

DATE: November 29, 2011

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Criteria/Qualifications for Staff Providing Services for Mental Health and Addictions Counselling (Trustee Request ##119)

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Dena Davis, Tricia Giles-Wang, Debbie Jackson, Sherry Melney, Nancy Metcalfe, David Piercey, Heather Raymond, Corrie Ziegler

REFERENCE: September 27, 2011 Board Meeting (Trustee Cleary)

ISSUE

The following information was requested: Provide information regarding the criteria/qualifications required for staff to provide services for mental health and addictions counselling in the district; e.g., similar to the Way In Program. How are these qualified professional staff/practitioners funded? How would services be equitably available to schools that require the services?

BACKGROUND

Edmonton Public Schools has collaborated with Glenrose Rehabilitation Hospital and Alberta Health Services to provide support for students with mental health illnesses through the use of School Mental Health Consultation Liaison Nurses and Bridging Community Extension Teams. Edmonton Public Schools also designated a Community Mental Health Classroom at Spruce Avenue School in 2000. The classroom was relocated to Parkview School in 2009 (Attachment I). These classrooms offer specialized, individualized programming for students diagnosed with severe mental and emotional disorders. This program is staffed with an Edmonton Public Schools teacher, an educational assistant, a child development worker and mental health nurse in partnership with Edmonton Student Health Integrated Partnership (ESHIP) and Alberta Health Services.

New approaches have been piloted and developed within the last few years in a variety of district schools in partnership with external agencies to address the increasing needs of mental health awareness and support for all students.

CURRENT SITUATION

Criteria & Qualifications

A variance exists within the education and health sectors in relation to the full time equivalents (FTEs) and criteria/qualifications required to provide services for mental health and addictions counselling to students in the District. Many schools (the majority at the high school level) have on site counsellors, two of whom hold a Masters Degrees in Guidance and Counselling (Attachment II). In 1997, Alberta Education developed *Guidelines for Practice* to support guidance and counselling within schools. It focused on a paradigm shift from a traditional approach of counsellor centered crisis counselling to a comprehensive approach centered on meeting the needs of all students in the areas of career planning and development,

personal/social issues and educational planning by providing a whole school comprehensive team approach. Under the personal/social umbrella, school counselling is provided for low level mental health supports. For more complex cases, guidance counsellors act as the first point of contact to connect students and families to appropriate support and services within the health sector (Attachment III).

Within the health sector (Alberta Health Services, Children's Mental Health, Addictions & Mental Health, Family Center, etc.), the criteria/qualifications varies. Each health organization sets their own standards. Professionals range from success coaches, social workers, nurses, psychologists to psychiatrists. Professionals have varied educational and experiential backgrounds in mental health and addictions counselling and have met the requirements determined by their employer and are registered with their respective professional association.

Funding

Funding for qualified professional staff/practitioners within Edmonton Public Schools is determined by the principal within the site-based decision making model. Funding for professionals within the health sector to provide support to Edmonton Public students are rooted in individual school's efforts to make connections with external partners and to acquire funding through grants or by in kind services. A number of programs within Edmonton Public Schools, such as The Way In Program and Strength, Tolerance, Attitude and Resilience (STAR) Program" (Attachments IV and V) have addressed the challenges of mental well-being and addictions counselling by liaising with external agencies to coordinate services and provide a wrap-around approach. Both of these programs include certificated district staff working in collaboration with partners. Funding for many of these programs relies on term definite grants and strong partnerships. Executive Services is currently creating a District Partnership Framework. As part of this framework, tools and resources will be created to assist schools in the development and maintenance of strong partnerships.

Equity of Services

ESHIP provides access for all schools to receive services from 19 FTE Mental Health Therapists that support both the public and separate school districts in Edmonton. Services are made accessible to schools on a referral basis, and priority of services is based on immediate need. ESHIP begins the school year, particularly in elementary schools, by providing universal services to the school community and when required, provides targeted services to individual students when students are identified by staff at the school (Attachments VI and VII).

Sustainability of programs and ability to provide in-depth mental health and addictions counselling support equitably in schools from the health sector is currently dependent on developing partnerships between individual schools and various service providers.

KEY POINTS

- Health sector professionals work collaboratively with school staff to provide in-depth mental health and addictions counselling to students.
- There is a range of qualifications and credentials for professionals providing mental health and addictions counselling.
- Funding of services provided by the health sector is primarily through grants or in-kind services.

- Current initiatives are based on designating staff to maximize and coordinate services by building partnerships with service providers for children/youth through an interagency model.
- Current models are vulnerable to sustainability due to reliance on funding through grants.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Parkview School ESHIP Brochure
ATTACHMENT I	School Guidance and Counselling FTEs
ATTACHMENT III	Comprehensive School Guidance and Counselling Programs and Services: Guidelines for Practice (1997)
ATTACHMENT IV	The Way In Brochure and Organization Chart
ATTACHMENT V	STAR Program Information Sheet
ATTACHMENT VI	Working Together Information for Parents and Schools: What is ESHIP?
ATTACHMENT VII	Services for Students with Special Education Needs in Edmonton Public Schools

DJ:ac

For more information about the program please contact:

Principal: Dan Beharry

Mental Health Nurse: Candace Lang, RN

@ Parkview School (780) 483-3415



Mental Health Classrooms

Working Together in
Partnership to Meet the
Needs of Students

Who do we serve?

- Students (grades 2 to 9) registered in a school within Edmonton boundaries who have a primary neuro-psychiatric diagnosis
- Neuro-psychiatric diagnosis includes, but not limited to: Tourette's Syndrome, Bipolar Disorder, Affective Disorders or Asperger's Syndrome

Who can refer?

- A professional such as a psychiatrist, physician or psychologist; or a school administrator

What do we offer?

- We have an Elementary and a Junior High classroom
- There is a maximum of ten students in each classroom
- Each classroom has an Edmonton Public Schools (EPS) teacher, an EPS educational assistant and an Alberta Health Services (AHS) child development worker
- There is also an AHS registered nurse who works with both classrooms

A student who demonstrates risk behaviors (i.e.: extreme aggression, inappropriate behavior) or who is a safety risk, will not be considered.

There are criteria and supporting document requirements that can be reviewed with the Mental Health Nurse or Principal.

The Referral/Intake Process

1. The Mental Health Nurse and the Principal of Parkview School will complete a cursory review of the submitted referral information.
2. If the initial information suggests suitability, the Principal of Parkview School will contact the student's current school to inform them that a referral has been received.
3. If the school or school jurisdiction is in agreement, an assessment of suitability will be completed by the Mental Health Nurse, the Mental Health Classroom teacher and the Principal of Parkview School.
4. A visit to the current school placement for observation of the student will be arranged.
5. Consultation with current teachers, care providers and other professionals will occur to assist with the decision-making process.
6. The recommendation of appropriateness for placement at Parkview School will be made by the multidisciplinary team.
7. The decision of outcome regarding placement at Parkview School will be made and communicated by the Principal of Parkview School in consultation with the mental health team.
8. The Principal will send out a letter of outcome, in collaboration with the Mental Health Nurse, to the parents and to the referral source.



ATTACHMENT II

School Guidance and Counselling FTEs

School	Teacher FTE	Portion of FTE Allocated to Counsellor Position
Argyll Home Education Centre	1.000	1.000
Total FTE	1.000	1.000
Victoria	1.000	0.715
Victoria	1.000	1.000
Victoria	1.000	0.857
Victoria	1.000	1.000
Total FTE	4.000	3.571
Mary Butterworth	1.000	0.500
Total FTE	1.000	0.500
Ottewell	1.000	0.203
Ottewell	1.000	0.266
Total FTE	2.000	0.469
Riverbend	1.000	0.497
Total FTE	1.000	0.497
Westmount	1.000	0.033
Total FTE	1.000	0.033
L. Y. Cairns	1.000	0.702
Total FTE	1.000	0.702
Vimy Ridge Academy	1.000	0.571
Vimy Ridge Academy	1.000	0.428
Total FTE	2.000	0.999
Braemar	1.000	0.500
Total FTE	1.000	0.500
Centre High Campus	1.000	0.500
Centre High Campus	0.800	0.550
Centre High Campus	1.000	0.500
Total FTE	2.800	1.550
Eastglen	1.000	0.857
Total FTE	1.000	0.857
Harry Ainlay	1.000	0.857
Harry Ainlay	1.000	1.000
Harry Ainlay	1.000	1.000
Harry Ainlay	1.000	1.000
Total FTE	4.000	3.857
J. Percy Page	0.571	0.417
J. Percy Page	1.000	0.845
Total FTE	1.571	1.262
Jasper Place	1.000	0.430
Jasper Place	1.000	0.285
Jasper Place	1.000	0.143
Jasper Place	1.000	0.143

School	Teacher FTE	Portion of FTE Allocated to Counsellor Position
Jasper Place	1.000	0.571
Jasper Place	1.000	0.143
Jasper Place	0.800	0.800
Jasper Place	1.000	0.571
Jasper Place	1.000	0.287
Jasper Place	1.000	0.143
Jasper Place	1.000	0.143
Jasper Place	1.000	0.572
Total FTE	11.800	4.229
Lillian Osborne	0.600	0.600
Lillian Osborne	1.000	0.857
Total FTE	1.600	1.457
M. E. LaZerte	1.000	1.000
M. E. LaZerte	1.000	1.000
M. E. LaZerte	1.000	1.000
M. E. LaZerte	1.000	0.857
M. E. LaZerte	1.000	0.857
M. E. LaZerte	1.000	0.857
Total FTE	6.000	5.572
McNally	1.000	1.000
Total FTE	1.000	1.000
Metro Continuing Education	0.600	0.300
Metro Continuing Education	0.600	0.300
Total FTE	1.200	0.600
Queen Elizabeth	1.000	0.857
Queen Elizabeth	1.000	0.857
Queen Elizabeth	1.000	0.713
Queen Elizabeth	1.000	0.857
Total FTE	4.000	3.285
Ross Sheppard	1.000	1.000
Ross Sheppard	1.000	0.857
Ross Sheppard	1.000	0.857
Ross Sheppard	1.000	0.143
Total FTE	4.000	2.857
Strathcona	0.500	0.357
Strathcona	0.500	0.500
Strathcona	1.000	1.000
Total FTE	2.000	1.857
W. P. Wagner	1.000	0.569
W. P. Wagner	1.000	0.859
W. P. Wagner	1.000	0.359
Total FTE	3.000	1.787
Grand Total	57.971	38.442

**Comprehensive
School Guidance and Counselling
Programs and Services**

*Guidelines for
Practice*

A Program Development
and Validation Checklist

1997

Preamble

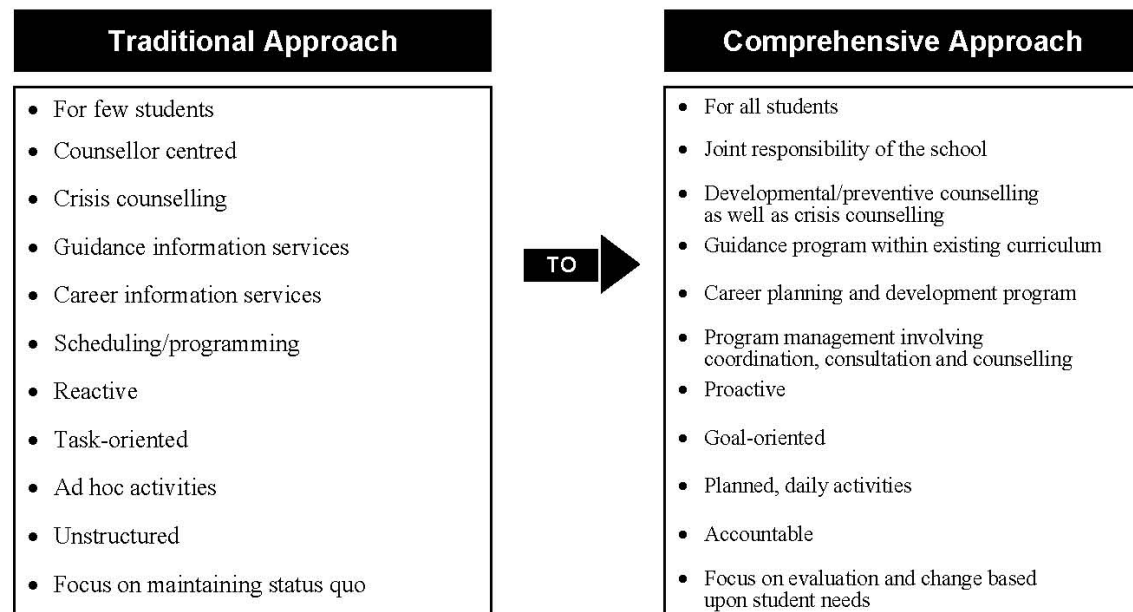
Background

Alberta Education has developed guidelines for practice in cooperation with guidance and counselling specialists throughout the province. Guidelines are defined as statements providing direction for the establishment of quality guidance and counselling programs based on local needs. These guidelines for practice are designed to improve the quality of education, through access to excellent, comprehensive school guidance and counselling programs, so that young people can lead fulfilling and productive lives. Guidelines help schools improve and enhance programs and indicate Alberta Education's expectations for comprehensive guidance and counselling programs. They provide a basis of information for monitoring and/or inspecting programs at both district and professional levels.

The comprehensive school guidance and counselling program addresses the developmental needs of all students in three domains: career planning and development, personal/social issues and educational planning. The four components of the comprehensive approach are:

- developmental guidance instruction
- individual student planning
- responsive services
- school/community support.

Details are provided in Appendix A, page 31. The comprehensive approach is “developmental,” and entails a paradigm shift from the traditional approach, as illustrated in the chart below.* The emphasis is on structure, prevention and systematic accountability.



*Adapted from the Oklahoma State Department of Education (1988).

Over the past decade, significant changes have occurred in schools. These changes tend to mirror the issues and concerns that face society in general. Clearly, these changes have presented all educators, including school counsellors, with many challenging issues to address and opportunities to find imaginative solutions.

During this same time period, the delivery of school guidance and counselling services has begun to move from a therapeutic, position-focused model that delivers services to specific populations, to a comprehensive model that delivers programs and services to all students in a school. This shift involves the reformation of guidance and counselling programs. Guidance and counselling are no longer ancillary, crisis-oriented services that mix school management tasks with student development tasks. Instead, they are part of a comprehensive developmental program that focuses on the educational, personal, social, and career growth and development of students. Many Alberta schools have already begun to re-engineer their guidance and counselling programs. They are using imagination and ingenuity to address the needs of students, today and in the future.

There are a number of different models of delivering guidance and counselling programs and services to students. Students, parents, teachers, school counsellors, principals and administrative teams and school councils each have various roles to play in determining, developing and implementing the guidance and counselling program. The delivery of a comprehensive school guidance and counselling program involves these components: professional school counselling service, the teacher as student advocate and school-interagency collaboration. Various staff; e.g., teachers of health, Career and Life Management (CALM), Career and Technology Studies (CTS), and work experience, can be deployed to deliver a comprehensive program.

The comprehensive school guidance and counselling program helps students answer these questions: “Who am I? Who can I become as a person? How can I best contribute to society?” The program has a major role in helping all students develop adequate and realistic concepts of themselves, awareness of educational and career opportunities, and understanding of themselves and the opportunities in order to make informed decisions.

The guidelines presented in this document are consistent with the Alberta Teachers’ Association (ATA) *Code of Conduct* (1995) and the ATA Guidance Councils’ *Guidelines for Ethical Behaviour* (1985). These guidelines also include the emphasis of Alberta Education on career development. This area is reflected in the government policy paper *Framework for Enhancing Business Involvement in Education* (May 1996) and was an important component of Alberta Education’s *Meeting the Challenge IV: Detailed Three-Year Plan for Education in Alberta* (1997/1998–1999/2000), specifically Goal 1: “Education is focused on what students need to learn and students achieve high standards” and Goal 2: “Parents and the community have the opportunity to be involved in the governance and delivery of a restructured education system.” Departmental strategies to achieve these goals include working collaboratively with Advanced Education and Technology to provide information to learners/students, parents and others on career development, the labour market, learning opportunities and the workplace. The implementation of these guidelines will build a strong bridge for guidance counselling to the 21st century.

A survey was conducted in January 1996 to determine the current status and future potential of school guidance and counselling programs. From a sample of Alberta schools, over 60 per cent reported the services of a counsellor, particularly at the secondary level. Other ways of enhancing the program were also reported, such as the use of a teacher advisory system and family school liaison workers. Table 3 and Table 4, found in Appendix B, page 35, present some information obtained in this survey.

Purpose of Guidelines

The purpose of this document is to provide guidelines for the implementation of comprehensive school guidance and counselling programs and services. Specifically, the guidelines will help students receive better services and programs in guidance and counselling, including career education. The guidelines will be useful to:

- the school principal, counsellor and other members of the school guidance and counselling team
- central office (services) personnel to monitor the development of guidance and counselling programs, and to evaluate the comprehensive school guidance and counselling programs in their jurisdiction schools
- Alberta Education as a basis of information to monitor/inspect schools in Alberta.

Alberta Education Guidelines for Practice

To define a level of adequacy for comprehensive school guidance and counselling programs, Alberta Education has developed 16 guidelines, which address all components of the program. The 16 guidelines are organized into four categories.

- | | |
|---|---|
| I. Philosophy and Goals | ⇒ Guidelines 1.0 – 2.0 address the basis for school guidance and counselling programs in Alberta and the extent to which goals and objectives are developed. |
| II. Program Development, Implementation, Coordination and Evaluation | ⇒ Guidelines 3.0 – 9.0 address the scope and operation of the overall comprehensive school guidance and counselling program. |
| III. Delivery of Services | ⇒ Guidelines 10.0 – 13.0 address counselling, consulting, assessment, referrals and information/placement. |
| IV. Professional Development and Staff Effectiveness | ⇒ Guidelines 14.0 – 16.0 address the professional development and qualifications/competencies of the school counsellor and other team members. |

Table 1
Staffing for Program Implementation at the Jurisdiction Level — Recommended by Alberta Education
<p>Under the direction of the board of trustees and the school superintendent, a central office individual should be designated to:</p> <ul style="list-style-type: none"> • provide leadership to ensure the school authority complies with government policy and guidelines for practice • monitor and evaluate the quality of programs in each school.
P R O G R A M M A N A G E M E N T
Competencies for Individual at the Jurisdiction Level
<ul style="list-style-type: none"> • Certificated teacher • Specialized knowledge in the following areas: <ul style="list-style-type: none"> ⇒ Comprehensive guidance and counselling programs ⇒ Guidelines for practice for comprehensive guidance and counselling programs ⇒ Assessment strategies and procedures ⇒ Alberta Education's policies on funding, standards and program evaluation ⇒ Professional development of staff ⇒ Career education regarding resources and services ⇒ Special education: diagnosis and program placement ⇒ Monitoring and evaluation processes.

Table 2
Staffing for Program Implementation at the School Level —
Recommended by Alberta Education

Comprehensive guidance and counselling consists of four main components: developmental guidance instruction, school/community support, responsive services and individual student planning. The principal is responsible for the implementation of a comprehensive program in the school in accordance with school board policy. The counsellor develops, coordinates and directs the program in consultation with the school team. **Various staff can be deployed to deliver a comprehensive approach.** Competencies are outlined for each component.

S c o p e o f t h e P r o g r a m

Competencies of the School Counsellor

**Developmental
Guidance Instruction**

**School/Community
Support**

**Responsive
Services**

**Individual Student
Planning**

It is expected that the school counsellor will provide programs and services in all four components of the comprehensive program.

- Certificated teacher
- Two years of successful teaching experience
- Ability to coordinate with community agencies
- Sensitivity to and familiarity with student needs

Note: The competencies of the school counsellor are generally found in an individual with either a one-year graduate diploma in school counselling from a recognized university or a recognized Master's degree with a major in school guidance and counselling or educational psychology, including school counselling theories/approaches, ethics, group facilitation, career development and basic assessment (individual and group). The Master's degree should include a supervised practicum experience.

**Competencies of Other Potential Members of the Guidance and Counselling Team Under the
Coordination and Direction of the School Counsellor**

**Developmental
Guidance Instruction**

**School/Community
Support**

**Responsive
Services**

**Individual Student
Planning**

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Certificated teacher • Successful teaching experience • Student advocate • Sensitivity to and familiarity with student needs • Informal training (inservices) on guidance and counselling strategies | <p>(As determined by the context)</p> <ul style="list-style-type: none"> • Social work/child and youth services diploma/degree, with special knowledge in the following areas: <ul style="list-style-type: none"> a) crisis intervention strategies b) knowledge of community agencies c) referral procedures d) knowledge of community vocational/employment support • Ability to work collaboratively with students, parents, school and community agency personnel and/or • School psychological services <ul style="list-style-type: none"> a) assessment and consultation b) placement of students with high needs <p>(see qualifications in Appendix C, Level C, page 37)</p> | <ul style="list-style-type: none"> • Certificated teacher • Successful teaching experience • Sensitivity to and familiarity with student needs • Knowledge of career trends and student programs |
|--|--|--|

Resources Available to the School Counsellor to Deliver the Program

**Developmental
Guidance Instruction**

**School/Community
Support**

**Responsive
Services**

**Individual Student
Planning**

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Other teachers; e.g., health, CALM, CTS, work experience • Guest speakers; e.g., health professionals | <ul style="list-style-type: none"> • Interagency collaborators (family liaison workers, child development assistants) • Social services • Police officers • Employers regarding career education | <ul style="list-style-type: none"> • School psychologists • Interagency collaborators (family liaison workers, child development assistants) • Police officers • Other health professionals; e.g., mental health workers | <ul style="list-style-type: none"> • Teacher advisors • School psychologists |
|--|--|--|--|

Appendix B

Excerpts from the survey *Facilitating Student Growth and Development: Status and Future of School Guidance and Counselling* (1996)

Table 3

Availability of Counsellors in Alberta Schools

Schools by Grade Level	Percentage Reporting FTE Counsellor
ECS-6	46.2
ECS-9	69.2
ECS-12	65.5
Grades 7-9	90.3
Grades 7-12	82.4
Grades 10-12	93.1
Other grade-level groupings	69.9
All Schools	62.2

Table 4

Other Enhancements Presently Used to Deliver Aspects of a Comprehensive School Guidance and Counselling Program in Alberta

Alternate Models/Approaches	Number of Schools
Teacher Advisory System	35
Teacher as Counsellor	93
Multi-disciplinary Team	38
Family School Liaison Worker	31
Other:	62
<ul style="list-style-type: none"> • District Services • Counsellor-Assistant • Social Worker • Resource Facilitator • School Resource Team • School Psychologist • Mental Health Worker • Health Unit • Alberta Mental Health Staff 	<ul style="list-style-type: none"> • Native Liaison Worker • Consultative Team • Referrals to Outside Agencies • Administrator as Counsellor • Preventative Care Coordinator • Instructional Resource Person • Child Development Assistant • Student Liaison Advisor

PARTNERS SUPPORTING THE WAY IN

Alberta Health Services-Addiction and
Mental Health

The Family Centre
YMCA

Child and Family Services
Big Brothers and Big Sisters

Edmonton Police Service
Kids Up Front

Edmonton Public Schools
Safe Communities-Alberta Government
RBC Foundation

Thanks to Alberta Health
Services
Mental Health Capacity
Building Projects

"anchoring wrap around services and
community partnerships"

SPONSORS

Cougar Drilling Solutions
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PARTNERS



Government of Alberta

EDMONTON PUBLIC SCHOOLS

The Way In



Dan Knott School

1434 80 Street, 780-462-7954

Edith Rogers School

8308 Millwoods Road, 780-462-3310

TD Baker School

1750 Millwoods Road East, 780-462-5496

THE WAY IN



Encouraging youth and families
to reach new heights!

**Resiliency
Strength
Mind Wellness
Activity
Success**

Our program connects with teens and
their families to build resiliency by
developing their strengths and promoting
mind wellness. We strive to engage youth
in activity as it is a vital part
to achieving a healthy mind
and body.

Everyone can be successful!



About The Way In

We are a team of education, not-for-profit health and government professionals bringing the power of our organizations together to provide wrap around services to children and families.

We work to build resiliency through health and mental health promotion as well as prevention and intervention strategies for students, families and schools.

We act as a gateway to other service providers and connect students and families with what they need so our students can be more successful in school.

We offer students "A Safe Place" classroom when they need help with coping effectively.

We support children and their families by coordinating services to fit their unique needs.

All kids want to succeed. All kids have the power to change.

Team

Matt Wiebe & Nikki Kaye
-Success Coaches, The Family Centre

Lisa Shortyk
-Registered Nurse, Alberta Health Services

Linda Mah
-Therapist, Edmonton Public Schools

Jennifer Parenteau
-Aboriginal Commitment Coach, The Family Centre

Trish Aire
-Healthy Living Coach, YMCA

Michell Chaffey
Addictions Counsellor, Addiction and Mental Health Services

Kiandra Wagar
-Mentorship Coach, Big Brothers Big Sisters

Rita Banga
-Intake Worker, Child and Family Services

Kimberley Howard
-Safe Place Classroom Teacher, Edmonton Public Schools

Brent Billey, Darren Fox, Camille Loken
-Principals, Edmonton Public Schools

Dena Davis
-Project Coordinator, The Way In
780-903-6276



This collage was made by some of our youth, it reflects who they are and we are—it is a celebration of our diverse, dynamic and interconnected initiative.

Programs

-A brief overview

- Welcome Breakfasts
- Drop-in: sports, movie club, aboriginal arts & crafts,
- Girls Group
- Boys Club
- Health Promotion & Education Campaigns
- Self Esteem Workbook
- Mentoring
- Social Skills Group
- Mental Health Conference
- Parent Information Sessions
- Culturama Evening
- Aboriginal Family Potluck
- Health Fair



The Way In - Organizational Chart

Dan Knott, Edith Rogers, T.D. Baker Schools

Edmonton Public Schools

Success Coaches 2 full time positions Nikki Kaye, Matthew Wiebe The Family Centre AHS Mental Health Capacity Building Grant	Registered Nurse (.35) Lisa Shortyk Alberta Health Services AHS Mental Health Capacity Building Grant	A Safe Place Classroom	
		Full time teacher Kimberley Howard Edmonton Public Schools	Registered Nurse .5 Lisa Shortyk Alberta Health Services
Addictions Counsellor Michelle Chaffey 1.5 days per week AHS-Addiction and Mental Health Addiction and Mental Health	Assessor and Intake Worker Rita Banga South West Office - CFS Child and Family Services	Healthy Living Coach Trish Aire William Lutsky YMCA AHS Mental Health Capacity Building Grant	
Project Coordinator full time Dena Davis Edmonton Public Schools AHS Mental Health Capacity Building Grant	Aboriginal Commitment Coach Jennifer Parenteau The Family Centre Alberta Gov. Safe Communities *grant ends April 2012	Mentorship Coach Diana Kardel Boys and Girls Clubs Big Brothers Big Sisters Edmonton and area Youth Strategies Child and Family Services Grant	
Family Support Worker Diane Mills The Family Centre (in kind support)	Kids Up Front Karla Schell Opportunities for kids and families	Mental Health Therapist Linda Mah (0.2 fte) RBC Foundation (funding ends Nov. 2011)	
Mill Woods Family Resource Centre Program / community partnerships and support	Geomeer Opportunities for students and families	Cougar Drilling Solutions Supporting mental health for students and families	



The Way In team is a group of partners from government, nonprofit agencies, business and education working together to support students and their families. We work to improve mental health and health outcomes through a series of prevention, promotion, and individual programs.

We build resiliency in youth by providing wrap around services to support improving health and mental health for students, families, and schools.

We act as a gateway to other service providers and connect students and families with what they need so our students can be more successful in school.

We work to promote and provide education to students, families, and school staff about health and mental health issues. We make opportunities for students to be active in their community.

We provide support to teachers.

We offer students A Safe Place classroom when they are not able to cope.

We believe all kids want to succeed, sometimes they don't know how.

THE WAY IN

Dan Knott, Edith Rogers, T.D. Baker Schools working with partners to build capacity and improve health and mental health for students and their families through promotion, prevention, and intervention programs.



The Family Centre Success Coach Nikki Kaye—all schools Matthew Wiebe— all schools -providing individual support to students and their families -run health and mental health prevention and promotion programs -lunch and after school groups -class and teacher presentations	The Family Centre Aboriginal Commitment Coach Jennifer Parenteau—All schools -providing access to aboriginal culture for aboriginal students -introducing aboriginal culture into the schools for all students -creating supportive relationships with students and families -health promotion with cultural sensitivity -referring to aboriginal programming and services	Alberta Health Services Registered Nurse Lisa Shortyk-Dan Knott and Safe Place Classroom RBC Foundation Mental Health Therapist Linda Mah-1/2 day at Edith Rogers 1/2 day at T.D. Baker - support children and families in accessing mental health services as prevention or intervention -support transitions to high school -mental health promotion and prevention programs to improve mental health and reduce stigma -mental health assessments
Big Brothers and Big Sisters Mentorship Coach Kiandra Wagar— all schools -sets up one to one matches for students in the community -sets up corporate and peer mentoring opportunities -works with team on promotion and prevention programs	Alberta Health Services Addictions Counsellor Michell Chaffey— all schools ½ day per week -supports students with addictions issues -accesses larger services -group presentations -works with team on promotion and prevention programs	Edmonton Public Schools Project Coordinator Dena Davis -coordinates project, services, partners, grants, reports, data -accesses resources to meet student basic needs, promotion, and prevention programs
YMCA Healthy Living Coach Trish Aire -lunch and after school healthy living activities -presentations on nutrition and active living topics -works with team on promotion and prevention programs	Child and Family Services Rita Banga Takes initial information to determine if the concern falls within the Family Enhancement Act., completes intake referrals for assessment on children, youth and families considered in need of intervention.	Mill Woods Family Resource Centre- Debbie Gregg Coats for Kids (fall), Kids With Confidence Workshops for Grade 7's Kids Up Front Karla Schell Christine Cunningham Improving health and mental health in youth and families by creating opportunities for cultural and recreational opportunities

THANK YOU! We'd like to thank: Alberta Health Services - Mental Health Capacity Building Project Grant, Royal Bank Foundation, Child and Family Services—Youth Strategies, Addiction and Mental Health, The Family Centre and Edmonton Public Schools.

EPSB and AHS

A Safe Place classroom

A Safe Place is housed at Dan Knott, but students from each of our schools can be referred

A Safe Place classroom is designed for students who are experiencing short term mental health concerns

Students in the classroom may be experiencing problems due to anxiety, depression, etc. and are having a hard time coping in their regular class or coming to school is becoming difficult

Lisa, our registered nurse, works with the student and the family to ensure the student has the supports they need to cope

The classroom teacher makes sure that students stay on track or catch up with their regular classroom work by meeting with you – the student's classroom teacher – by monitoring your assignments and giving you their marks for SIS.

How can we help you?

Universal Programs

Presentations: such as

Self esteem
Bullying
Resiliency
Healthy living – nutrition, fat, sugar, active living
Drugs and alcohol
Stress and anxiety, etc...

PD: such as

How Children's Services works
Resiliency
Mental Health
Addictions, etc...

Targeted Groups

Small groups, lunch hour and after school activities with a focus on improving health and mental health and building resiliency in students
If you have any other suggestions we would love to hear them.

Referrals:

- forms are on the P Drive
- referrals for individual support are made through your Assistant Principal
- all other requests can be accessed through any team member

The Way In



Dena Davis Project Coordinator	780-903-6276 dena.davis@epsb.ca
Michell Chaffey Addictions Counselor	780-717-1919 michell.chaffey@albertahealthservices.ca
Nikki Kaye Success Coach	780-462-3310 messages nikki.kaye@epsb.ca
Matthew Wiebe Success Coach	780-462-7954 matthew.wiebe@epsb.ca
Jennifer Parenteau Aboriginal Commitment Coach	780-399-1771 jennifer.parenteau@epsb.ca
Trish Aire Healthy Living Coach	780-462-5496 trish.aire@epsb.ca
Lisa Shortyk Registered Nurse	780-862-1741 lisa.shortyk@albertahealthservices.ca
Linda Mah Mental Health Therapist	linda.c.mah@epsb.ca
Rita Banga Social Worker— Southwest	780-427-0633
Kiandra Wagar Mentorship Coach	780-901-5929 kiandra.wagar@bigbrothersbigsisters.ca
Kimberley Howard A Safe Place teacher	780-462-7954 ext 103 kimberley.howard@epsb.ca

**The STAR Program
(Strength, Tolerance, Attitude, Resilience)**

The **STAR Program** is one of 39 projects in a province-wide Mental Health Capacity Building in Schools initiative. The initiative is led by the AHS- Addiction and Mental Health in partnership with Alberta Education and other partners and community agencies, with funding from Alberta Health and Wellness. It is an integrated, school-based mental health promotion and prevention program, which allows service providers to work on-site with the students.

Our **mission** is to promote mental and physical health in students by providing a circle of support in a safe and caring environment; to create a sense of belonging and build resiliency skills in students as they work toward high school completion.

Our **goal** is to increase the coping behaviors, knowledge and skills for youth who are considered to be at risk to enable them to make better choices and adopt behaviors to self protect their mental and physical health. Ultimately, we want to build relationships between students, educators and support agencies and be proactive in our approach to assisting students in life long skills. We want to create a sense of belonging at the school so the students want to be here.

Our On-Site Team:

Coordinator: Nancy Metcalfe

Success Coaches (on contract from The Family Centre):

Jaclyn Beaudry, Jeremy Albert (1.5 FTE)

Aboriginal Commitment Coach (on contract from The Family Centre): Maria Dyck (1.0 FTE)

Roots and Wings: Kathy Grier, Oscar Sanchez

Addictions Counsellor (in kind from AHS): Melissa Kortzman (0.1 FTE)

Social Worker (in kind from Child and Family Services): Reetu Verma (one half day every 2 weeks)

Mental Health Therapist (on contract from AHS): Jenna Moore (0.2 FTE)

Our Partners:

Alberta Education

Alberta Health Services

Child and Family Services

Edmonton Police Serve

Edmonton Public Library

Edmonton Public School Board

Kids Up Front

Roots and Wings

The Family Centre

The STAR Program is housed in Jasper Place High School in west Edmonton. It offers support to a targeted group of 50 students through high school. This support involves working one-on-one with youth as well as implementing universal programs in the school to include the larger student population. We also serve the surrounding junior highs by providing them with Success Coaches on a part time basis to improve the transitioning from junior high to high school, hoping to improve retention. As well, we serve a group of grade 4-6 students in a summer camp program.

STAR Initiatives

Transitions:

Transitions Coach

This position was created last year and is funded by Jasper Place. A Success Coach, Angel King, was placed in two junior high schools (Hillcrest and Westlawn) in February 2010 to June 2010. Her role was to build relationships with the grade 9 students, in particular, the grade 9 students at risk. By doing this, Angel had a list of students she knew she had to check up on immediately at the beginning of the school year when they arrived at Jasper Place. She phoned this list of students before school started and reminded them of the grade 10 orientation and registration day which occurred on the Friday before school began. Again, this reassured the students that they would see a familiar face when they got to JP. Both Angel and I were at this orientation day. She was able to see and talk to her students. As well, students were made aware of where Angel was located in the school so students started to drop by the STAR room to see her when school began. Because this has been such a success, we have decided to extend this transitioning piece to our other coaches and two more junior highs. In November of 2010, the coaches began going to the following schools: Matthew Oosterhuis to Westlawn, Mikaela Mouton to Parkview, Maria Dyck to Winterburn and Angel King Back to Hillcrest.

Universal Programming

1. Summer School

Jasper Place has offered a combined Physed/Calm course through Metro during summer school for the past two years. This is to allow students to complete these two courses while still in grade 10 as these are courses that the students at risk tend to avoid and end up short of these credits in grade 12. It also allows students to get to know the school and some of the staff so that they are more comfortable when they arrive in September. The first year we offered it we had 14 students. This past summer we had 41 and had to open two sections. This was in large part due to Angel having built relationships with the students in grade 9.

2. Summer Camp

In conjunction with our summer school, the STAR Program runs a summer camp for at-risk students in grades 4-6 from our surrounding west end schools. The students are recruited through our STAR partner, The Family Centre. The success coaches who work in elementary schools in the west end of Edmonton chose students in consultation with school staff. At least fifty per cent of the students must be Aboriginal as our main source of funding has come from the Edmonton Public Schools Aboriginal office. We had 30 students enrolled, 20 of whom were Aboriginal. The camp began on July 5. Through our Alberta Health Services partner, Carrie Harfield, we had two dietician interns. They were doing their practicum. As a result, it was no cost for their involvement with the camp. We also had a teacher in the mornings whose salary was paid by Jasper Place High School. The students arrived at 10:00 am and had a snack. They were divided into two groups, one group stayed with the dieticians and the other went with the teacher. The dieticians gave a lesson on nutrition and then had the students help them prepare the lunch for that day. The teacher worked on fun numeracy and literacy skills with the students. The next day the students would switch. After the morning lessons and food prep, the students would eat lunch and help with clean up. In the afternoons we had various speakers/activities. When there were no visitors or field trips in the afternoon, the students took part in recreational activities at the school led by the coaches and the student leaders. We ran a leadership camp for incoming grade 10 students who volunteered to help with the camp. These students were enrolled in the Calm/Physed summer school course at JP. These students volunteered at the camp every day after they finished their summer school at 1:15. The students were committed and did an excellent job of running recreational activities at the school when we had no other visitors or activities planned. Several days we had special guests or speakers which included: two drama students doing a session with the students for an afternoon; a librarian coming from the Jasper Place Library and working with the students one afternoon per week on a literature theme which included making masks; Cheryl Whiskeyjack arranged for people to come and make bannock with the students as well as arranged for people to come and talk to the students for Career

Day; Neville Wright, an Olympian Bobsledder visited; and Grant MacEwan again ran a computer program with the students with each student creating a power point of their summer camp. This year we decided to have a barbecue at an early dinner time instead of a lunch for our camp culmination activity. This was a huge success. Last year we had two families attend the lunch. This year we had 11 families attend the barbecue held at Coronation Park.

This summer camp fits in well with our goals for the STAR Program. It increases the capacity of the school and service providers to meet student needs in our community. It increases student awareness of healthy behaviors and choices. Students are introduced to many healthy, yet reasonably priced and easily prepared foods that they may have never had before. Extra food is sent home at the end of each day thus also providing their parents with exposure to these healthy choices. We hope that with the nutrition education, students will begin to encourage their parents to make healthy choices when shopping for groceries. The students are given a recipe book to take home at the end of camp. Daily physical activity is also part of the camp. As well, social emotional/mental health issues are continually being discussed.

3. Breakfast Club

The Jasper Place Breakfast club kicked off on October 18th. We average 35 students in attendance each week. This is a joint effort between the STAR Program and Fusion Canada. We serve a hot breakfast every Monday during block 0: scrambled eggs, potatoes, French toast, pancakes and juice.

4. Speakers- to date

Saffron (Sherwood Park Sexual Assault Centre)

Katie from Saffron spoke to the Calm classes (5 of them each day) at JP. She spoke about Digital Safety on November 22 and on November 24 about Sexual Assault.

Alberta Mental Health Advocate

Fay Orr, mental health advocate for Alberta, spoke to students about the importance of mental health.

5. Girls' Group

Angel King and Mikaela Moulton began a girls' group on Tuesday, November 23. It will run on Tuesdays and Thursdays at lunch hour all year. The focus of this group is to encourage self esteem and wellness to a group of at-risk female youth.

Aboriginal Programs

Our Aboriginal Youth Council is really starting to take flight. Maria Dyck (Aboriginal Commitment Coach) has been leading the students. They meet twice a week. They drafted a list of plans and resources they would need from the school in order to proceed. They scheduled a meeting and invited principal Jean Stiles to attend so they could present their information to her. It was a lunch meeting. One of the students brought soup and bannock that her and her mother had made. They began the meeting with a smudge that the students led. Then one of the boys said a prayer in Stoney. The students then made their presentation to the principal. It was clear and to the point with realistic expectations. They are in the process of writing an Aboriginal newsletter.

We also now have a full time elder, Isabelle Kootenay. Isabelle's wisdom and gentle nature go a long way to supporting our Aboriginal students. Some of Isabelle's duties include:

- Keeping in touch with student progress
- Redirecting behavior
- Advisory to Aboriginal Program
- Leading in storytelling

- Leading in Talking Circle
- Leading in Prayers said in Aboriginal language
- Leading an Elder's Message to teaching staff
- Speaking in classrooms about Aboriginal culture, specifically Social Studies classes

A very recent hire to Jasper Place is Dustin Bajer. Dustin will be creating a Native historic garden. He plans to plant the garden to resemble the medicine wheel. He will teach students about the plants and students will receive credits.

The STAR room is filled in the morning, mainly with Aboriginal students. This is when Isabelle runs Talking Circles or Story telling sessions. Isabelle takes attendance and students will be able to receive credits for these cultural teachings.

Francis Whiskeyjack will be visiting JP once a week to teach drum making to the boys and rattle making to the girls. Students will receive credits for the courses.

Summary

The STAR Program continues to build capacity through its many programs. The coaches are connecting with and mentoring students. Our universal programming is growing, particularly our transitioning initiative. Course completion results continue to improve as does retention.



Working Together Information for Parents and Schools What is ESHIP? (August 2011)

Edmonton Student Health Integrated Partnership (ESHIP) brings together Edmonton Public Schools, Edmonton Catholic Schools, Alberta Health Services, Edmonton and Area Child and Family Services, Early Childhood Services, private and charter schools within the City of Edmonton - to deliver an integrated and coordinated system of services and programs for children with special health and support needs.

One-Point Access Through Schools –

ESHIP services are accessed through the school where the child is registered.

- **The principal** is responsible for (i) communicating the process to school personnel, and (ii) collaborating with ESHIP health and support professionals on school visits and referrals.
- **The ESHIP-funded service provider** supports inclusion and access to learning and makes recommendations on the appropriate level and type of support required, considering both school and home situations.

The service provider consults with the classroom teacher, the school team and the parent as required on universal, targeted and specialized services.

Existing Student Health Services – should be accessed first before making a referral to ESHIP, such as:

- Services available through the school division.
- Community Health Services
- Primary Health Network Services and Physician Offices
- Regional Intake through hospitals, physician offices or health clinics, community rehabilitation and mental health programs.
- School counselors (where available).
- Private consultants as utilized from time-to-time by schools.
- Children's Home Care Services Team (Nursing, OT, PT).

WHO IS ELIGIBLE? - Children and youth whose access to learning is impacted by special health and support needs (physical, developmental, neurological disorders, sensory, medical conditions, emotional and behavioral needs, AND

They are registered in Alberta Education school programs within the ESHIP geographical boundaries.



Principles of Working Together

VISION

Children and youth with special health needs receive the right amount of coordinated support to participate fully in learning and achieve outcomes to the maximum of their ability.

MISSION

To provide a range of effective and coordinated supports to children and youth with mild-moderate to severe and complex needs so that outcomes can be achieved.

- **Accessibility** - Education, health, mental health, and social services are available to and accessible by children with special health needs who are registered in a school program.
- **Seamless Approach** - Partners work together to provide a seamless approach to the delivery of services. This requires partners to share information in the planning and delivery of programs and services.
- **Continuity** - The system of service delivery acknowledges and meets the needs of children who move between ECS programs, schools, and school districts to facilitate continuity of services.
- **Developmentally Appropriate** - Services are developmentally appropriate and based on the needs of children and their families.
- **Culturally Responsive** - Services are responsive to Aboriginal and multicultural communities.
- **School and Community Based** - Services will be delivered in schools and the community, as appropriate to the needs of the child/youth.
- **Capacity Building** - Services build on the strengths of children, families, and communities to be self-sufficient.
- **Team approach** - Services are based on a team approach, in which all partners understand and respect one another's mandates while working collaboratively and sharing accountability for the successful achievement of goals.
- **Best Practices** - Services will be delivered in a manner which reflects best practice.
- **Continuous Improvement** - Services are sustained through a process of planning and continuous improvement, in which lessons learned are fed back to the front-line to increase program effectiveness.
- **Child-Centered** - Services are focused on the special health needs of the student and on results related to his or her education program and capacity.
- **Parental Involvement** - Families are involved in decision-making regarding services for their children.

Classroom/School Profile

August, 2011

Classroom Teacher Name: _____

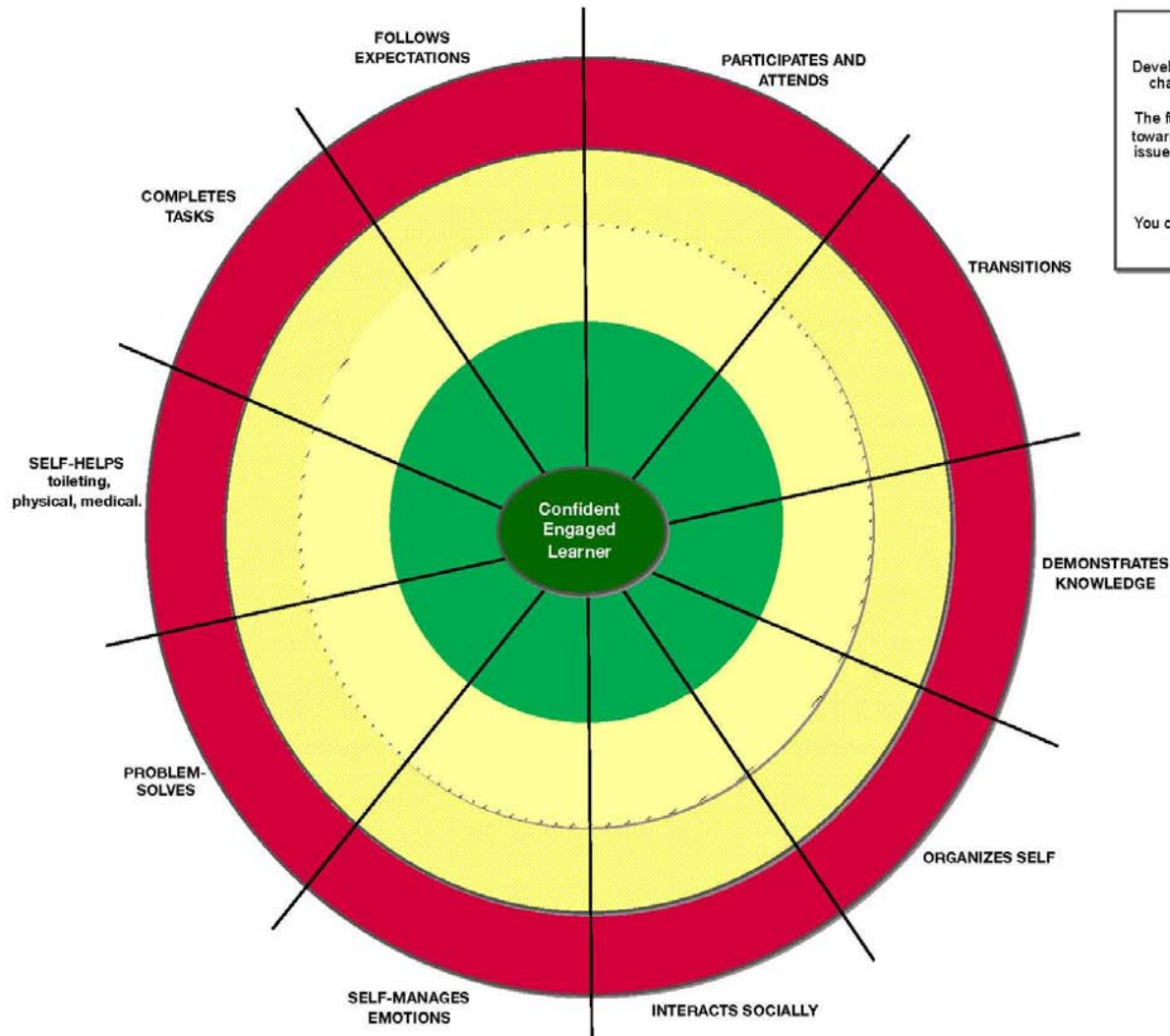
Date Completed: _____

INSTRUCTIONS

Develop a profile of your classroom of the students with challenges becoming confident, engaged learners.

The further you place the child from the middle (green) towards the outer (red) zone, the greater the impact the issue has on learning. Placing the child in the red zone indicates very high risk.

Use the KEY provided below for definitions. You can place the child in more than one "slice" if there are a number of challenges.



The Confident Engaged Learner:

- a) **Follows Expectations** - of the classroom.
- b) **Participates and Attends** - with few to no absences; participates in classroom activities.
- c) **Transitions** - from one task to another or from one location to another without distress.
- d) **Demonstrates Knowledge** - verbally and/or in writing, or through other means appropriate to their capacity.
- e) **Organizes Self** - manages materials, time and tasks.
- f) **Interacts Socially** - in a meaningful way with adults and peers.
- g) **Self-manages Emotions** - Able to regulate anxiety, frustration, anger.
- h) **Problem-Solves** - Able to make appropriate academic and/or social choices.
- i) **Self-Helps** - Able to manage toileting, physical, medical needs.
- j) **Completes Tasks** - initiates, sustains and completes tasks.

Services for Students with Special Education Needs in Edmonton Public Schools

Area of Service	EPS Social Work Consultants ACADEMIC LEARNING and INCLUSION	ESHIP Mental Health Therapists ENHANCED Health and Support Needs
Mandate	Service is determined by the School Act job description (to provide school social work services to enhance student academic growth and personal development) the principal or designate	ESHIP Regional Partners - Mandate is provided through the Provincial Government of Alberta (Student Health Guidelines). Job description: to work collaboratively with the learning team to identify student needs and provide services based on the Pyramid of Intervention to encourage students in becoming confident engaged learners.
Target Groups	Service is targeted to students, parents, EPS staff, and school communities. School Social Work Consultants provide advise and support as it relates to the student's participation in the school program.	Service is targeted to students who are experiencing social emotional difficulties that impede their ability to become active engaged learners in the school setting. Service may be provided through Universal, Targeted, or Specialized interventions to support an inclusive school environment.
Students Served	Service is provided for students from ECS through grade 12. Consultants may see all students. Coding not relevant to referrals.	Service is provided to students from ECS through grade 12 who are experiencing social and/or emotional school based challenges
Referral Process	Referrals are received from the principal by phone, e-mail, verbally, or via referral form. Response time is determined by level of urgency, ranging from immediate to several weeks. Consultants work in assigned schools on a geographic basis, but are available to respond to referrals from any district school. Parental permission not necessarily required.	Universal and targeted services will be determined through collaborative meetings with the learning team based on the needs identified through the classroom/school profile. Specialized services can be provided when more intensive support is required. Referral forms are completed by the principal or designate and faxed to Central Access. Informed parental consent will be obtained by the therapist. This is a voluntary service for students and parents.
Quantity/ Length of service	Contacts range from single to long-term, as determined by the principal in consultation with the consultant.	Short term, school based support is provided to the student or class within the school calendar year.

Services for Students with Special Education Needs in Edmonton Public Schools

Area of Service	EPS Social Work Consultants ACADEMIC LEARNING and INCLUSION	ESHIP Mental Health Therapists ENHANCED Health and Support Needs
Practice Models	<p>Consultation with school and district staff</p> <p>Clinical individual, family, group work</p> <p>Attendance intervention services</p> <p>Home visits</p> <p>Crisis intervention</p> <p>Critical Incident Support Services (CISS)</p> <p>In-services and workshops</p> <p>Advocacy for the child's participation and inclusion</p>	<p>Evidence-based interventions are provided to students through:</p> <p>Individual sessions (Specialized),</p> <p>Group or in-class sessions (Targeted); and/or</p> <p>Parent and teacher consultation (Universal).</p>
Service Focus	<p>Services (consultations and clinical interventions) are provided in response to psychosocial issues with the goal being improved functioning and school achievement.</p>	<p>Enhance the students' social emotional health through universal, targeted, and specialized service approaches and interventions.</p>
Community Linkages	<p>Referral, coordination, and liaison with community resources, based on professional assessment of need.</p>	<p>Referral, coordination, and liaison with community services when student or family needs cannot be fully addressed through school-based intervention.</p>
Theoretical Models	<p>A person-in-environment assessment identifies individual, family, school, and community factors affecting student well being and school performance and determines appropriate interventions.</p>	<p>The service is founded on a strength-based approach to promote mental health and well being. The focus is on resiliency, skill development, and coping skills.</p>
Qualifications	<p>Master of Social Work (MSW), RSW</p> <p><i>Social Work Consultants are part of multi-disciplinary EPSB Consulting Services teams that include psychology and reading consultants.</i></p>	<p>Mental health therapists, who are registered with their respective professional association, including nursing, psychology, social work or occupational therapy.</p>

Services for Students with Special Education Needs in Edmonton Public Schools

Area of Service	EPS Social Work Consultants	ESHIP Mental Health Therapists ENHANCED Health and Support Needs
	ACADEMIC LEARNING and INCLUSION	
Social Work Consultant -ESHIP Mental Health Therapist Linkages	<p>While both services are independent, the ESHIP therapists and the EPS consultants, are linked through a collaborative team, to complement school-based services, when a student, or a group of students requires a therapeutic mental health support.</p> <p>Issues are reported to the Director of Consulting Services and/or the Care Manager of ESHIP Mental Health service.. Service delivery issues are addressed through a collaborative process with the ESHIP Operational Team, as appropriate.</p> <p>The Social Work Consultants and ESHIP Mental Health Therapists meet formally and informally to discuss service delivery, collaboration, and case management issues.</p>	
This Guide has been updated – May 2011		