



## MEMORANDUM

December 14, 2021  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Dr. Meg Miskolzie, Associate Superintendent
<b>RESOURCE</b>	Christine Ross, Division Principal, Wellness and Community Partnerships Felicia Ochs, Wellness Coordinator
<b>GOVERNANCE POLICY</b>	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	Administrative Procedure 180: Belonging and Identity Administrative Procedure 350: Code of Conduct Board Annual Work Plan
<b>SUBJECT</b>	<b>STAFF AND STUDENT WELLNESS REPORT</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board of Trustees reviews and approves annual education goals for the Division and adheres to the Board Annual Work Plan. The Wellness Report is in response to these responsibilities.

### REPORT SUMMARY

Along with student success, the well-being of students in Parkland School Division is part of the foundational statement that directs the values and the learning opportunities provided. Wellness is of particular importance as our communities navigate their third school year within the pandemic. This report provides an overview of the wellness practices in place throughout the Division to support staff and student wellness.

Administration would be pleased to respond to any questions.

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## Staff and Student Wellness Report

December 2021

Presented to the Board of Trustees, December 14, 2021

Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services

Resources: Christine Ross, Division Principal, Wellness and Community Partnerships

Felicia Ochs, Wellness Coordinator

*Our Students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.*

### BACKGROUND

Parkland School Division is proud of the ongoing work to support student and staff wellness, in support of the ultimate goal of student success and well-being. Parkland School Division has prioritized wellness and thus is focused on working collectively with students, staff, caregivers, and community to provide programming support and services aimed at fostering health and wellness in children, youth, and families. Within our schools, wellness is defined as creating healthy, responsive, and innovative learning environments that are rich with the evidence-based norms for healthy communities including: regular physical activity, nutritious foods, and positive social environments that produce deep relationships.

Staff and students come to school with unique socio-economic and cultural backgrounds. They possess talents and skills and face challenges and barriers. The Division has embraced the concept that if students and staff are unwell (physically, socially or emotionally), their ability to engage and succeed in school and life may be compromised. As a result, the Division intentionally embeds physical literacy, nutrition, and positive social-emotional supports and teaching into our learning environments. Services are available to support both intervention as well as to nurture preventative health and wellness practices.

Staff and student wellness are of particular importance as our communities navigate their third school year within the pandemic. Students and staff continue to demonstrate resilience as more students return to learning onsite. The work to address the Division's ultimate goal of student success and well-being is supported by school-based staff as well as by the Wellness and Community Partnership (WCP) Team. This team includes the Division Principal of Wellness and Community Partnerships, Wellness Coordinator, Family Support Facilitator, and Sunrise Supports Program Liaison. The Division recognizes the increased need for quality counselling services within our schools, due in large part to the ongoing pandemic, and as a result has hired a Divisional Psychologist to help facilitate this work.

### STAFF WELLNESS

Healthy organizations and workplaces are strongest when their employees are healthy and experience a strong sense of belonging to their school community. When school authority leaders allocate time, provide resources, and demonstrate a commitment to a comprehensive and integrated approach to workplace wellness, the staff, organization, and community benefit (*CASS Workplace Wellness Playbook for Alberta School Authorities, 2021*).

## Staff Wellness Representatives

Each school has identified a Staff Wellness representative who meets monthly to share stories, explore resources, and collaborate over ideas to support staff in their schools. This is a capacity building model and respects the individual culture and context of each school site. Members of the WCP team, Human Resources, as well as representatives from Alberta Teachers Association (ATA) and Alberta School Employee Benefit Plan (ASEBP) support this work.

## Staff Wellness Opportunities

The Division also provides opportunities for staff to engage in wellness related activities, which include:

- Mindfulness and Movement for staff well-being
- Community Yoga (age 14+)
- Book Studies: 'Teacher's These Days' by Dr. Jody Carrington and 'The Hidden Cost of Stress, When the Body Says No', by Dr. Gabor Mate.
- Professional Learning Sessions for new teachers have been provided around staff and student wellness; topics included managing stress, setting healthy boundaries, sleep hygiene, and entitlements.

## Staff Wellness activities through PLAY Parkland for staff:

The Division also partners with community organizations to support a variety of wellness activities to support staff physical and mental well-being. These activities occur outside of school hours and are offered at a discount to staff.

- Hip Hop/Dance/Theater - Karar Performing Arts
- Cheer- Deep Blue Athletics
- Kangoo- Kangoo Club Spruce Grove
- Gymnastics- Aerials Gymnastics
- Aquatics/Crossfit/Weightlifting - Tri-Leisure Center
- Boxing- Panther Gym
- Sound Therapy, Yoga and Music
- Soccer - Capital Soccer
- Fitness- Orangetheory Fitness

## Staff Appreciation

At various times throughout the school year, the WCP team and the school-based Staff Wellness representatives show their appreciation for dedication of staff throughout the division. In November, the Division partnered with Starbucks Stony Plain and Cobs Bread in Spruce Grove to provide coffee and scones to staff with messages from the ASEBP on how to access Homewood Health.

## Next Steps to Support Staff Wellness

- The WCP team will be exploring the *CASS Workplace Wellness Playbook and Implementation Guide (2021)*. This Guide was created with the intention to develop a thorough and collaborative staff wellness approach within school divisions in the areas of physical, mental, and social-emotional well-being. This guide will support our continued focus on staff wellness beginning with a review of current programs and practices and investigating data collection tools.

## STUDENT WELLNESS

### Comprehensive School Health (CSH)

Educational research supports the interconnection between student learning and student health and acknowledges the school system's role in creating and supporting healthy school communities as foundations for optimal learning. A healthy school community is one that supports the wellness of students and staff through the implementation of a CSH approach.

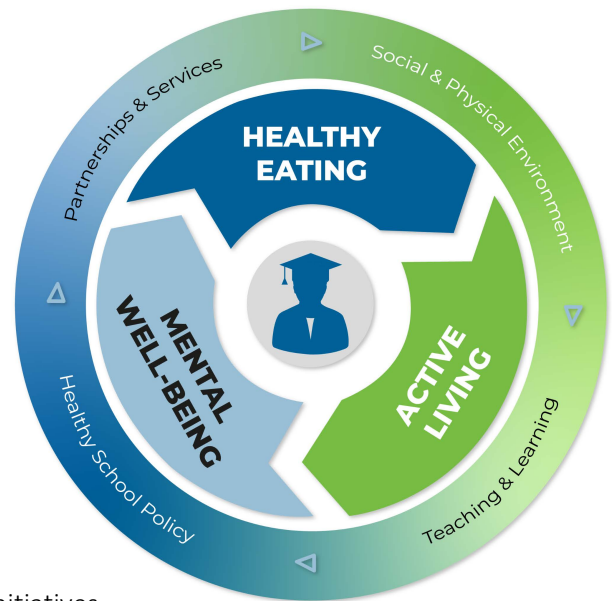
CSH is an internationally recognized approach that provides students and staff with opportunities to observe and learn positive health attitudes and behaviours. It includes a broad spectrum of programs, activities, partnerships and services that take place in schools and communities in order to enhance health and build productive and satisfying relationships across their community.

The CSH Approach in Parkland School Division focuses on three Health & Wellness tenets:

- Active living
- Healthy eating
- Mental well-being

PSD's Health & Wellness tenets are supported through consideration and implementation of the Pillars of CSH (Pan-Canadian Joint Consortium for School Health) and further supported by the Canadian Healthy School Standards (Canadian Healthy Schools Alliance). These CSH pillars are distinct, but interrelated, components:

- Social and Physical environment
- Teaching and learning
- Healthy school policy
- Partnerships and services



The Division, as well as individual school sites, have multiple initiatives, events, and procedures already in place that support the three tenets of CSH. To further develop and grow CSH in Parkland School Division, an Administrative Procedure focused on CSH has been developed. Once approved, school leaders will participate in professional learning focused on developing school specific CSH Action plans to support the requirements outlined in the administrative procedure. This will involve maintaining current initiatives, events, and procedures that align with a CSH approach and determining areas for growth.

### Health Champions

Each school has identified a Health Champion who serves as a primary contact for all PSD health and wellness initiatives. The Health Champion works with school administration and the community to develop and implement school CSH Action plans. Health Champion meetings are held monthly to share ideas and resources, and build knowledge in the area of health and wellness. Health Champions are active members of school-based teams.

## Continuum of Supports

A continuum of supports and service are in place throughout the division to support the identified health and wellness tenets, including:

- preventative and universal supports that are available for all students,
- targeted supports for some students, and
- individualized services for those students requiring intensive support.

Universal

Targeted

Individualized

School-based supports will be maintained and grown through school-based CSH Action plans. Supports provided at the division-level are primarily preventative/universal and individualized/intensive.

**Examples of supports and services available to students include, but are not limited to, the following:**

### Active Living:

Preventative and Universal Supports:

- A variety of physical literacy strategies in schools; such as yoga, movement breaks, participation in sports, and encouraging active travel (many in partnership with EverActive schools and community agencies/organizations).
- Daily Physical Activity (DPA) - Kindergarten to Grade 9.
- High quality physical education programs.
- ***Physical Literacy and You (PLAY) Parkland:*** Twelve (Kindergarten to Grade 9) school administrators work directly with the Tri-Leisure Recreation Centre to facilitate land, air, water and ice-based physical learning experiences for selected classrooms.
- ***Try-Me-Try-Athalon*** and the ***Pedestrian Parade:*** These events have become part of the culture of Wellness in PSD over the years. Both are examples of strong community partnerships and active living while supporting positive mental well-being. These events have been paused the last couple of years due to COVID. We are planning a modified, COVID-friendly Pedestrian Parade during Mental Health Awareness Week in the Spring of 2022 and a modified, COVID-friendly Try-Me-Try-Athalon in June 2022.

Individualized and Intensive Supports: Individualized active living options are available at the school level.

### Healthy Eating:

Preventative and Universal Supports:

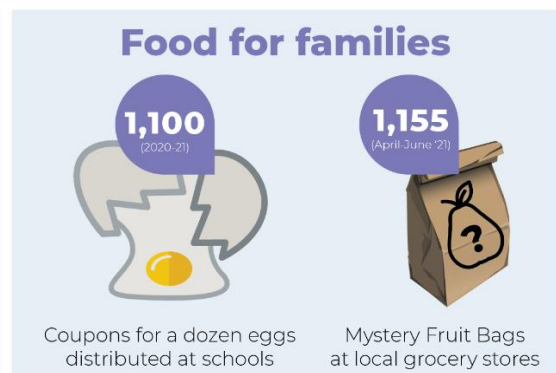
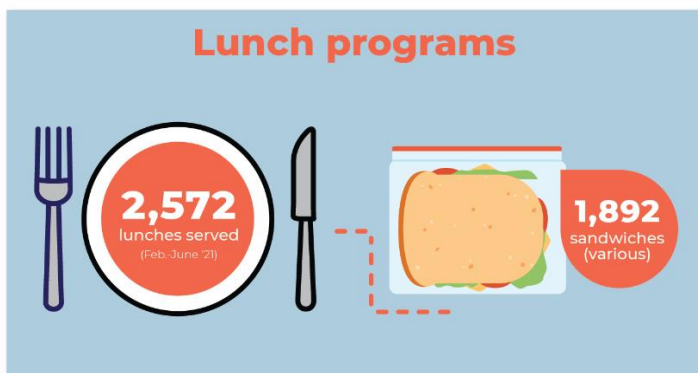
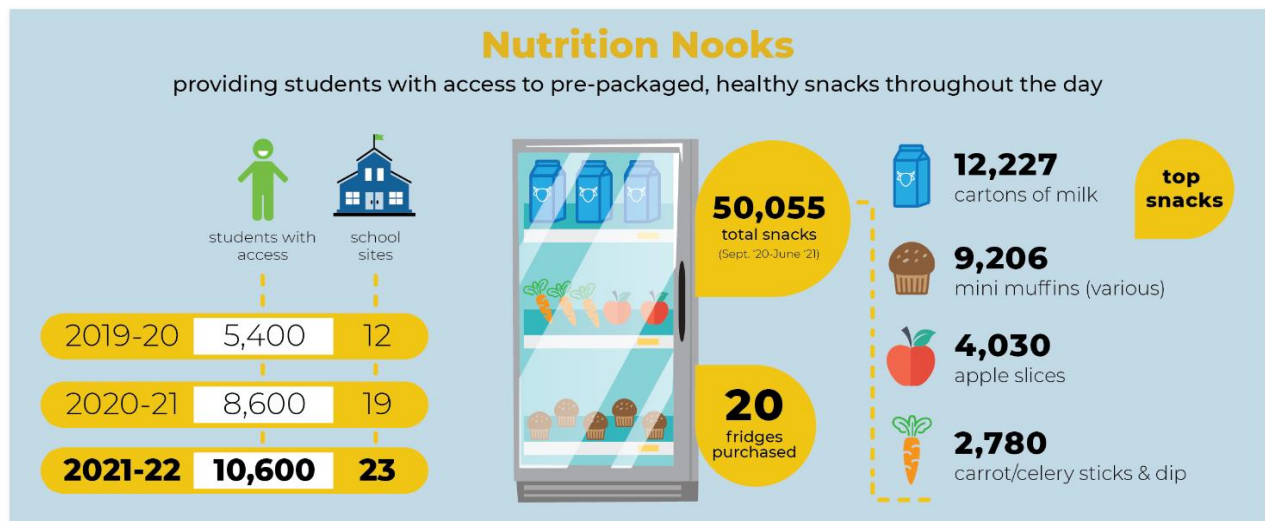
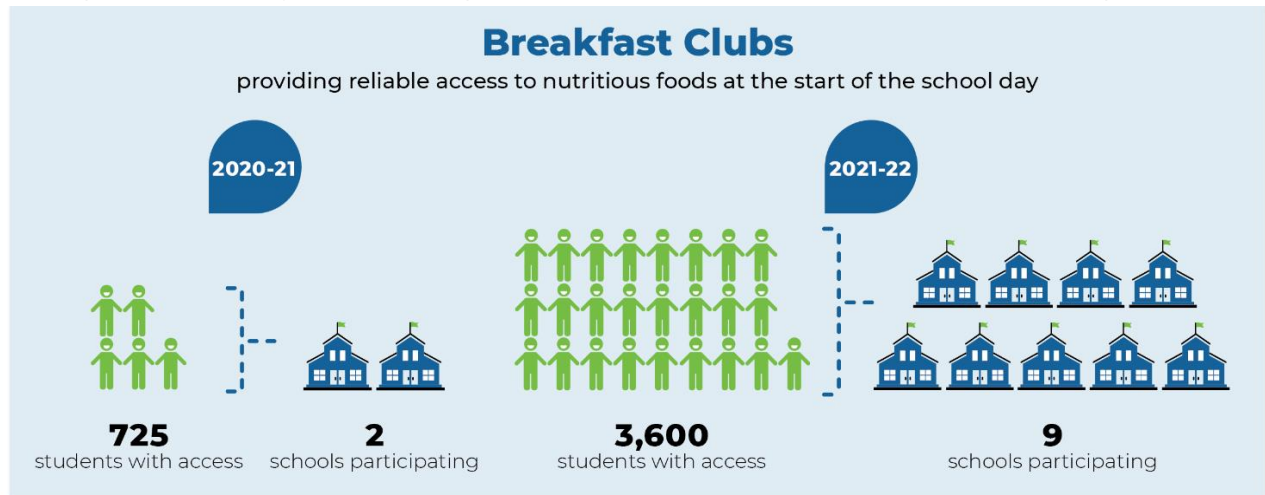
- ***Breakfast Clubs of Canada (BCC):*** Through BCC, 9 schools have access to nutritious foods at the beginning of the school day.
- ***Nutrition Nooks*** are now available at 23 of 24 school sites are stocked with pre-packaged healthy snacks that students can access throughout the day. This is funded through the Alberta Education Nutrition Grant, BCC, and the President's Choice Children's Charity Foundation.

Individualized and Intensive Supports:

- ***Emergency Lunch Program:*** The 'Community Pantry' is a program which provides a healthy lunch (cold) and a whole fruit item to identified students twice per week. Lunches are jointly funded through the Spruce Grove Rotarians and Parkland School Division (through the Alberta Education Nutrition Grant),

and supported by St. Andrew’s Church, local grocers, and volunteers. For the 2021-2022 school year, this program supports students at the following schools: Parkland Village, Stony Plain Central, Greystone Centennial Middle School, and Prescott Learning Centre.

- **Food for Families:** Identified families are provided with links to community programs to support food security through our connection with the Parkland Food Bank. Additionally, BCC supplies egg coupons to identified families. Finally, the North Central Co-op and Save on Foods support regional families through their Nutrition Month Mystery Fruit Bag program in March, where families can pick up a brown bag filled with a surprise fruit or vegetable assortment, take it home and learn about it together.



**Mental Well-being:**

- **Counselling Services:** The Divisional Psychologist has been conducting an environmental scan and needs assessment across the Division in relation to individual school counselling needs and services and supports currently in place within our schools. Currently, the availability of counselling services varies between schools. Based on these assessments, a division-wide counselling framework is being developed to ensure equity of student access to counselling services throughout the Division. Our path is to create a system-wide approach so that all students have access to counselling supports and services at both a preventative and individualized level.
- **CHANGE Health Clinic:** The CHANGE Health Clinic is a youth-focused team of doctors, educators, psychologists and community connectors who support Parkland School Division youth ages 11+ years old and their families onsite at school. This clinic is focused on fostering wellness through the promotion of nutrition, physical activity, mental health and social connection with our community. The CHANGE Health Clinic is currently available to students at Memorial Composite High School and Connections for Learning Campuses. This initiative is currently being scaled to support students at Spruce Grove Composite High School.

**Preventative and Universal Supports:**

- Schools use a variety of **social-emotional programs and exercises** to meet the needs of their students. Some examples include: Zones of Regulation, Stop Now and Plan (SNAP), Zen Den, Mind UP, social thinking, Anger Management Groups, Worry Warriors, Program for the Education and Enrichment of Relational Skills (PEERS), Rainbows (for students experiencing grief), emotional regulation and mindfulness activities, and friendship groups.
- Monthly **Strong Family education series**.
- Monthly **Stronger Together Newsletter**.

**Individualized and Intensive Supports:**

- **Parkland School Division Family Supports:** The Family Support Facilitator works with families who require intensive and individualized support. These families are generally identified and referred by schools when students are having difficulties. The Family Support Facilitator connects families to supports and services within the community and supports them in accessing these services. Ongoing communication with school administration ensures fluidity in the plan between home and school, which supports positive outcomes.
- **Sunrise Supports:** The Sunrise Support Team is made up of several local partners. Partners meet with referred families to offer their expertise regarding community support and strategies. Together an action plan is developed. The Sunrise Program Liaison works with the family regularly to assist them in accessing the supports and strategies within the plan.
- **Social-Emotional Support Facilitators:** These facilitators support school staff in the areas of Positive Behaviour Supports, Trauma-Informed Practices, and Social-Emotional Learning Competencies. This helps to build staff capacity to support students experiencing social-emotional needs.
- **Remuda Horsemanship:** Remuda is an equine assisted social skill development program in which students are encouraged to develop prosocial skills through interaction with horses. Schools involved in Equestrian Outdoor learning include: Connections for Learning, Spruce Grove Composite High School,

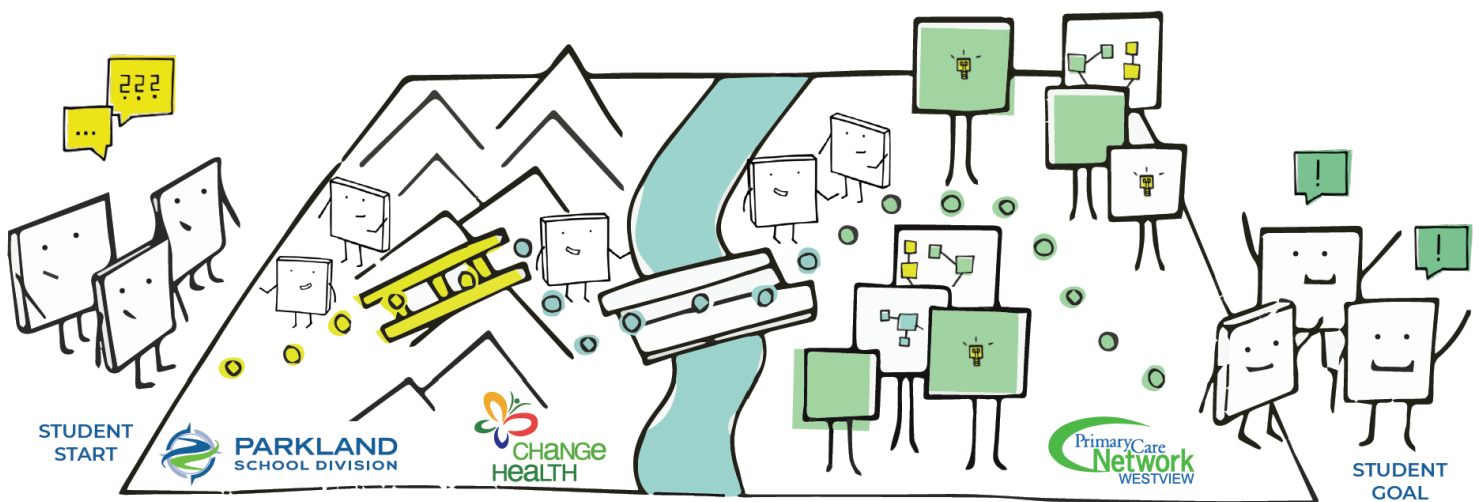


Blueberry School and Wabamun Schools. There are approximately 150 students across the division who participate in these learning sessions throughout the calendar year.

- **Community Connectors:** Three Community Connectors serve the Tri-region through a partnership between Parkland School Division, CHANGE Health, and Westview Primary Care Network (PCN). Community Connectors supports youth (age 11+) and their families in accessing community and mental health support by working collaboratively with community stakeholders, social service agencies, and health care providers.
- Access to **free online counselling services for students and families** through community partners (3 to 8 sessions on average per referral). This is funded through a generous, on-going partnership with the RBC Foundation for Youth Mental Health Navigation.
- **Transportation to mental health appointments:** We currently support identified students and their families with cab fare to access mental health appointments. This funding is currently supported by the RBC Foundation for Youth Mental Health Navigation.

## PSD Student Wellness Map

Parkland School Division uses a collaborative approach that empowers students and their families through information and resource connections (both in and out of school), ensuring they have access to the best local service and support providers.



### SCHOOL COMMUNITY



Schools offer support through collaborative, responsive teams, with identified staff members (teachers) who serve as Inclusive Education Leads, supporting students, parents and co-workers.

Schools also connect students and families to the next step in support, the bridge builders.

### BRIDGE BUILDERS



**CHANGE Health Clinic:** In-school limited service that supports students and their families to connect with the health care system. Focused on nutrition, fitness, mental health, strong relationships and community connections.

**Community Connectors:** Supporting local youth (ages 11–25) and their families with accessing and navigating community and mental health supports and services. Collaborate with community members, social service agencies and health care.

**PSD Family Support Team:** Collaborates with community members, social service agencies and health care to provide ongoing and long-term follow-up with families facing significant challenges.

### SERVICE PROVIDERS



**Medical professionals**  
(family physician and others)

**Specialized health care**  
PCN Youth Mental Health Clinic  
Westview Women's Health Clinic

**Community partners**  
Numerous organizations and businesses throughout the Tri-Municipal Region.

### YOUTH & FAMILY WELLNESS

This is where we strive to be.

It is a place where students feel supported emotionally and physically.

Youth wellness creates ripples that affect everyone in the community. It increases positive connections, happiness, safety, health and well-being for all.

### Ongoing Work and Next Steps to Support Student Wellness

- Implementation of a Division-wide counselling model. As we adopt an equitable counselling model, the Divisional Psychologist will be available to provide clinical supervision to counsellors in the Division, providing a focus on the development and support of clinical skills.
- Continue to grow our partnerships with CHANGE Health, Westview PCN, and community organizations and agencies to support a holistic approach to student health and wellness.
- Investigate the creation of school-based CSH Committees to support whole staff engagement. Explore the opportunity of having students join CSH Committees to increase voice and leadership and to serve as change agents through peer-to-peer interactions.
- Continue to identify appropriate partnerships and funding opportunities to support the growth of the Division's health and wellness initiatives.