throughout the school day. November 21 – November 25 will be a launch week that will focus on schools implementing strategies, which support student movement beyond the classroom, gymnasium, or the outdoors.

Physical Education Canada recommends that children between the ages of 5 – 17 should have at least 60 minutes of moderate to vigorous physical activity daily. To achieve this during a school day it is necessary to adapt the environment to promote incidental physical activity for both children and adults. “Moving in the Hallways” is one way that an indoor environment can be used to increase physical activity at opportune times, such as transitioning from one class to another.

School floor and wall patterns are highlighted on MYECSD, along with the Go To Booster Video & Conversation Guide and the Moving in the Hallways Resource.



Moving in the Home

The focus of Moving in the Home is to support parents with resources and strategies to engage children and youth in physical activity. According to The Canadian 24-Hour Movement Guidelines for Children and Youth (ages 5-17 years) children aged 5-17 years should accumulate at least 60 minutes of moderate - to vigorous - intensity physical activity daily.

Canadian Society for Exercise Physiology. (2012).
Canadian Physical Activity Guidelines.

Parents can access resources on the ECSD website that encourage interactive physical activity throughout the day, in varying environments with their children and youth. By allowing children and youth choice in how they want to be physically active, it offers a greater chance that they will continue being physically active and have fun.

Recess

Get outside - Recess is an integral part of everyone's school day.

Recess is yet another way we can help our students attend to all four domains (physical, social, cognitive, and affective) of Physical Literacy throughout their school day.

Physical literacy is a journey upon which children and youth, and everyone, develop the knowledge, skills, and attitudes they need to enable them to participate in a wide variety of activities.

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

PHE Canada

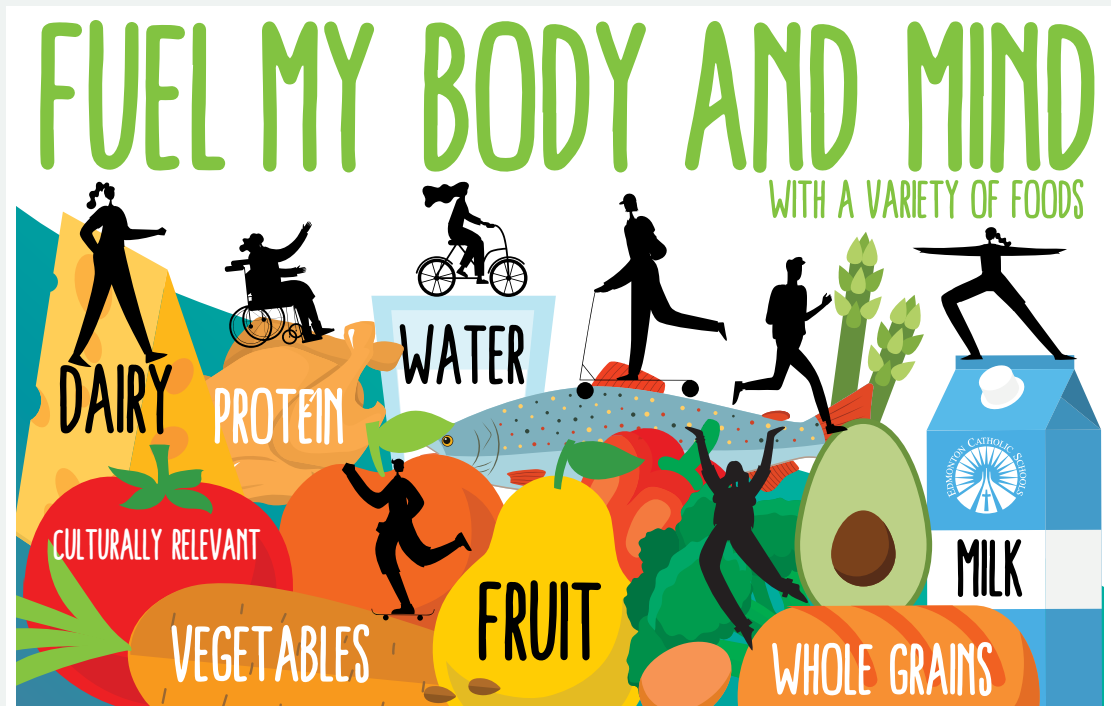


HEALTHY EATING

Providing students with positive food experiences supports their physical and mental health. Schools play a critical role in shaping eating attitudes and behaviours for their students, which lay the foundation for a healthy relationship with food.



- According to the document “Promoting Mental Health Through Healthy Eating and Nutritional Care” from the Dietitians of Canada, good nutrition is integral to one’s mental health.
- Schools will provide nutrition education to foster lifelong habits of healthy eating and will establish linkages between health education and foods available at the school.
- Alberta Health Services School Health Nurses are able to support schools with nutrition resources.
- As per the Edmonton Catholic Schools District Nutrition Administration Procedure, foods and beverages sold or served at school will support healthy eating choices. Foods will be from the “Choose Most Often” or “Choose Sometimes” categories as outlined in the Alberta Nutrition Guidelines for Children and Youth (2012).
- Student Leaders at each school will be empowered to educate their parents about the ECSD Nutrition Administration Procedure and how they can support the Procedure in collaboration with their school.



There are five broad, interrelated areas of competences, which include:

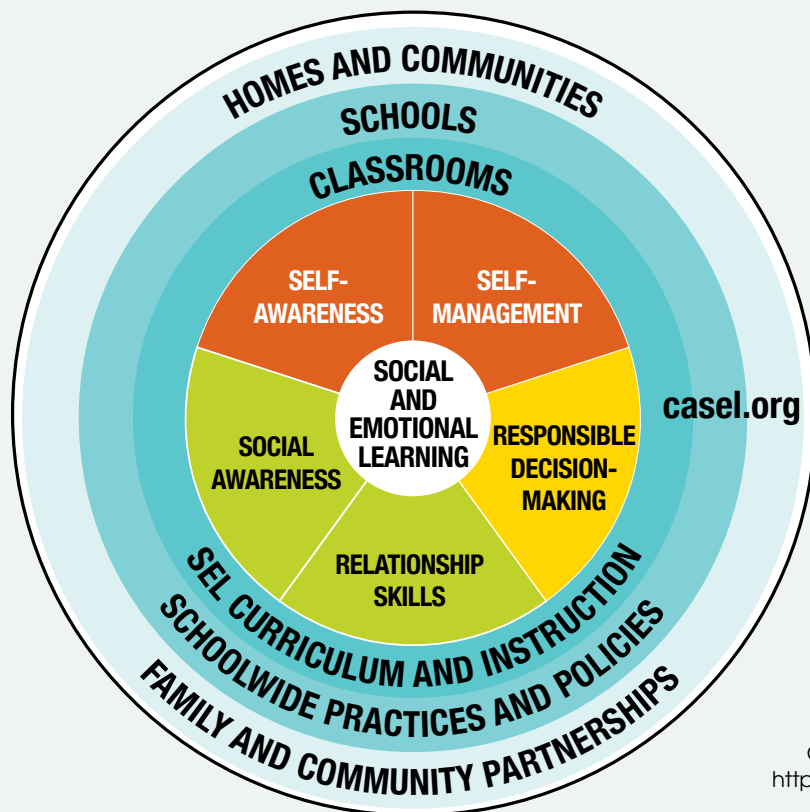
Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

Self-Management: The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.

Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.



Casel. (2021). What is Sel.
<https://casel.org/what-is-sel/>

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning is the process through which our students will acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



Alberta Education: Physical Education and Wellness Curriculum

Kindergarten – Grade 9

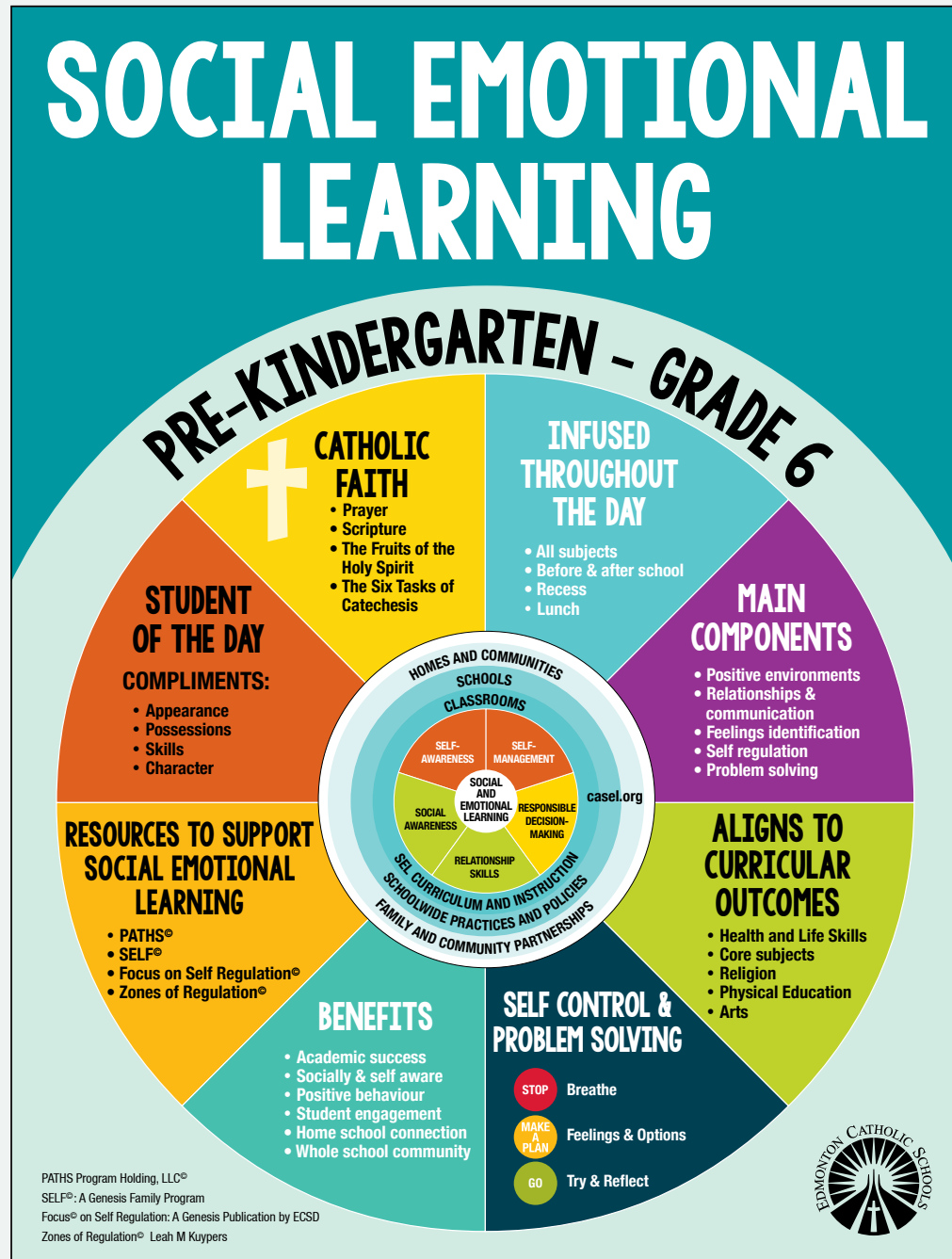
Physical education and wellness curriculum uses a comprehensive, strengths-based focus that develops the whole individual and nurtures students in pursuing a healthy and active life.

In physical education and wellness, students are supported on their journey to achieve well-being as they learn about active living, movement skill development, growth and development, safety, nutrition, personal development, mental health, human reproduction, puberty, healthy relationships, and financial literacy.

Government of Alberta (2022). Physical Education and Wellness: Highlights of the New Elementary Physical Education and Wellness Curriculum.

Kindergarten - Grade 6 PATHS

100 Voices to Grade 6 teachers can utilize the evidence-based resource, PATHS, which focuses on students developing social emotional skills, while supporting the instruction of outcomes from the Health and Life Skills Program of Studies. PATHS is supported through a Catholic perspective, that is consistent with the Catholic teachings and beliefs. It includes prayer, scripture, the Fruits of the Holy Spirit, and the Six Tasks of the Catechesis, which supports the learning in each unit.



Grade 7 – 9 Fourth R

Grade 7 – 9 teachers can utilize the evidence-based resource, Fourth R, which focuses on students strengthening their social emotional skills and healthy relationships skills through a proactive approach, while supporting the instruction of outcomes from the Health and Life Skills Program of Studies. Fourth R is supported through a Catholic perspective, which is consistent with the Catholic teachings and beliefs. Scripture passages and prayer are woven within the content, which provide guidance and strength for our Catholic community.



The Fourth R
Strategies for Healthy
Youth Relationships

Mental Health Curriculum Resources

The “Curriculum Guide” training is a half-day training for junior high teachers. Teachers will become familiar with the Mental Health Materials and how to access the online resources.

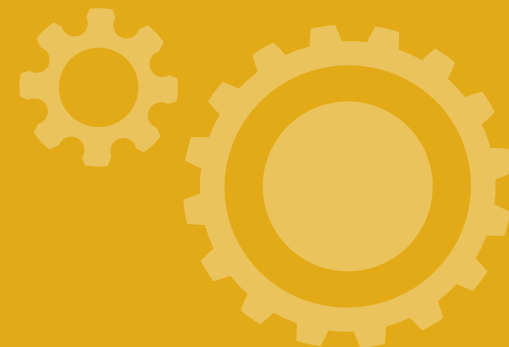
The Curriculum Guide includes 6 Modules. Each module involves activities for students to work through with teacher guidance. The modules provide videos that feature real stories from youth, who have experienced mental illness. The curriculum guide is meant to upgrade teacher’s mental health knowledge, enhance confidence in teaching mental health in the classroom and reduce teacher’s stigma through enhanced mental health literacy.

Alberta Education Program of Studies: Career and Life Management

High School

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future.

Teachers can utilize the evidence-based resource, Healthy Relationships Plus, which focuses on students strengthening their social emotional skills, healthy relationship skills, communication, and mental health, while supporting the instruction of outcomes from the Career and Life Management Program of Studies.

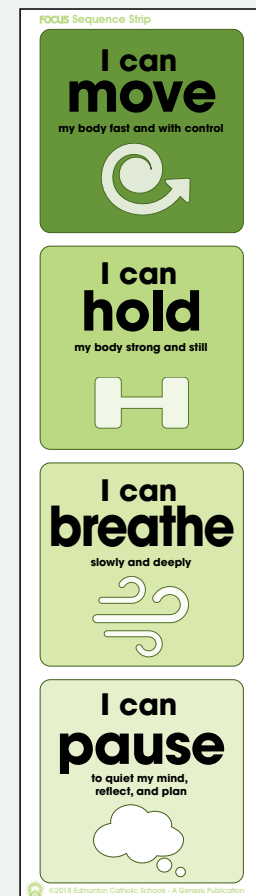
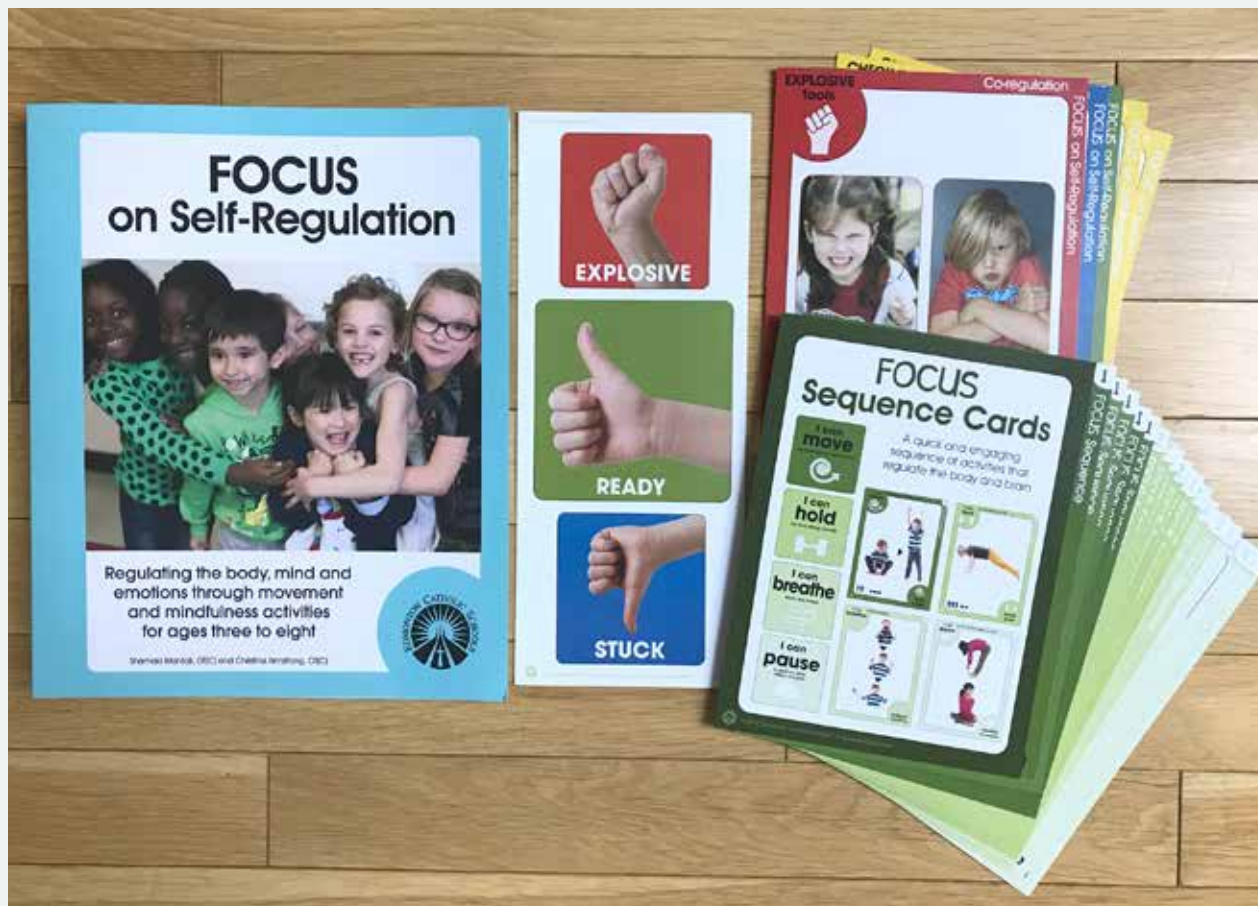


Focus On Self-Regulation

An ECSD Publication (2018)

The main strategy of this resource is the four step FOCUS Sequence, which incorporates both body-based and cognitive-based activities to support self-regulation. The FOCUS Sequence was created for children of all abilities and is being successfully used with all ages as well. It can be used in a short amount of time with whole groups, small groups or individual children of any age.

FOCUS on Self-Regulation is a critical resource in supporting youth currently experiencing the effects of COVID-19. It addresses the ability to become aware of our emotions and to make informed decisions before acting. These activities can further enhance resilience in one child or help another build resilience during challenging experiences.



The **ZONES** of Regulation®



Figure 2: Wall Posters of the Zones

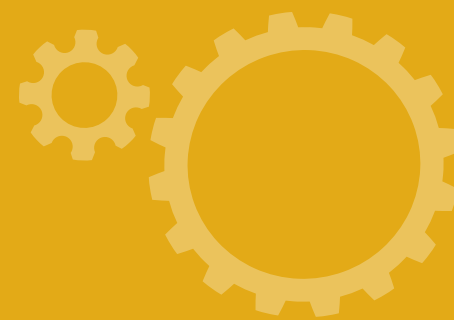
Zones of Regulation

By Leah Kuypers, MA ED., OTR/L

The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/ internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness and healthy connection with others.

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>





When we talk about how important it is to create safe and caring environments, we are talking about creating the kind of environment, emotional as well as physical, that turns off a child's alarm. This produces a shift from what neuroscientists call the 'survival brain' to the 'learning brain.'



Dr. Stuart Shanker,
York University



Trauma Informed Practice

The goal of trauma-informed practice is to develop positive relationships and learning environments where all students feel safe and supported, including students who have experienced trauma.

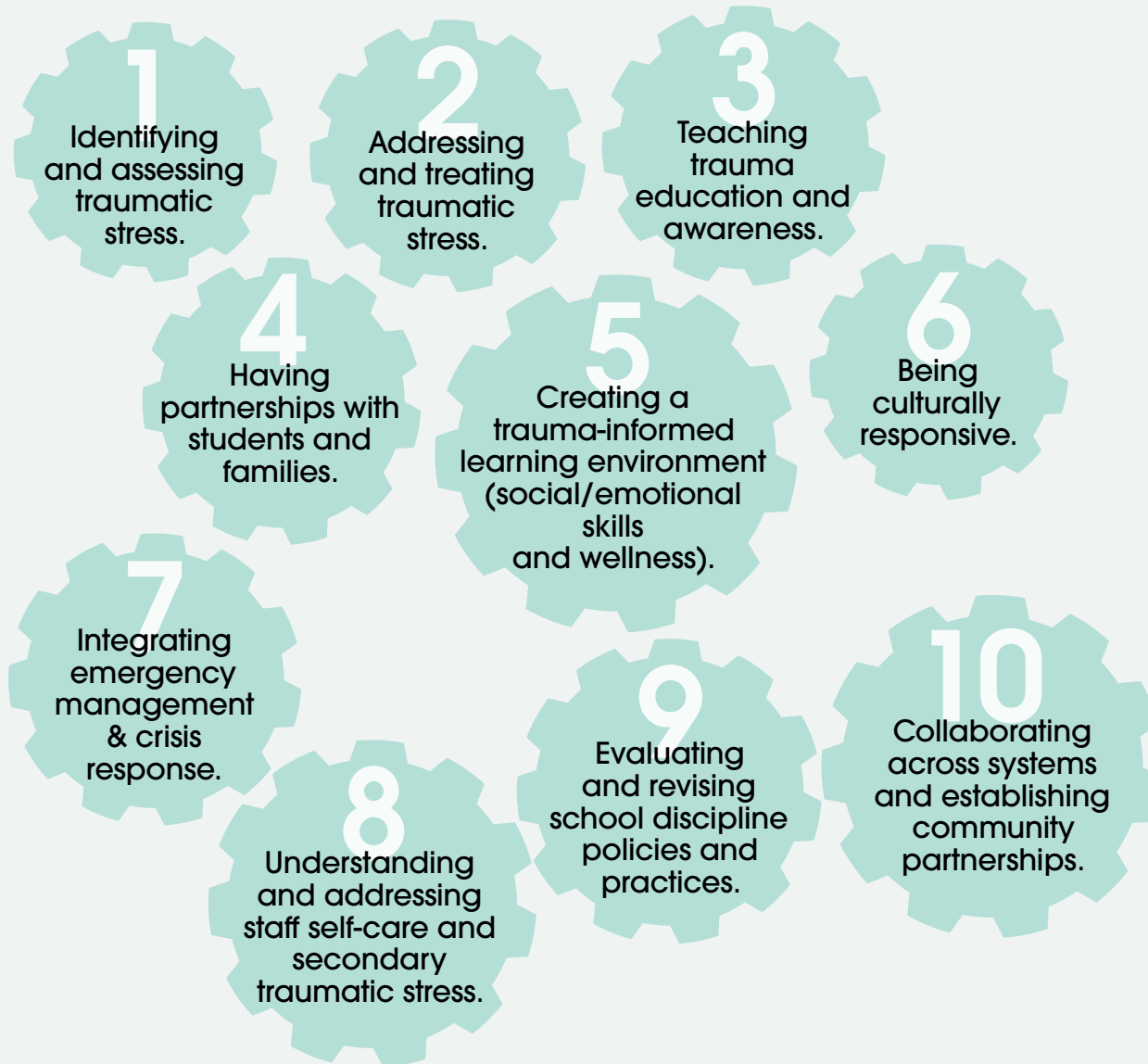
Student's reactions to trauma can interfere considerably with learning and behavior at school. Schools serve as a critical system of support for children who have experienced trauma. Administrators, teachers, and staff can help reduce the effects of trauma on children by recognizing trauma responses, accommodating and responding to traumatized students within the classroom, and referring children to outside professionals when necessary.

Schools take a trauma-sensitive approach to the work that they do with students ensuring that practices, strategies, and language are trauma-sensitive. Our proactive approach includes using the evidence-based classroom resources to support not only curriculum instruction, but a whole school approach the social and emotional learning of our student:

- PATHS®
- Fourth R
- Healthy Relationships Plus

Using our collaborative response model, staff collectively learn about a student, to help better meet their needs and avoid unknowingly causing harm or trauma. By taking a collaborative response model approach to supporting students, we provide a supporting, safe and caring learning environment that will have a positive impact on students and help them succeed both within school, home and community.

What actions do a Trauma Informed School Take?



Alberta Government. (2021). Building a shared understanding: Trauma informed practice. <https://www.alberta.ca/assets/documents/edc-trauma-informed-practice-video-conversation-guide.pdf>

The National Child Traumatic Stress Network. (2021). Essential elements. <https://www.nctsn.org/trauma-informed-care/trauma-informed-systems/schools/essential-elements>



Go to CFDL Sharepoint for recommended resources and P.D. opportunities.



Restorative Practices

Restorative practice is a set of principles and strategies for promoting healthy relationships and building school staff's capacity to respond to problem behaviour.

Key components of restorative practices include:

- a strong focus on relationships
- universal strategies for enhanced communication skills for the whole school
- strategies for a targeted population to practice conflict resolution skills
- more intensive interventions for students who have been involved in serious incidents
- strong leadership and positive modelling by school staff
- a continuum of strategies, from informal (affective statements and questions) to formal (restorative conferences)

Reference: Alberta Government, Building a Shared Understanding: Restorative Practice
<https://www.alberta.ca/assets/documents/edc-restorative-practice-conversation-guide.pdf>



A Continuum of Restorative Strategies

informal> formal



A restorative approach is a key strategy in the ECSD Equity, Diversity, Inclusion and Anti-Racism Strategic Plan under the priority: *Addressing Discrimination and Building Accountability*. As the Division builds capacity in utilizing a restorative approach, administrators, teachers and school staff are learning to utilize the informal strategies including affective statements and questions, impromptu conversations and circles. Formal restorative conferences can be requested when a serious incident has occurred. In these cases, the formal conference is facilitated by one of the 36 trained Restorative Conference Facilitators where the focus is on:

- Restoring relationship and repairing the harm
- Encouraging responsibility and accountability
- Collaborative problem solving
- Ensuring everyone has a voice

Reference: *Restorative Justice Conferencing, Real Justice and the Conferencing Handbook*, International Institute for Restorative Practices, Ted Wachtel, Terry O'Connell and Ben Wachtel

A restorative approach has been found to have many positive benefits including decreased fear for those who have been harmed, improved physical and psychological health for those who have caused the harm, and positive impacts on participants overall well being.

Reference: Government of Canada, Restorative Justices Impact on Participant Health:
<https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/rstrtv-nhlth/index-en.aspx>

INCLUSIVE MULTI-DISCIPLINARY TEAMS	40
Speech-Language Pathologists	41
Emotional Behavioural Specialists	42
Occupational Therapy	43
Family School Liaison Workers	44
Psychologists	46
Counselling Therapist.....	48
SCHOOL-BASED STAFF	50

EARLY IDENTIFICATION

The onset of many mental health disorders begins in childhood and adolescence. Early identification of the risk factors and warning signs that come before the development of a mental problem or disorder is one of the strongest measures that can be taken to support mental health in our students and in our schools.

Early identification involves educating those that interact with students about mental health and mental illness. Following identification, school and therapeutic staff work closely together to ensure that appropriate intervention is in place and continues in a manner that ensures the ongoing promotion of mental health.



INCLUSIVE MULTI- DISCIPLINARY TEAMS



*I fully endorse your
'framework' and
commit to working
closely with you to
implement!*



Christine Mummery, MSc, BPT,
Director, Child and Adolescent Mental
Health Services, Alberta Health Services
(May 2016)

Across Pre-K to Grade 12, children and youth receive the benefits and supports of a multi-disciplinary team (MDT).

The MDT may include the following professionals:

- Inclusive Consultants
- Addictions Counsellor
- Assistive Technology Specialist
- Board Certified Behaviour Analyst
- Clinical Social Worker
- Emotional Behaviour Specialist
- Family School Liaison Workers
- Licensed Practical Nurse
- Mental Health Therapist
- Occupational Therapist
- Physical Therapist
- Psychologist
- Counselling Therapist
- Speech-Language Pathologist
- Therapeutic Assistants (SLP, OT, EBS)



5

FOLLOW UP

- SLPs play a critical role in supporting a child's communication skills throughout their educational journey and the words they need to be active participants within a wide range of activities and experiences.

4

TREATMENT

- SLPs use evidence-informed interventions including individual treatment, small and large group instruction, consultation and coaching with educators and parents for all areas of communication including speech sounds, stuttering, vocal quality, early and higher-order language skills and social communication

3

Early Intervention

- Speech language Pathologists (SLPs) focus on helping children build functional language and communication skills in the classroom and at home
- Through collaboration, task adaptations and modelling intervention activities and strategies to educators and caregiver, SLPs can contribute to the information teaching teams have about a child to support their program planning and strategies for teaching and learning.

2

EARLY IDENTIFICATION

- From group screening to individual assessments, SLPs identify speech, language and communication challenges that directly impact student success.
- Early identification leads to improved positive outcomes not just for communication skills, but for mental health as well.

1

HEALTH PROMOTION/PREVENTION

- Speech, language and communication interventions can prevent literacy and secondary behaviour problems.

Speech-Language Pathologists

How can Speech-Language Pathologist Help?

Mental health and communication health are interconnected and both areas can be supported by a Speech-Language Pathologist. Speech and Language Pathologists are licensed professionals that support the early identification and intervention of communication disorders. We work with all potential partners at home, at school and in the community to provide supports that improve the communication of students with a wide range of developmental (Autism Spectrum Disorder, Attention Deficit Disorder), neurological (e.g. traumatic brain injury, Cerebral palsy) and genetic (Down Syndrome, Rhett Syndrome) disorders.

Emotional Behavioural Specialists

How can Emotional Behavioural Specialists help?

Emotional Behavioural Specialists can create safe and caring school climates, support mental health and promote positive behaviour. They can assist school communities in improving academic achievement and overall well-being by responding to diverse needs that relate to mental distress and/or mental illness. They can assist in developing goals and behaviour plans that support student success.



5 FOLLOW UP

- Emotional Behavioural Specialists utilize data and anecdotal records to establish the success of a program plan. Through collaboration with the MDT and school team, the EBS can determine the next steps for the plan.

4 TREATMENT

- Treatment strategies are outlined in the Behaviour Support Plans and/or through small group programming. The Emotional Behavioural Specialists promote development of skill building, healthy problem solving, anger management, social skills training, emotional regulation, resilience and coping skills. These plans are created through collaboration with other members of the MDT, the school team, and the home team.

3 EARLY INTERVENTION

- The Behavioural Therapy Team provides intervention through individualized support, small groups or whole classroom instruction. Behaviour support plans are created for students who require intensive support. The plan builds skill through a strength based approach. Intervention also includes teaching social skills and reinforcing positive coping skills and resilience.

2 EARLY IDENTIFICATION

- Collaboration with the school team and home team are an essential tool that Emotional Behavioural Specialists use for early identification. Early identification allows for more meaningful and impactful strategies and programs to be put into place at a universal level

1 HEALTH PROMOTION/PREVENTION

- Behavioural Therapy enables children to participate within their classroom environment and promotes creating meaningful social connections. The team helps to build mental health, emotional regulation, and social emotional competence.

5

FOLLOW UP

- Occupational therapists evaluate all the components of social competence and determine whether a child's motor, social-emotional, and cognitive skills; ability to interpret sensory information; and the influence from home, school, and community environments have an impact on their ability to meet the demands of everyday life (Arbesman, Bazyk, & Nochajski, 2013). OT's play a critical role in supporting an individual to reach their full potential.

4

TREATMENT

- Through coaching and collaborating with all team members, programs are implemented for specific skill development (emotional, social, task-specific etc.,). Treatment strategies promote self and emotional regulation, physical and mental health awareness, resilience, stress and anxiety management techniques and self-advocacy.

3

EARLY INTERVENTION

- Intervention is offered to those diagnosed with bipolar disorder, depression, autism and other neurological, genetic or developmental disorders. Supports are provided one-on-one, small groups or whole class/ school. Activities are adapted to accommodate for cognitive, physical, social-emotional or relational importance.

2

EARLY IDENTIFICATION

- Informal screenings and/or standardized assessments are used to identify children and youth at risk or to support those with a diagnosis. This process requires interaction with school and classroom teams, family/care providers and medical teams. Mental health challenges can be expressed as lack of interest in meaningful activities (schoolwork, leisure and play activities), poor social competence, emotional dysregulation, oppositional or sudden change in behaviour.

1

HEALTH PROMOTION/PREVENTION

- Occupational Therapy enables children to participate in meaningful roles and activities (academics, sport, self-care), promoting mental health, emotional well-being and social competence.

Occupational Therapy

How can Occupational Therapists help?

Occupational Therapists support engagement in meaningful activities when limitations due to physical, mental, emotional, spiritual and cognitive challenges are present. They help assist students and families with skills and activities that occur at home (play, learning, self-care), in school (social engagement, self-regulation, stress management) and in the community (participation in cultural, social or competitive activities). They can use their expertise to address traumatic effects on children and provide training to caregivers, teachers and other adults involved in the care of a child.

Family School Liaison Workers

Family School Liaison Workers in Edmonton Catholic Schools are Registered Social Workers and regulated by the Alberta College of Social Workers. FSLW's foster a connection between child/student, parents/guardians, and school community to support student learning, mental health and well-being.



5

FOLLOW UP

- Through collaborative work with school teams, provide advocacy for the student and family, make referrals to community organizations and develop partnerships among key players and stakeholders in community.

4

TREATMENT

- Provide intervention, support, home visits, case management and planning for students with complex needs and their families.

3

EARLY INTERVENTION

- Develop and implement an appropriate intervention plan consistent with curriculum; child/student needs, strengths, diversity, life experience and social emotional factors.

2

EARLY IDENTIFICATION

- Assess individual student and family needs to facilitate the relationship between the home, school environment and community organizations supporting student achievement and helping all students feel welcome in the school.

1

HEALTH PROMOTION/PREVENTION

- Student education sessions and staff professional development related to healthy relationships and development, mental health, trauma, grief and loss, equity, inclusion, diversity, and anti-racism.

Family School Liaison Workers Collaborative Response Model in Action

Individual Intensive Supports

Home visits

Suicide
Risk screens
& safety
planning

Community
support and
health
referrals

Individual
counselling

Family
Support
• housing
• hampers
• children's
services
• food bank

Targeted School Supports

Social Skills
Groups

Support
groups and
clubs

Universal Classroom Supports

Assist
teacher to
understand,
student/family
needs

Provide
Staff PD
e.g. how to
recognize
abuse

Universal

Consultation with
Teachers and
Administrators
(School Wide and
Classroom Wide mental
health strategies)

Support school
wide mental
health plan

Psychologists

Psychologists in Edmonton Catholic Schools are either Registered Psychologists or Registered Provisional Psychologists regulated by the College of Alberta Psychologists. Psychologists deliver ethical, competent, evidence-based services in the school setting to support student mental health, learning and well-being.



5

FOLLOW UP

- Monitoring and adjusting treatment to best support the children and youth and collaborating with outside resources to support continuity of care.

4

TREATMENT

- Developing and implementing safety and supportive plans that are carefully monitored and revised to maximize support for children and youth who are at risk. Collaborating with outside of school resources and supports where applicable to support beyond the school environment.

3

EARLY INTERVENTION

- Providing individual and group counselling, psychotherapy, play therapy/therapeutic play utilizing evidence-based psychotherapy models and implementing suicide awareness and prevention procedures.

2

EARLY IDENTIFICATION

- Informally screening for mental health and learning challenges and collaborating with multi-disciplinary supports to create wrap around services for students.

1

HEALTH PROMOTION/PREVENTION

- Actively promoting mental health and wellness, increasing awareness of stressors and strategies by working with parents and educators to create positive school environments.

Psychologists Collaborative Response Model in Action



Counselling Therapist

Counselling Therapists in Edmonton Catholic Schools have their Canadian Certified Counsellor (CCC) designation with the Canadian Counselling and Psychotherapy Association (CCPA). Counselling Therapists deliver ethical, competent, evidence-based services in the school setting to support student mental health, learning and well-being.



5

FOLLOW UP

- Monitoring and adjusting treatment to best support the children and youth and collaborating with outside resources to support continuity of care.

4

TREATMENT

- Developing and implementing safety and supportive plans that are carefully monitored and revised to maximize support for children and youth who are at risk. Collaborating with outside of school resources and supports where applicable to support beyond the school environment.

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1

HEALTH PROMOTION/PREVENTION

- Actively promoting mental health and wellness, increasing awareness of stressors and strategies by working with parents and educators to create positive school environments.

Counselling Therapists Collaborative Response Model in Action



SCHOOL- BASED STAFF



Teacher Counsellors

Teacher Counsellors support mental health and learning. Students may face challenges that may affect their learning, such as stress or anxiety, problems with family and friends, loneliness, rejection, depression, alcohol and substance abuse, thoughts of suicide or self-harm. School Counsellors help families and schools deal with crisis and loss and address barriers to academic and social success. School counsellors provide connection and referral to clinic and community based mental health services when needed.

Learning Coaches

Learning Coaches are an additional support to assist schools in meeting the diverse learning needs of their students.

The learning coach:

- Builds capacity of teachers and supports student diversity and success through differentiation of curriculum
- Supports and collaborates with teachers as they develop individualized program plans for students.
- Supports learning by working directly with students, either in small groups or one-on-one
- Liaisons with the multi-disciplinary team and coordinates targeted and specialized supports which may include:
 - behaviour supports
 - family school liaison support
 - occupational and speech therapy
 - mental health supports

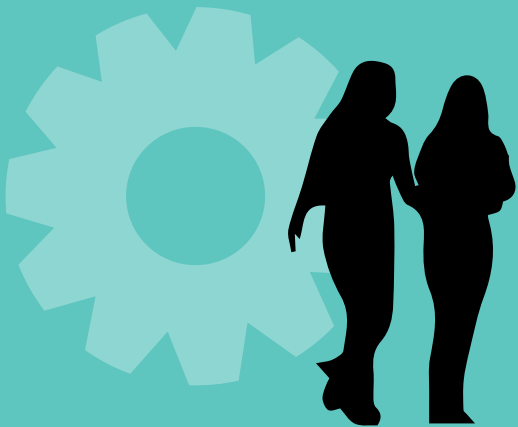
EARLY INTERVENTION, TREATMENT & FOLLOW-UP

MENTAL HEALTH THERAPISTS.....	52
SCHOOL RISK AND TRANSITION TEAM (SRTT)	54
ECSD SUICIDE PREVENTION PROTOCOL.....	56



MENTAL HEALTH THERAPISTS (MHT) AHS

Mental Health Therapists provide individualized therapeutic support to students with school-based mental health needs. These mental health therapists also work collaboratively with our MDT to support students, families and schools. If a child is deemed to struggle with emotion regulation, and mental health concerns are indicated, a school will make a referral for mental health therapy support.



An Individual Referral involves:

- School ensuring parent/guardian verbal consent has been obtained for the referral.
- School contacting the Mental Health Therapist and providing student information/concerns.
- The Mental Health Therapist contacting parent/guardians to gather further history and concerns and determining if direct intervention is the appropriate support.
- Working with the family and school division MDT to determine the best support.
- Development of a treatment plan.

Services may include Individual Therapeutic Support or Therapeutic Targeted Groups, as well as collaboration with Inclusive Programming. All schools have access to a mental health therapist contact. Some schools have a resident mental health therapist or division psychologist.

Mental Health Therapists Collaborative Response Model in Action



SCHOOL RISK AND TRANSITION TEAM (SRTT)



Who Does The SRTT Serve?

- Intensive short term support offered for students transitioning back from tertiary level (ie. hospital or day program) mental health care to an ECSD School
- Students with complex mental health conditions who are not yet connected with mental health

School Risk and Transition Team

The School Risk and Transition Team is a specialized intensive service for students with complex school based mental health concerns. Mental Health Therapists can be:

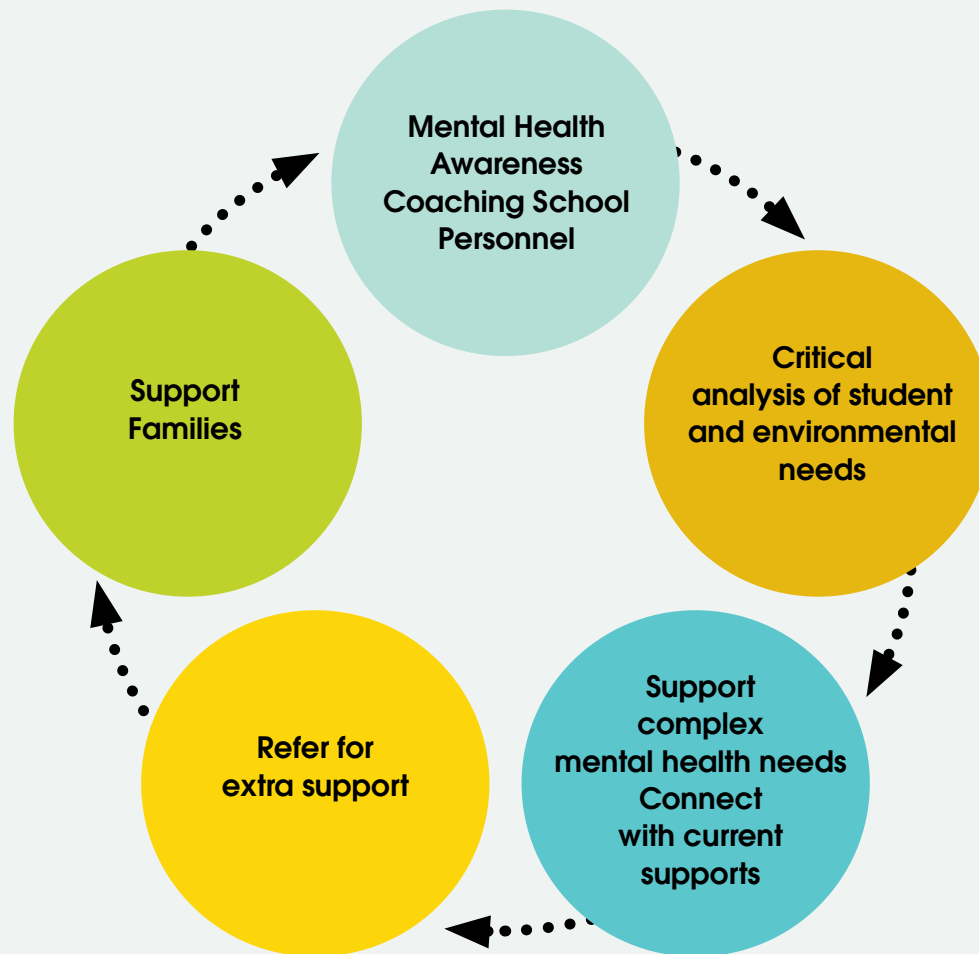
- Psychologists
- Nurses with training in therapeutic interventions
- Occupational Therapists with training in therapeutic interventions or
- Clinical Social Workers

The SRTT provides service at the early intervention, treatment and follow up levels of the ECSD Mental Health Strategic Plan.



A partnership between Alberta Health Services & Edmonton Catholic Schools

Please note: This is not an emergency service. For urgent mental health concerns call the **Mobile Response Team at 780-407-1000.**



The SRTT Provides and Promotes:

- Support to families regarding mental health concerns.
- Liaisoning with other community resources and assist with transition to/from hospital and tertiary services.
- Collaborating with teachers to provide support (provide resources, strategies and information) to best meet the needs of the child.

Referral Information

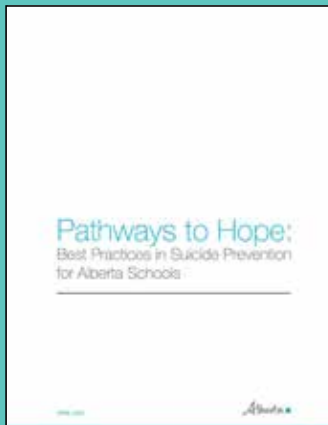
- Parental consent is required.
- Referrals can be initiated by the Glenrose or CASA tertiary programs. School teams and parents will be contacted.
- Referrals can also be initiated by School Personnel by contacting their Inclusive Programming Consultants.

ECSD SUICIDE PREVENTION PROTOCOL

Pathways to Hope: Best Practices in Suicide Prevention for Alberta Schools, Alberta Education, April 2020

“*Schools can play a positive role in suicide prevention because they offer consistent, direct contact time with large groups of young people. Staff members, particularly teachers, often have important connections with students, as well as their support systems such as family and friends.*”

pg.6



<https://open.alberta.ca/dataset/71ab7d6a-d469-4958-9512-e4e50ca8e2a7/resource/07e6ec0a-76ce-4976-850a-0da770a9a107/download/edc-pathways-to-hope-best-practices-in-suicide-prevention-2020.pdf>

Suicide prevention is a collaborative effort. We recognize that suicide prevention is complex work and must involve Education, Health, Children services and Community services working together.

Suicide prevention is a continuum. Each component within the continuum of supports of the Edmonton Catholic Schools Mental Health Strategic Plan strives to prevent suicide. The goal of the strategic plan is to create a culture that supports the health and well-being of all students. Ultimately, we aim to provide access to the supports necessary to ensure students have positive mental health, so that suicide never becomes an option.

Prevention

Activities that minimize student's risk factors, increase protective factors and instill hope.

- Student Leadership Symposium
- Social Emotional Learning (Paths, Fourth R & Healthy Relationship Plus)
- Mental Health Literacy
- Trauma Informed Practice
- Collaborative Response Model
- Culturally sensitive programming
- Sexual & Gender Minority Safe Spaces
- Multi-Disciplinary team member and Counsellor support
- Multiple prevention and health promotion activities and supports

Student Suicide Risk Management Protocol:

Developed in partnership with AHS to support Administrators and school personnel to attend to immediate safety. Key points include:

- Risk screen/assessment occurs
- Parents/guardians are contacted and advised of concerns
- Student is kept safe when at school
- Mental Health supports for the student are contacted and appropriate referrals are made
- Safety planning with student, family and school is supported by Family School Liaison Worker and/or Mental Health Professional

Our partnership with Alberta Health Services, Child and Adolescent Mental Health Services is critical to the work we do in the prevention and intervention of suicide ensuring a clear pathway to, through and from care for students.

Important Resources:

- AHS Addictions and Mental Health Child & Youth Crisis Team: 780-407-1000
- Kids Help Phone: 1 800-668-6868 or Kidshelpphone.ca. Text 686868
- <https://calgaryconnectteen.com/> - available to ALL Alberta youth

“
*Talking about suicide
is the first step to
prevention.*”

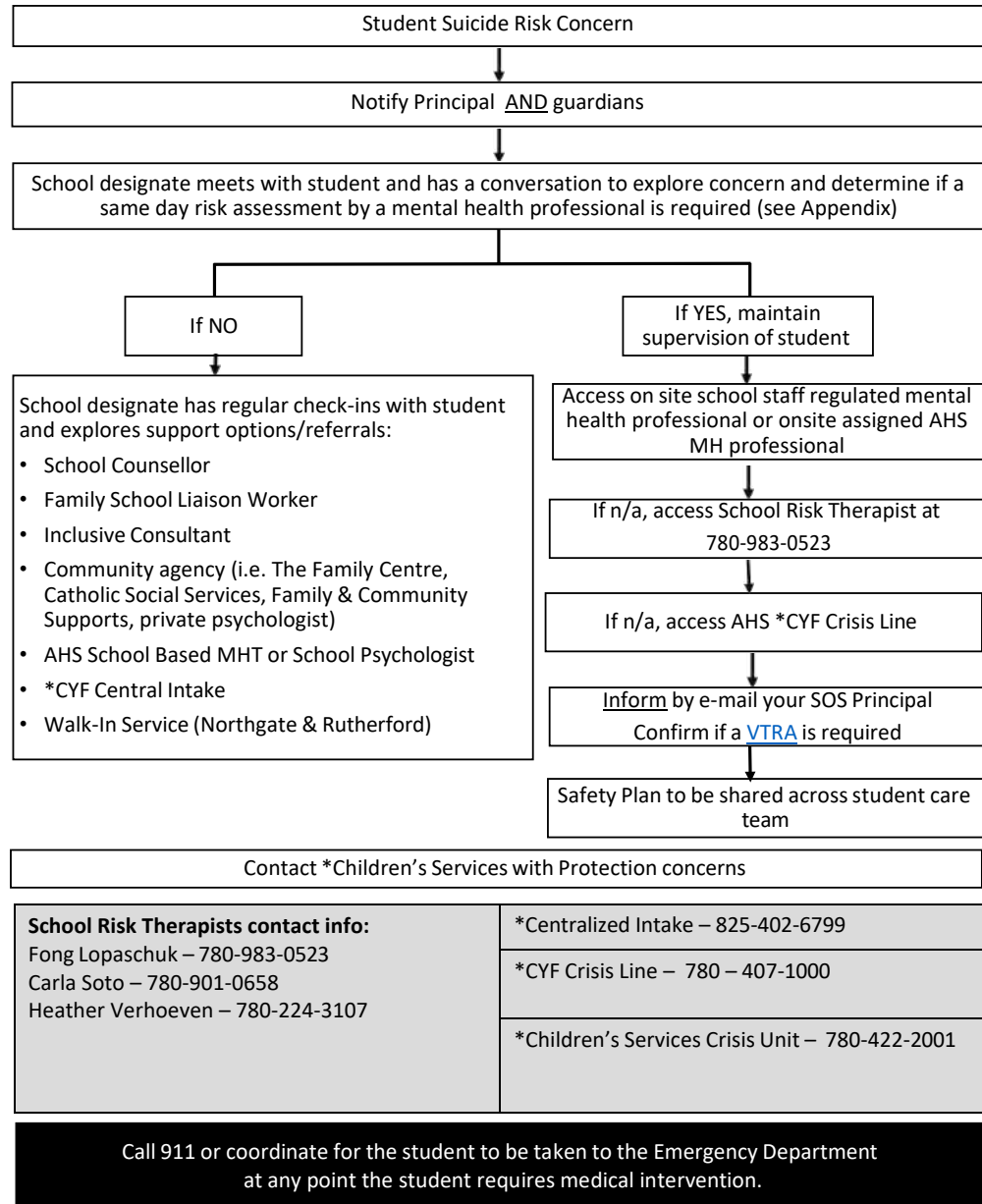
Alberta Health Services. (2020). Suicide
in Alberta Infographic. [https://www.
albertahealthservices.ca/assets/healthinfo/ip/
hi-ip-pipt-chc-suicide-infographic.pdf](https://www.albertahealthservices.ca/assets/healthinfo/ip/hi-ip-pipt-chc-suicide-infographic.pdf)





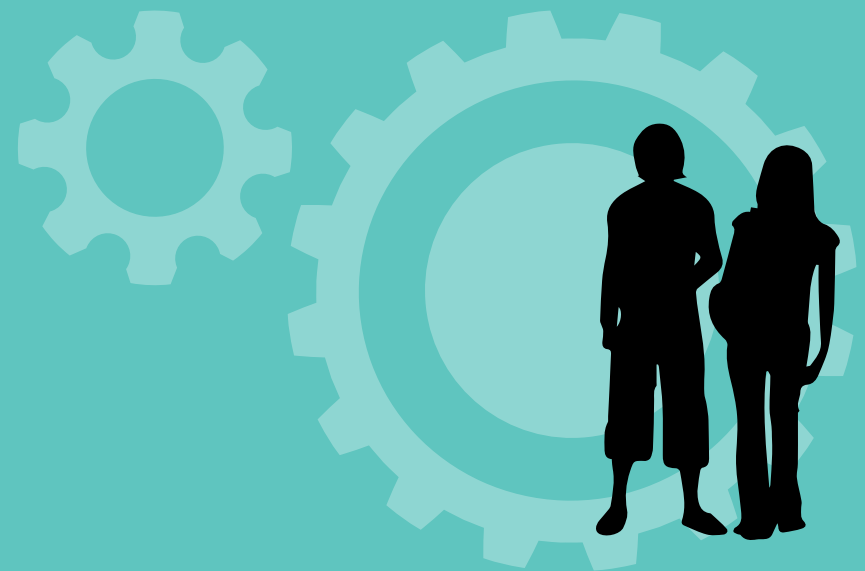
**Alberta Health
Services**

**Children, Youth, & Families, Addiction & Mental Health (CYF)
Student Suicide Risk Management Protocol**



The increasing global awareness of the need to address youth mental health in the school setting is now spreading across Canada. Foundational to all school mental health domains is the need to effectively address mental health literacy of students, educators and administrators alike.

<https://www.edcan.ca/articles/school-mental-health-literacy/>



PROFESSIONAL DEVELOPMENT

The following will provide each school with professional development opportunities to support the Edmonton Catholic Schools Mental Health Strategic Plan.

- Go-To Educator
- Mental Health Literacy
- Mental Health Champions
- Student Leadership
- Physical Literacy
- Social Emotional Learning
- Safe and Caring Schools

Professional development session information and dates can also be found on the Mental Health SharePoint Site:

<https://edmontoncatholicschools.sharepoint.com/sites/D0045/SitePages/Mental-Health-PD-Sessions.aspx>

To register for sessions, go to:
<https://events.ecsd.net/>



ELEMENTARY SCHOOLS.....	61
JUNIOR HIGH SCHOOLS	62
SENIOR HIGH SCHOOLS.....	63

ELEMENTARY SCHOOLS

TOPIC	WHO	
GO-TO EDUCATOR	New staff not trained	☐ Thursday, January 19, 1 - 3:30 pm and virtual modules OR ☐ Thursday, April 13, 1 - 3:30 pm and virtual modules
GO-TO EDUCATOR REFRESHER	All staff	☐ Refresher series and conversation guides ☐ Keeping Current Mental Health Literacy Videos
MENTAL HEALTH CHAMPIONS	1 teacher / school Group 1	☐ Monday, September 26, 8:30 - 11:30 am ☐ Thursday, January 12, 8:30 - 11:30 am ☐ Monday, April 17, 8:30 - 11:30 am
	1 teacher / school Group 2	☐ Tuesday, September 27, 8:30 - 11:30 am ☐ Tuesday, January 17, 8:30 - 11:30 am ☐ Wednesday, April 19, 8:30 - 11:30 am
MENTAL HEALTH LITERACY	All staff	☐ Mental Health Champions will lead 7, 10 min. sessions throughout the school year
PSYCHOLOGICAL FIRST AID Virtual session	All staff	☐ Thursday, February 16, 1 - 3 pm
STUDENT LEADERSHIP	1 teacher + 4 students / school	☐ Monday, October 24, 9:15 am - 2:30 pm OR ☐ Wednesday, October 26, 9:15 am - 2:30 pm
COMMUNITY OF PRACTICE: STUDENT LEADERS	1 Teacher + 2 Students	☐ Monday, September 28 - After school ☐ Monday, February 13 - after school ☐ Monday, May 8 - after school
PHYSICAL LITERACY Moving in the Hallways Week		☐ Monday, November 21 - Friday, November 25
HEALTH & LIFE SKILLS PATHS	Kindergarten - Gr 6	☐ Tuesday, October 18

JUNIOR HIGH SCHOOLS

TOPIC	WHO	
GO-TO EDUCATOR	New staff not trained	☐ Thursday, January 19, 1 - 3:30 pm and virtual modules OR ☐ Thursday, April 13, 1 - 3:30 pm and virtual modules
GO-TO EDUCATOR REFRESHER	All staff	☐ Booster videos and conversation guides ☐ Keeping Current Mental Health Literacy Videos
MENTAL HEALTH CHAMPIONS	1 teacher / school Group 1	☐ Wednesday, September 28, 8:30 - 11:30 am ☐ Tuesday, January 10, 8:30 - 11:30 am ☐ Thursday, April 20, 8:30 - 11:30 am
MENTAL HEALTH LITERACY	All staff	☐ Mental Health Champions will lead 7, 10 min. sessions throughout the school year
PSYCHOLOGICAL FIRST AID Virtual Session	All staff	☐ Thursday, November 18, 1 - 3 pm
STUDENT LEADERSHIP SYMPOSIUM	1 teacher + 6 students / school	☐ Wednesday, November 30, 9:15 am - 2:30 pm OR ☐ Wednesday, November 16, 9:15 am - 2:30 pm
COMMUNITY OF PRACTICE: STUDENT LEADERS	1 Teacher + 2 Students	☐ Monday, September 26 – after school ☐ Tuesday, February 14 – after school ☐ Tuesday, May 9 – after school
PHYSICAL LITERACY Moving in the Hallways Week		☐ Monday, November 21 - Friday, November 25
HEALTH & LIFE SKILLS Fourth R	Gr. 7 - 9	☐ Thursday, September 22 OR ☐ Thursday, October 30 OR ☐ Thursday, February 23

SENIOR HIGH SCHOOLS

TOPIC	WHO	
GO-TO EDUCATOR	New staff not trained	☐ Thursday, January 19, 1 - 3:30 pm and virtual modules OR ☐ Thursday, April 13, 1 - 3:30 pm and virtual modules
GO-TO EDUCATOR REFRESHER	All staff	☐ Booster videos and conversation guides ☐ Keeping Current Mental Health Literacy Videos
MENTAL HEALTH CHAMPIONS	1 teacher / school	☐ Wednesday, September 28, 8:30 - 11:30 am ☐ Tuesday, January 10, 8:30 - 11:30 am ☐ Thursday, April 20, 8:30 - 11:30 am
MENTAL HEALTH LITERACY	All staff	☐ Mental Health Champions will lead 7, 10 min. sessions throughout the school year
PSYCHOLOGICAL FIRST AID Virtual Session	All staff	☐ Thursday, November 18, 1 - 3 pm
STUDENT LEADERSHIP	1 teacher + 10 students / school	☐ Friday, October 28, 9:15am - 2:30 pm
COMMUNITY OF PRACTICE: STUDENT LEADERS	1 Teacher + 2 Students	☐ Wednesday, November 21 – after school ☐ Wednesday, February 15 – after school ☐ Wednesday, May 10 – after school
PHYSICAL LITERACY Moving in the Hallways Week		☐ Monday, November 21 - Friday, November 25
CAREER & LIFE MANAGEMENT Healthy Relationships Plus	Grade 10-12 counsellors / teachers	☐ Friday, September 23, 8:30 - 11:30 am OR ☐ Monday, February 13, 8:30 - 11:30 am



HERE TO MAKE A DIFFERENCE TO THE MENTAL HEALTH OF OUR CHILDREN AND YOUTH

Student mental health and wellbeing is critical to student academic and personal success! By focusing on a comprehensive, collaborative, continuum of support, we will be responsive to the needs of our students, staff and families within Edmonton Catholic Schools.



MENTAL HEALTH STRATEGIC PLAN