



SD 83 Health & Wellness Plan

Purpose:

To create a culture of health and wellness where students and staff are healthy and connected to the learning community, in support of the **District Strategic Plan**.

Rationale:

The Board of Education and our District's Senior Leadership Team are committed to building a culture that values health and wellness. Research has shown that healthy staff help to create healthy students who are, in turn, better learners. Feedback from stakeholder engagement processes has indicated that staff and student health and wellness is a potential area of growth for the District.

The Guarding Minds Survey data indicates that SD 83 falls within a range that is consistent for organizations nation-wide. While our organization has a high degree of employee engagement, some primary areas of concern continue to be workload, feeling undervalued, and the need to build positive, trusting relationships across all levels of the District.

The benefits of healthy staff and students are clearly present in the Strategic Plan outcomes under *Goal Three: Culture of Health and Wellness*. These include:

- Students and staff are meaningfully engaged in their work.
- Students and staff feel a sense of connection and belonging to the learning community.
- Students and staff co-create and share responsibility for a safe learning environment.
- Staff and students support a culture that is respectful and inclusive of indigenous learners and their families, and communities.
- Students and staff understand and practice healthy habits regarding nutrition, sleep, and physical activity.
- Students and staff utilize resources and strategies to support positive mental health and to respond to mental health concerns and the contributing factors.
- Students and staff create and sustain positive personal and cultural awareness, identity, responsibility.



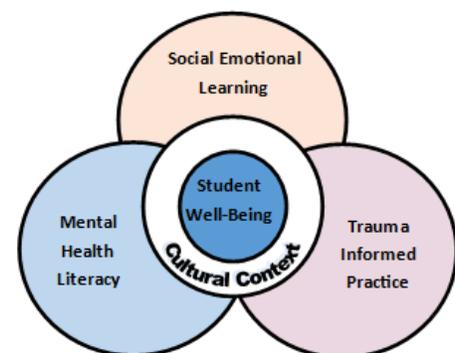
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Student Health & Wellness:

School District No.83 is committed to improving the overall health and wellbeing of our students, whereby students feel a sense of belonging and connectedness to schools and communities.

Strategies:

- Create a District Student Wellness Committee that focuses specifically on student health and mental wellbeing;
- Support learning and strategies that encourage healthy living;
- Expand support for Truth and Reconciliation (TRC): Calls to Action, including establishment of TRC Allies, ongoing staff development, and adoption of protocols;
- Increase Indigenous perspectives and strategies with supports for staff and student wellness;
- Incorporate policy, practice, and governance structures that validate indigenous identity and learning styles;
- Increase utilization of self-regulation tools in schools (i.e. Brain Bikes, standing desks, alternate seating options, quiet spaces, classroom design, sensory paths and sensory rooms).
- Parent education sessions (i.e. anxiety, vaping);
- Professional learning opportunities (EASE, Mental Health Literacy, Trauma-Informed Practice);
- Building healthy partnerships with community partner groups;
- Expand partnerships with and access to provincial and community agency supports;
- Provide opportunities for student input into needs for specific types of wellness and/or advocacy programs.
- Foster and develop strategies for resiliency, perseverance, and grit;
- Explore and initiate knowledge and practice for responsible use of technology;
- Identify and address challenges related to healthy foods and food insecurity in our schools;
- Expand knowledge, understanding, safety and support for gender diversity in our schools.



Evidence-Based Approaches



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Staff Health & Wellness:

School District No. 83 is committed to creating a culture of wellbeing where staff feel psychologically safe, valued and are able to fully engage in work and learning and meet the National Standard for Psychological Health and Safety in the Workplace.

Strategies:

- Create a District Staff Wellness Committee with a specific focus on improving staff wellbeing.
- Develop an action plan based on information obtained through both qualitative and quantitative data;
 - Employee absenteeism
 - Guarding Minds Survey
 - Focus group conversations to “flesh out” the data and create recommendations for an action plan
- Create and embed cultural norms around workplace wellbeing;
- Provide and support learning/working environment with strategies to support mental, emotional development/wellness;
- Build connections and healthy relationships with one another;
- Increase staff awareness about Health & Wellness programs and supports that are available;
- Expand awareness and increase access to Employee Family Assistance Program (EFAP);
- Expand knowledge, understanding, safety and support for gender diversity in our District.

Measurement and Reporting:

The District Wellness Committees will analyze and expand resources and strategies to support the outcomes. Progress on the District Wellness Plan will be assessed through the annual Strategic Plan, follow up surveys and HR data analysis.

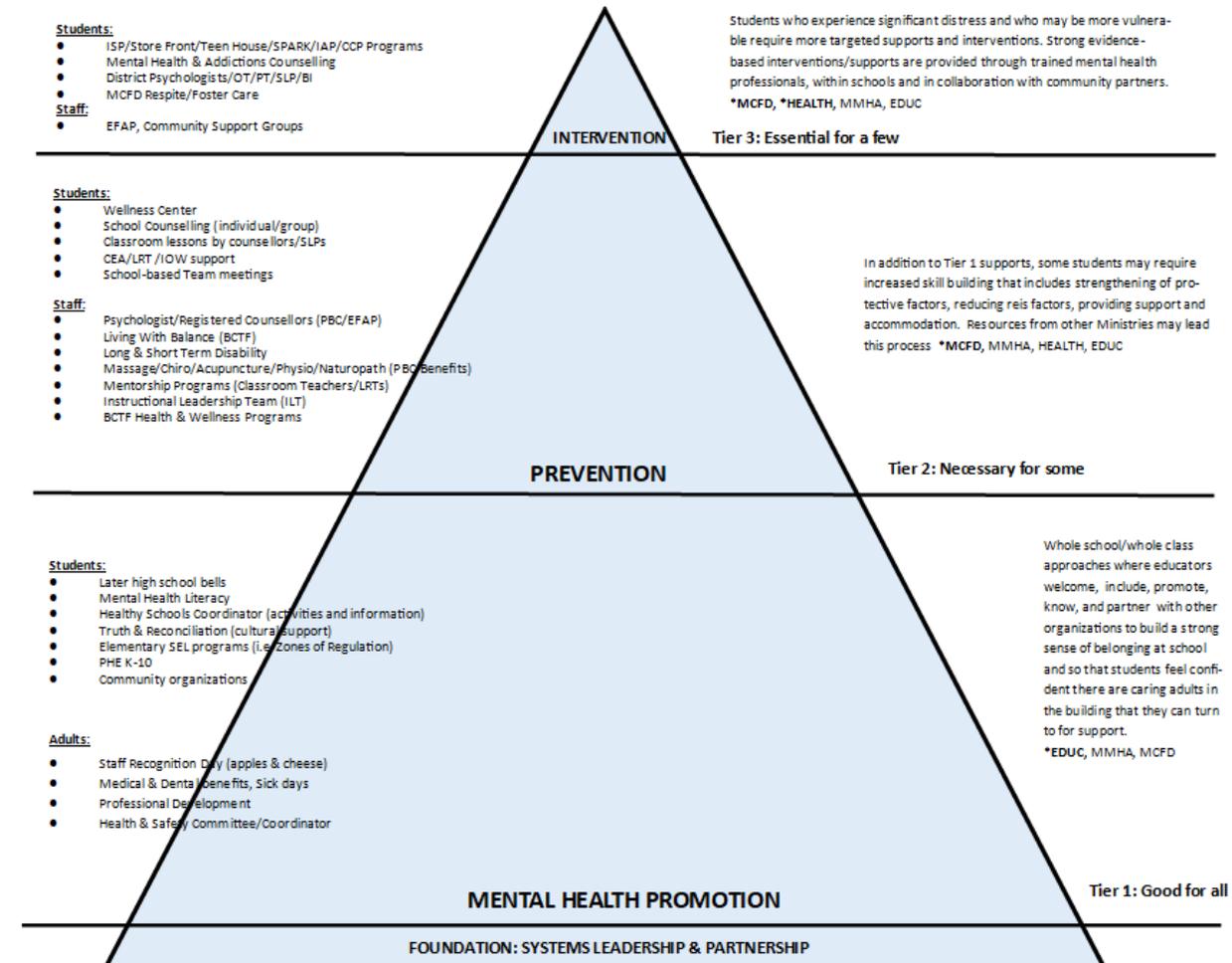
Data used to monitor progress may include:

- Specialized surveys (i.e. McCreary Adolescent Health Survey, EDI/MDI/CHEQ data)
- Student Learning Survey (Mental Health Dashboard)
- Number of VTRAs/suspensions/suicide risk assessments
- Equity Scan
- Student and staff absenteeism
- Guarding Minds Survey
- EFAP



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Appendix 1: Wellness RTI



these are examples only, not a complete list