The Learning Bar

Insights Alberta

Shane Cranston, Director of Learning
Jason Kupery, Director of Learning
Erika Publow, Clinical Team Lead - Counseling
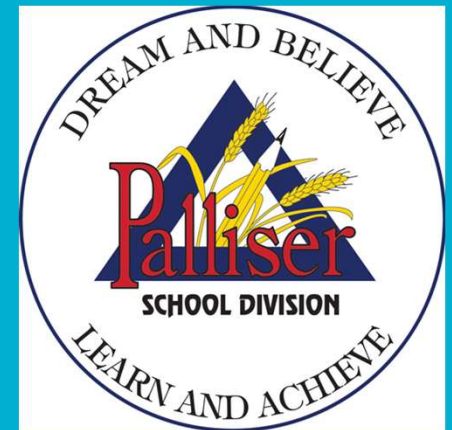
Palliser School Division

27 NOV, 2023

#insightsalberta

Intended Outcomes

- Review the primary strategies associated with Palliser School Divisions Mental Health Project
- Review the data that informed our project outcomes
- Review the celebrations of Palliser's Mental Health Project
- Review our key takeaways

School Wellness: Striving for Equity

- Diversity in schools across the Division
- Disparity in the use of wellness programming
- Disparity in access to mental health resources

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- Current Approach to Wellness
  - C.S.H.Framework
  - Wellness Teams/Action Plans
  - Strong Partnerships

Data and Trends: Well Being Data

AERR

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Palliser School Division										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3,620	91.6	3,328	91.4	3,363	91.0	4,022	90.8	3,452	91.6	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	696	93.4	645	92.1	674	94.0	745	93.0	561	94.2	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	2,490	86.2	2,220	86.9	2,234	84.6	2,826	84.3	2,498	84.3	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	434	95.3	463	95.2	455	94.4	451	95.2	393	96.3	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Palliser School Division										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3,624	86.9	3,330	86.0	3,363	85.9	4,022	85.0	3,453	85.8	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	696	88.6	645	87.0	674	88.9	745	87.5	561	87.2	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	2,494	77.3	2,222	77.2	2,235	75.4	2,826	74.5	2,498	75.3	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	434	94.8	463	93.7	454	93.3	451	93.1	394	94.8	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Data and Trends: Well Being Data

AERR (Annual Education Results Report)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

| | Palliser School Division | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Achievement | Improvement | Overall | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	3,328	91.4	3,363	91.0	4,022	90.8	3,452	91.6	3,240	90.4	Very High	Maintained	Excellent	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	645	92.1	674	94.0	745	93.0	561	94.2	546	91.3	Very High	Declined	Good	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	2,220	86.9	2,234	84.6	2,826	84.3	2,498	84.3	2,289	84.5	Very High	Maintained	Excellent	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	463	95.2	455	94.4	451	95.2	393	96.3	405	95.2	High	Maintained	Good	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

| | Palliser School Division | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Achievement | Improvement | Overall | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	3,453	89.5	3,241	88.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	561	92.1	546	89.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	2,498	80.5	2,290	80.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	394	96.0	405	94.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

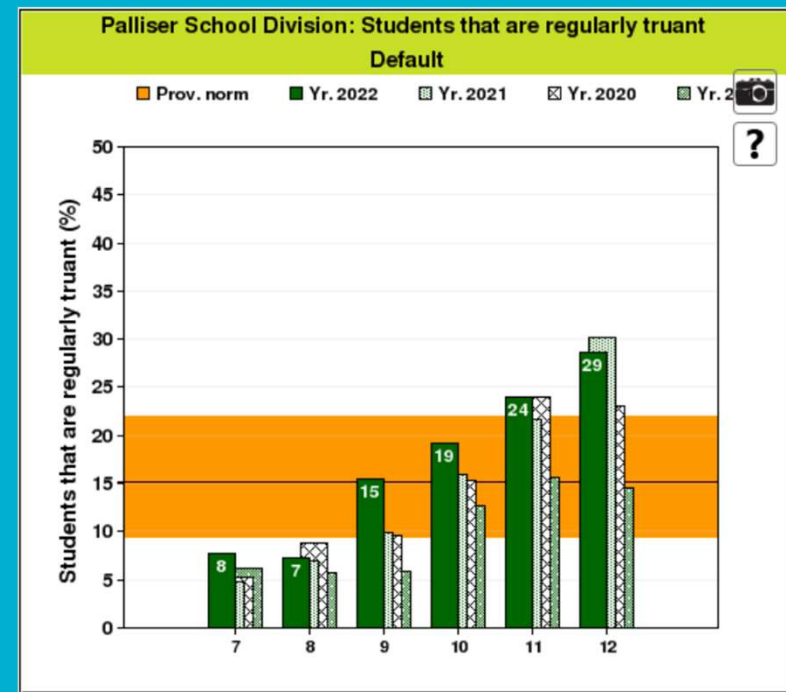# Data and Trends: OurSCHOOL Survey Anxiety and Depression Statistics
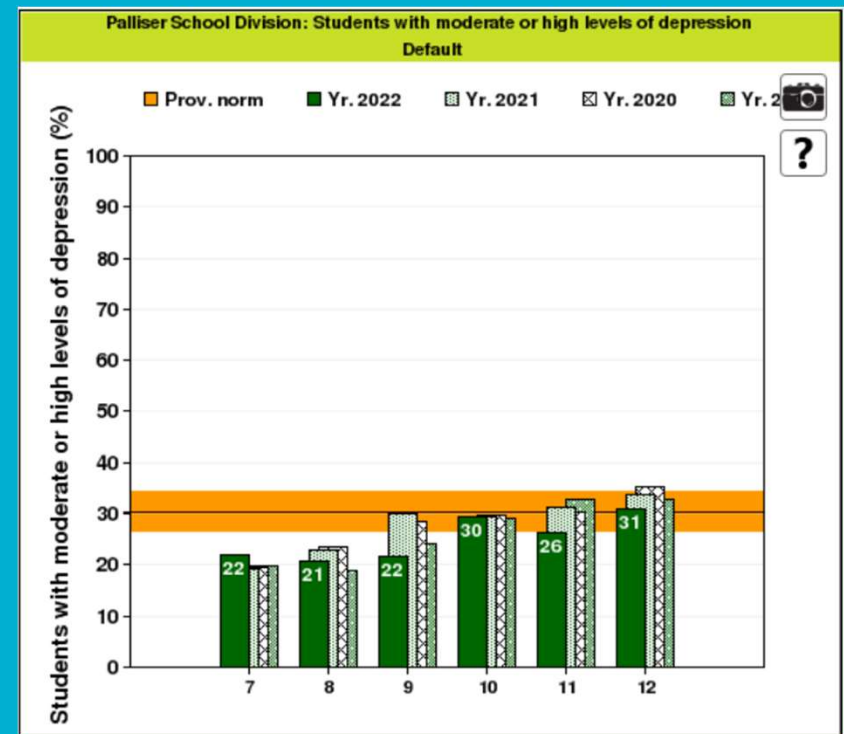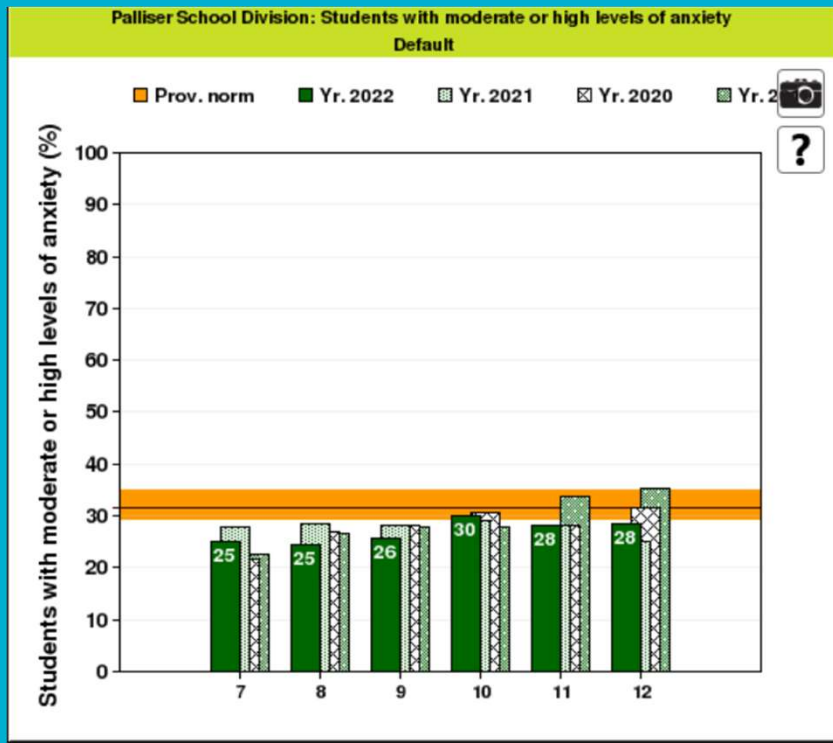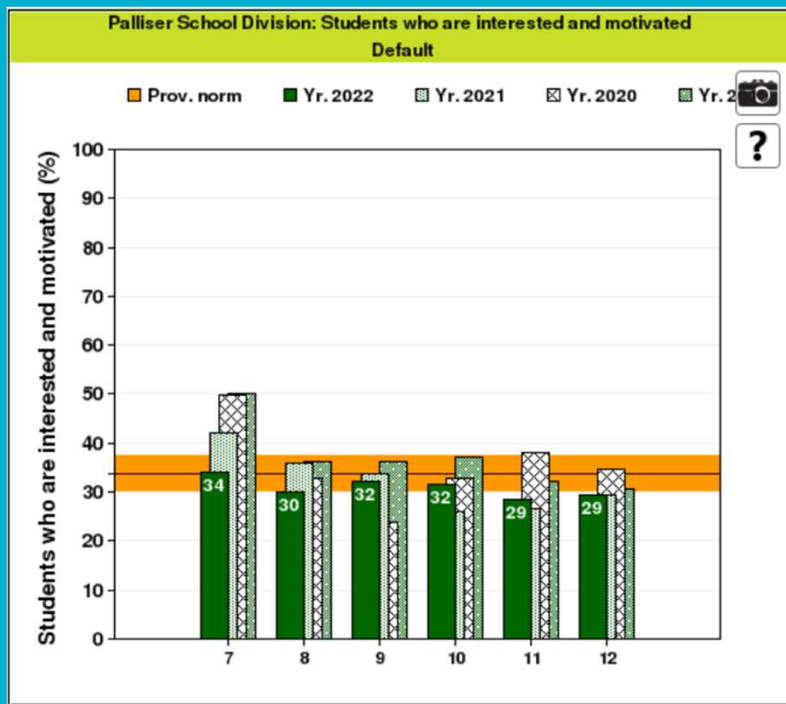
Data and Trends: OurSCHOOL Survey
Sense of Belonging and Self Esteem
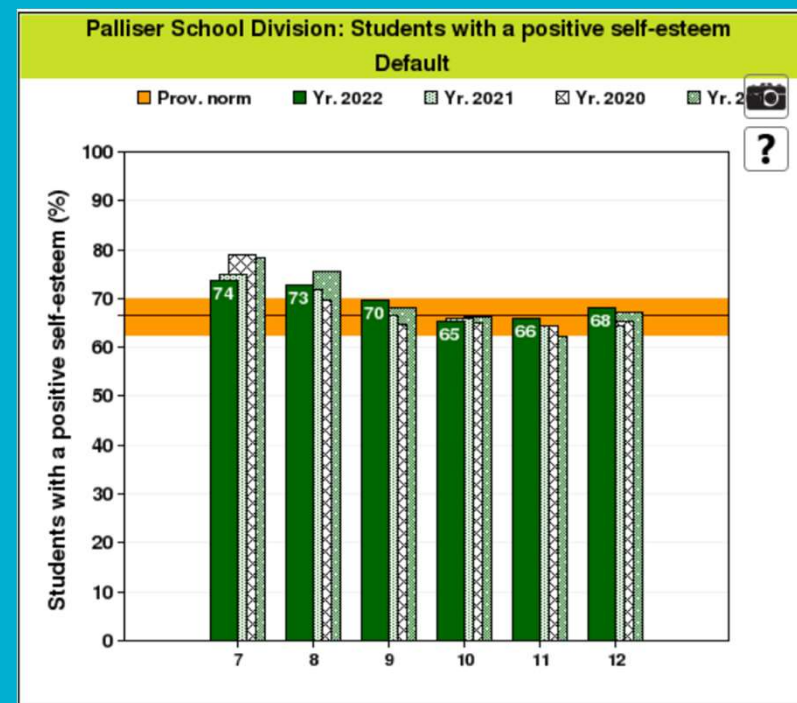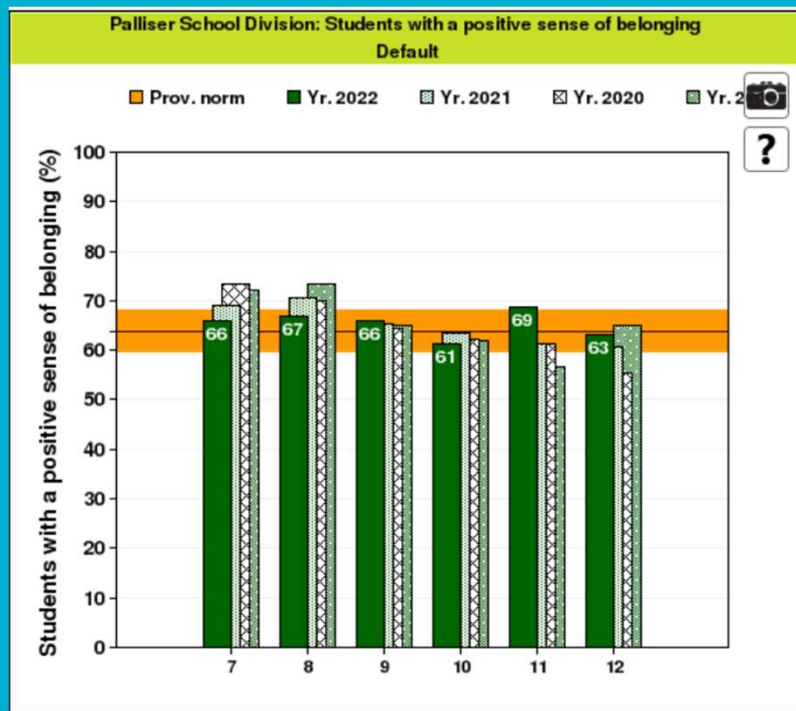
Data and Trends: OurSCHOOL Survey Motivation and Truancy

Data and Trends: Existing Internal Services
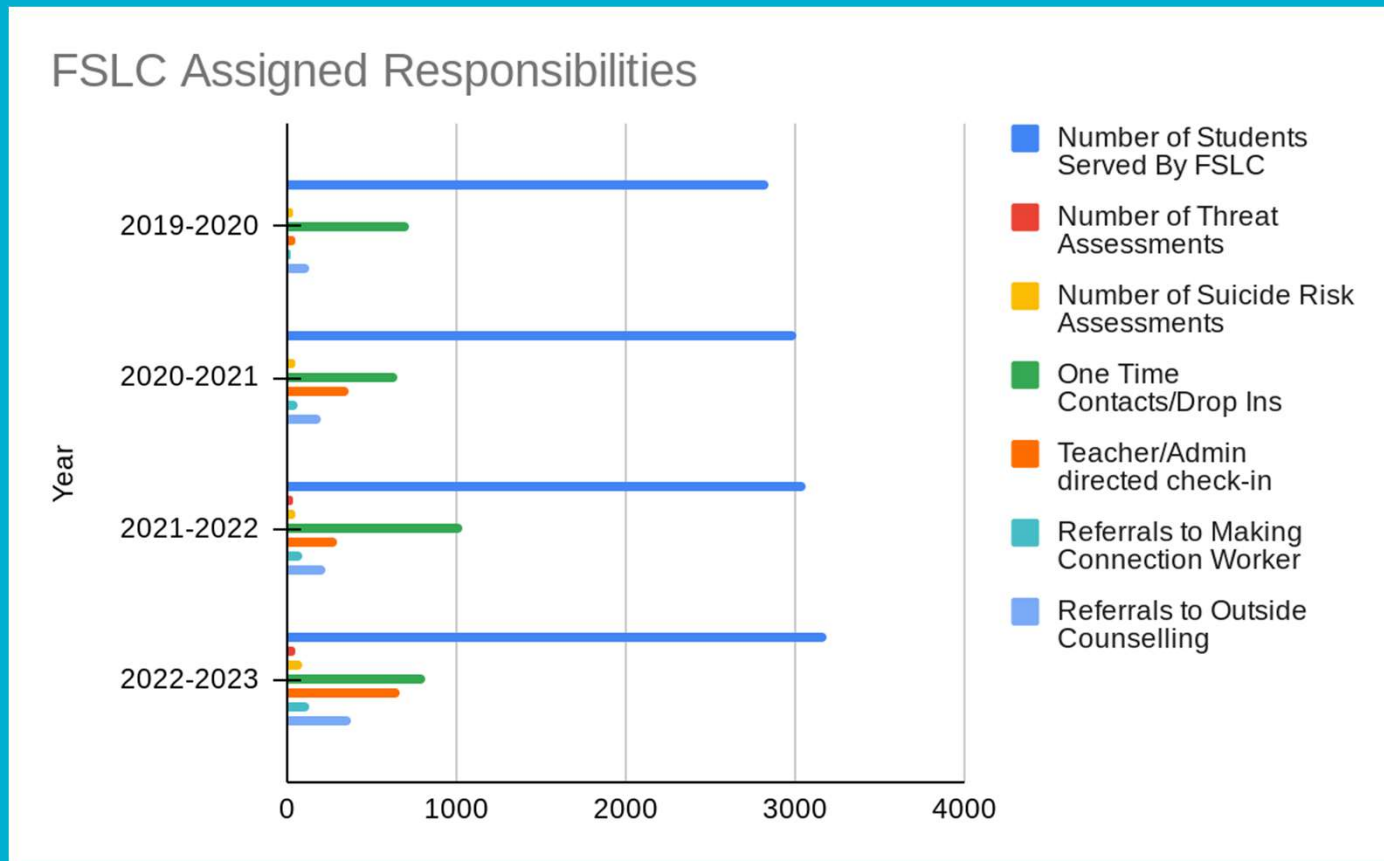
Data and Trends: Gaps

- Increasingly complex student issues
- Internal capacity and capability
- Lack of external resources
- Systemic barriers to support

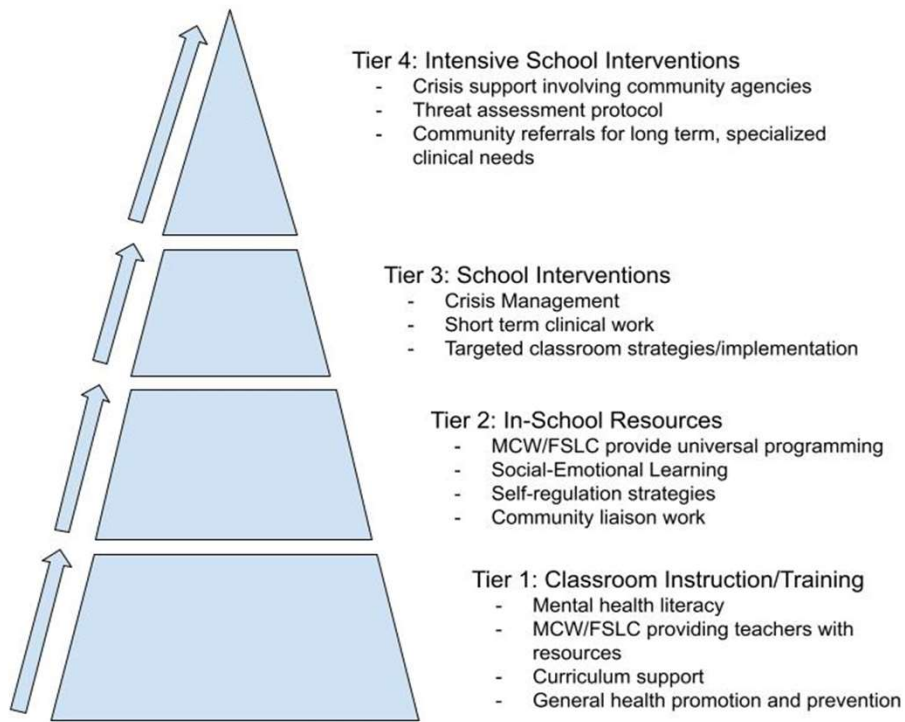# Mental Health Crisis in Education

EDUCATION

Alberta doubles funding for mental health, learning supports in schools

By **Meaghan Archer** · **Global News**
Posted November 16, 2022 2:58 pm

Analyzing Data and Existing Model of Service Delivery

Tier 4: Intensive School Interventions
- Crisis support involving community agencies
- Threat assessment protocol
- Community referrals for long term, specialized clinical needs

Tier 3: School Interventions
- Crisis Management
- Short term clinical work
- Targeted classroom strategies/implementation

Tier 2: In-School Resources
- MCW/FSLC provide universal programming
- Social-Emotional Learning
- Self-regulation strategies
- Community liaison work

Tier 1: Classroom Instruction/Training
- Mental health literacy
- MCW/FSLC providing teachers with resources
- Curriculum support
- General health promotion and prevention

Pyramid of Intervention

- Focus on internal provision of support
- Increased crisis response
- Decreased internal capacity to manage complex behaviours/situations
- Reaction instead of early-intervention & prevention

Partnerships & Future Focus

Tier 4: Intensive Interventions
- Crisis support involving community agencies
- Threat assessment protocol
- Community referrals for long term, specialized clinical needs
- **Clinical Consultation (Dr Massie Partnership)**
- **Complex Case**
- **COPE (AHS partnership)**

Tier 3: School Interventions
- Crisis management
- Targeted classroom strategies/implementation
- Short term clinical work
- **Targeted youth support (YSN - Wood's Partnership)**
- **Targeted family support work (FSN - Impact Parenting Partnership)**

Tier 2: In-School Resources
- MCW provides targeted programming **in classrooms**
- Social-Emotional learning groups
- Self-regulation strategies **individually and in classroom**
- Community liaison work

Tier 1: Universal Health and Wellness
- Mental health literacy
- MCW/FSLC providing teachers with resources
- Curriculum support
- **Health prevention and promotion (AHS partnership)**
- **Promoting school/classroom culture (wellness champions and universal navigators)**
- **Staff education and professional development on strategies related to student behaviour**
- **Sharing of SEL resources between schools**
- **Ever-Active Schools partnership**

Upstream vs Downstream Focus

- Promotion of wellness without overloading teachers with expectations
- We recognized the need for physical literacy/movement (especially post lockdown)
- Needed to ensure equitable access and distribution of resources
- Resources needed to leave a "legacy"

Source on Infographic: British Columbia Centre for Disease Control

When we think & act **UPSTREAM** we create a healthier, safer world.

(prevention) **UPSTREAM**

Promoting healthy environments

Preventing injury & illness

Addressing social injustice

Reacting to problems

Treating illness & injury

DOWNSTREAM (reaction)

Ignoring social inequities

BCCDC Foundation *for* Public Health

Application to Funding ~ The Process

- Partnerships
    - Enhanced existing (AHS - health promotion & COPE)
    - Created new ones targeting the gaps in existing tiered delivery model
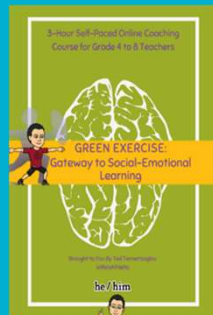
Successes and Celebration

Tier 1: Universal Wellness Navigator

- Early roll-out
- Kits developed and provided to all schools
- Renewed emphasis on SEL across the Division
- Wellness symposiums
- Student led leadership opportunities

Successes and Celebration

Tier 2: Student-Centred Case Management - Youth Systems Navigator

- Position created in collaboration with Wood's Homes (Lethbridge)
- Specific to our Division
- Specialized focus on facilitating connections and navigating complex systems
- Service delivery over school breaks and summer months

Successes and Celebration

Tier 2: Family-Centred Case Management - Family Systems Navigator(s)

- Enhanced current partnership with Impact Parenting
- Knowledge and experience working with our diverse families
- Focus on meeting the families where they are at
- Service delivery over school breaks and summer months

Successes and Celebration

Tier 3: Student-Centred Case Management - Clinical Support In Schools

- Clinical focus
- Specialization in attachment and connection
- Maximizing staff understanding of student needs
- Targeted professional development based on trends outlined by staff

Learning and Key Takeaways

- Good partnerships are important
- Proactive vs Reactive
- Did not prepare the community (staff) for what we were doing
- Gap between application and outcome decreased the opportunity to prepare the universal screening assessment that was outlined in the application
- Targeted support can only be implemented when need is identified
- How do we continue to tailor the project to meet the unique needs of ALL of our schools
- Gap in system between Tiers 2 & 3
- Longevity of service delivery

Questions?