



MEMORANDUM

December 13, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
RESOURCE	Christine Ross, Division Principal, Wellness and Community Partnerships Cathy Traynor, Health and Wellness Facilitator
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Administrative Procedure 390: Community, Equity and Belonging Administrative Procedure 702: Comprehensive School Health Administrative Procedure 730: School Counselling and Guidance
SUBJECT	STUDENT AND WORKPLACE WELLNESS REPORT

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 Student and Workplace 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. This report provides an overview of the wellness practices in place throughout the Division to support students, families and staff.

Administration would be pleased to respond to any questions.

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Student and Workplace Wellness Report

December 2022

Presented to the Board of Trustees, December 13, 2022

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

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

Cathy Traynor, Health and Wellness Facilitator

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 regarding student and workplace 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 staff, caregivers, and community to provide programming support and services aimed at fostering health and wellness in children, youth, and families.

The Division understands that student and staff wellness has a profound impact on their ability to engage and therefore succeed in school and life. 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. As a result, our division intentionally embeds physical literacy, nutrition, and positive social-emotional supports and teaching into our learning environments. Services are available to support intervention as well as to grow preventative health and wellness practices.

All staff and students come to school with their own unique socio-economic and cultural background. They possess talents and skills as well as challenges or limitations. The Division recognizes that a culture of belonging and wellness is required to embrace a variety of learning experiences and reasonable learning supports for diverse staff and students.

The Division's ultimate goal of student success and well-being is jointly supported by school-based staff, the Division Principals, and the Wellness and Community Partnership (WCP) Team. The WCP team includes the Division Principal of Wellness and Community Partnerships, Divisional Psychologist, Health and Wellness Facilitator, Family Support Facilitator, and Sunrise Supports Program Liaison.

STUDENT WELLNESS

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 Comprehensive School Health (CSH) approach.

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

- Active living,
- Healthy eating, and
- Mental well-being.

The Division, as well as individual school sites, have multiple initiatives, events, and procedures already in place that support the three tenets of CSH. [Administrative Procedure 702: Comprehensive School Health](#) supports a continued focus to grow CSH practices within our schools.

School Health Leads

Each school has identified a School Health Lead who serves as a primary contact for all PSD wellness initiatives. The School Health Leads work with school administration to develop and implement school CSH Action plans. School Health Lead meetings are held 7 times throughout the year to share ideas and resources, and to build knowledge in the area of health and wellness.



Comprehensive School Health Action Plans

Each school within PSD has created a CSH Action plan for the 2022-2023 school year with a minimum of one growth initiative for each of the three tenets. PSD's Health and Wellness Facilitator met with each school to support the development of their plan and will continue to meet with them throughout the year to support implementation. Schools have identified a wide range of priorities within their CSH action plans to support student success and well-being, including:

- development of social-emotional learning frameworks.
- enhancing delivery of intentional and purposeful Daily Physical Activity (DPA).
- creation of positive food environments through school wide approaches to accessibility and food neutral language.
- supporting community, diversity, and belonging through professional learning and staff development.
- strategies to support positive student-to-student peer relationships.
- sharing of health and wellness information through school, parent, and home communication.

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.

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.

Universal

Targeted

Individualized

Examples of Student Wellness supports and services include, but are not limited to, the following:

In support of the *Active Living* tenet:

- A variety of **physical literacy strategies** in schools; such as yoga, movement breaks, participation in sports, and encouraging active travel.
- **Try-Me-Try-Athalon** has become part of the culture of Wellness in PSD over the years. It is an example of community partnerships and active living. Based on the success and feedback from the 2022 triathlon, the 2023 Try-Me-Try-Athalon will take place in Stony Plain.
- **Mini Legends:** The *Mini Legends* program is a local program developed by Athletics Alberta which supports physical, social and emotional well-being through physical activity and fosters resilience, teamwork skills, determination and accomplishment through inclusive and accessible opportunities. This program is delivered on site through a residency model with 4 days of instruction followed by a one day *Mini Legends Games* whole school celebratory event (Grades K-6). School sites are currently being determined.
- A number of schools have submitted group grant applications to Canadian Tire **JumpStart** for equipment and specific activities (e.g. Horsemanship, cross country skis, archery equipment).

In support of the *Healthy Eating* tenet:

- Healthy Eating programming across PSD is truly a division-wide initiative delivered through the collaborative efforts of school staff, school leadership, the food security team, facilities, and various numerous partners, funders, and volunteers.
- **Breakfast Clubs of Canada (BCC):** Through BCC, all Parkland Region schools have access to nutritious foods at the beginning of the school day. BCC provides allocations, food, and egg coupons for schools and families.
- **Nutrition Nooks** are now available at all Parkland Region schools, stocked with pre-packaged healthy snacks that students can access throughout the day. This is funded through the Alberta Nutrition Grant and BCC.
- **Community Pantry:** Through our partnership with the Spruce Grove Rotarians, schools access nutritious brown bag lunches from the Spruce Grove Rotary's 'Community Pantry' 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 2022-2023 school year, this program supports students at 18 school sites. In the 2021-22 school year we were accessing 150 lunches per week; this year we are accessing 600 lunches per week.
- Since March of 2022, the following **food equipment** has been purchased to support school breakfast programs: Chain Driven toasters, Fridge/coolers, Rethermalizers (food warmers), KitchenAid Mixers, Muffin Tins, Meat Slicer, Food Warmers and Pans, Freezers, Kettles, Microwaves and a Double Oven. This is funded through the Alberta Nutrition Grant and BCC.
- In addition to the ongoing BCC allocations, PSD was fortunate to receive **additional one-time support through a BCC pilot program**. Rather than providing a funding allocation, this pilot delivers the following food items to PSD for scheduled distribution to all Parkland region schools: Yogurt Cups, Yogurt Drinks, Applesauce, Granola Bars, Cheese, and Mini Rolls. Delivery to school sites is supported by the PSD Facilities Department. Additionally, to support the centralized storage of these items, BCC funded the purchase of 3 coolers.
- **Fort Chipewyan nutrition programs:** Athabasca Delta Community School provides all students with morning snacks and a hot lunch program. Breakfast is also available by student request. These nutrition supports are funded through Alberta Education, BCC, and a donation from Suncor.

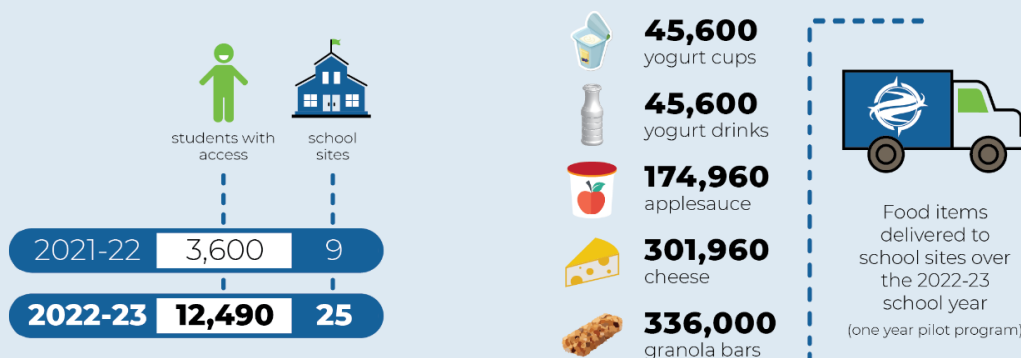
- ***Food for families:*** Identified families within the Parkland region are provided with links to community programs to support food security.

Nutrition Matters

Through diverse partnerships with the community, Parkland School Division has grown a universal nutrition program.

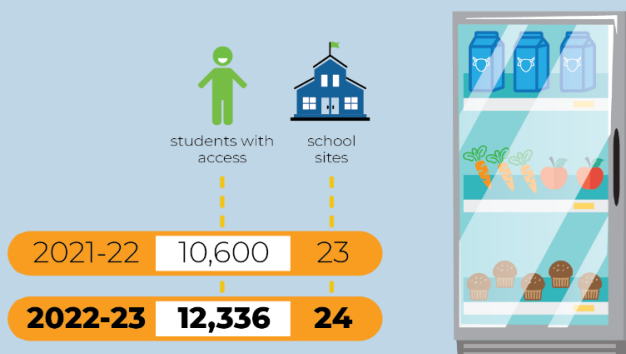
Breakfast Clubs

providing reliable access to nutritious foods at the start of the school day



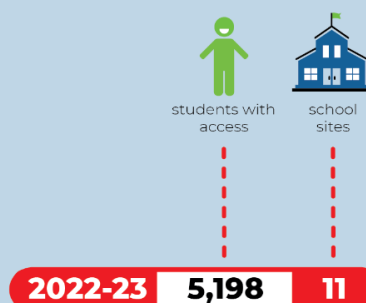
Nutrition Nooks

providing students with access to healthy snacks throughout the day



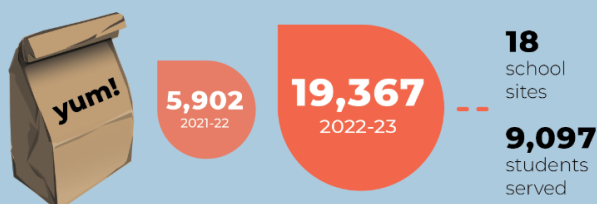
PC Children's Charity

providing funds that contribute to the cost of healthy snacks



Community Pantry

providing healthy brown bag lunches to students



New Equipment 2022-23

purchased with financial support from The Breakfast Club of Canada



In support of the *Mental-Well-being* tenet:

- Schools use a variety of **social-emotional programs and exercises** to meet the social-emotional and mental health needs of their students. Some examples include: Zones of Regulation, Stop Now and Plan (SNAP) , Mind UP, social thinking, Rainbows (for students experiencing grief), mindfulness, yoga, and movement breaks.
- **Counselling Services:** As of the 2022-2023 school year, Counselling Services are available to students in all PSD Schools through staffed School Counsellors. Additionally, as of this month, a contracted School Counsellor has begun offering services to Athabasca Delta Community School in Fort Chipewyan. School Counsellors in Kindergarten to Grade 9 receive clinical supervision through PSD's Division Psychologist.
- **Counselling practicum students:** PSD is partnered with Family Life Psychology, who oversees clinical practicum supervision of Masters program Counselling students within our schools. For the 2022-2023 school year, practicum students have been placed at Spruce Grove Composite High School, Memorial Composite High School, High Park School, Connections for Learning, and Woodhaven School
- **Behaviour and 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 with social-emotional needs.
- **In-School Mental Health Clinics:** In-School Mental Health Health Clinics are currently available to students at Memorial Composite High School, Spruce Grove Composite High School, and Connections for Learning Campuses on a weekly basis. Clinics are currently staffed with a Physician and supported by Community Connectors, who support youth (aged 11-24) within the school and community. These clinics, as well as Community Connector support within schools, are being revisioned through an ongoing partnership with the Westview Primary Care Network (PCN) and CHANGE Health Alberta.
- **School-based Suicidal Ideation (SI) Response Protocol:** Each school has trained selected staff and have designated a SI Point person. All schools use the Protocol when an individual presents with suicidal ideation and are supported by the Divisional Psychologist.

Ongoing work and Next Steps to Support Student Wellness

PSD received notification in mid-November that we were successful in our application to the **Mental Health in Schools Pilot** Program through Alberta Education; submitted in collaboration with the Westview PCN. We have received funding to support a 2 year pilot program (Dec 2022 to Dec 2024), which includes:

1. **Administration of the Student Orientation to School Questionnaire (SOS-Q)** to 2000 students in year 1 and 4000 students in year 2. This voluntary questionnaire will assist schools in determining specific areas of student mental health need, at both the individual and cohort level, to drive informed intervention, maximize resource use, and increase impact on student outcomes. The SOS-Q is an evidence-based, Canadian normed tool which measured student's perceptions of the following: safe and caring schools, peers, self-confidence, external resilience, internal resilience (Grades 4-12), and additionally measures students sense of utility of schools and extracurricular activities for students in Grades 7-12.
2. **Co-hiring of a Teacher Facilitator and a Clinical Educator** with the Westview PCN to curate and develop Universal and Targeted mental health resources and tools to support student mental health. Areas of need to be determined through SOS-Q data as well as data obtained from community surveys from the PCN.
3. **Co-hiring of a Social Worker with the Westview PCN to support the In-School Mental Health Clinics.** The addition of this role will eliminate barriers to access and facilitate pathways to mental health services that exist within the school, clinic, and community, in order to ensure equitable access to necessary mental health supports for students.

PSD's Family Support Model

Children and youth whose families are struggling to pay their rent, access food, and/or who are impacted by various risk factors live with high levels of stress and cannot perform optimally in school. Families who are in crisis have a difficult time navigating support and resources via websites or information sheets. A referral to community partners requires support, coaching, and walking alongside a family until they are comfortable with the partner and with the process of accessing the required support.

The success of the PSD's Family Support Model rests in a caring, nurturing, supportive approach where families are welcomed without judgment and therefore are more likely to be engaged in working to improve their lives and the lives of their children. PSD offers support to identified families through:

- **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.
- **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 to assist them in accessing the supports and strategies within the plan.

Families who access PSD Family Supports and/or Sunrise Supports have typically experienced significant trauma in their lives and/or have been impacted by various factors (as seen in table below).

Factors impacting families supported by PSD Family Supports and Sunrise Supports (September 2021-June 2022):															
	Impacted by domestic violence	Poverty	Addiction	Mental Illness (Parent)	Mental Illness (Child)	Grief and Loss	Single Parent Family	Marital Breakdown	Incarceration of Parent	Food insecurity	Sexual Assault	CFS Involvement	Autism Spectrum	Police Involvement	Attendance concerns (severe)
PSD Family Supports: 79 Families	22%	34%	22%	30%	63%	16%	28%	24%	1.3%	14%	16%	28%	16%	22%	32%
Sunrise Supports: 41 Families	50%	69%	45%	71%	95%	24%	62%	38%	29%	48%	24%	50%	2.4%	55%	62%

Preventative and Universal Family Supports

In addition to the individualized supports provided through the Family Support Facilitator and Sunrise Liaison, PSD also provides preventative and universal supports to families through:

- **Strong Families Education Series** (sessions for parents): Sessions for the 2022-2023 school year include: Off to a good start - supporting your children and teens at school, ADHD, video game and screen time limits, self-care, emotional regulation, kindness/empathy, anger/depression in teens, healthy family relationships, and trauma and addiction.
- **Monthly Stronger Together Newsletter:** highlights local, available, and relevant support for families.

WORKPLACE WELLNESS

Healthy organizations and workplaces are best when made up of people who are healthy. 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*).

Revisiting what Workplace Wellness looks like within PSD:

PSD is in the process of developing a long-term Workplace Wellness strategy. To support this process, Division Office leads, including Human Resources and Wellness and Community Partnership staff, are:

- Collaboratively working through the *Well at Work: K-12 Leadership Course*. This course was developed by the EdCan Network to support education leaders across Canada in the development and implementation of system-wide strategies to improve K-12 workplace wellbeing for the long term, all while mobilizing a network of passionate educators, researchers, practitioners, and stakeholder groups.
- Reviewing multiple planning resources, including 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.
- Exploring tools to measure the current state of workplace wellness within PSD, with the intent of selecting a tool to share with staff to gather input and assist with workplace wellness planning.

13 factors that have been shown to impact the mental wellbeing of individuals in the workplace

The 13 factors listed below have been shown to prevent harm to mental health and promote psychological wellbeing. Together, they form Canada's National Standard for Psychological Health and Safety in the Workplace. As PSD works at building a long-term Workplace Wellness strategy these 13 factors will be at the core of the work.



Adapted from Have THAT Talk for Workplaces. Ottawa Public Health & Mental Health Commission of Canada.

Current Workplace Wellness Supports

As PSD works on the development and implementation of a long-term Workplace Wellness strategy, the following remains in place to support staff in the interim:

- **Employee and Family Assistance Program (EFAP):** Available to all staff (teaching and support, including substitutes and casuals). EFAP Services are currently delivered through Homewood Health, which has a model of offering short-term counselling with a transition to community support without impacting staff benefits. Long-term counselling can also be accessed through Homewood Health and is billed to staff benefits.
- **Optional Staff Wellness Rep meetings:** In the past several years each school had identified a staff wellness representative who met monthly to share stories, explore resources, and collaborate over ideas to support staff in their schools. The opportunity to participate in these meetings has been made optional as a long-term strategy is developed.
- **Wellness-Related activities:** The Division provides opportunities for staff to engage in wellness related activities over the course of the school year, which have included facilitated Book Studies, Staff intramurals, and division-wide staff wellness challenges.
- **Staff Wellness Sponsorships:** 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. Staff sponsorship/discounts this school year include: That Yoga Place, The City of Edmonton fitness centers, YMCA, Inner Health Tai Chi, Chop Shop Physiques, Essential Fitness & Nutrition, Jubilations Dinner Theatre and Dell computer discounts.
- **Staff appreciation:** At various times throughout the school year, the WCP team shows their appreciation for the dedication shown by staff throughout the division (e.g. coffee and a sweet treat).