

WELLNESS FOR ALL

Core Beliefs

Greater St. Albert Catholic Schools (GSACRD) believes in both valuing and cultivating a culture of wellness in the Division. We aspire to provide purpose, support, and model how to be holistically well so that students and staff can live fully with purpose. As Catholics, we recognize that we are all made in the image and likeness of God, and thus our very lives have inherent dignity.

Background

As children of God, we are called to be Fully Alive, protect, and uphold the sacredness of life in ourselves and others. The [Pastoral Letter of Health \(2005\)](#) states: “The healing ministry of Jesus is total and comprehensive in scope; it is directed to the health and well-being of the whole person – in all its dimensions (physical, spiritual, mental, emotional and social). The healing ministry of Jesus leaves nothing “untouched” and therefore “unhealed” in a person.” We are called to provide a learning and working environment that promotes well-being so that all are able to be in “good health”, as this has a direct impact on the ability to serve others and live fully. “We are committed to promoting health and well-being by focusing on strengths, building resilience through social, emotional, and behavioral competence, supporting students, and creating safe, welcoming, Christ-centered and inclusive environments for all.”

[Well-Being from a Catholic Perspective: Addressing Mental Health Literacy within Religion and Family Life Programs](#)

Definitions

- **Wellness** is the complete picture of a person’s quality of life. It focuses on positive states, not just the absence of illness, disease, or injury. World Health Organization (WHO) defines wellness as “the optimal state of health of individuals and groups, with an emphasis on enabling a person to reach their fullest potential.”
- **Well-being** refers to the dimensions of physical, mental, social, emotional, and spiritual well-being.
- **Mental health** is essential to our overall well-being and as important as physical health. When we feel mentally well, we can work productively, enjoy our free time, and contribute actively to our communities. ([Mental health](#) - WHO)

Commitment

In collaboration with GSACRD teacher-counsellors, Mental Health Capacity Building (MHCB) Team, Wellness Leads, and school and division leaders, our division is committed to ethically and collaboratively supporting the wellness needs of all through three areas: education (**purpose**), access to a continuum of supports (**support**), and role models (**model**). We commit to achieving a culture of wellness that allows all students and staff to flourish through:

- creating [psychologically safe environments](#) for students and staff to thrive;
- sharing information to build comprehension and outline the “why” of a healthy lifestyle (nutrition, exercise, sleep, social connections) and the relationship to mental health;
- providing [access to well-being resources and access to services](#) (e.g., website, counsellors on site, Mental Health Capacity Building Initiative team);
- sharing the responsibility of creating [relationship-based conditions](#) to promote growth and well-being;
- supporting students and staff with social-emotional learning and opportunity for growth with support from our wellness leads and counselors;
- role-modeling healthy lifestyle choices for physical and social-emotional well-beings such as accessing support, eating well, taking mental breaks, prioritizing life tasks, and respecting boundaries, etc.;
- providing social opportunities for connection and purpose for students and staff.

Rationale

1. As reported in the [Government of Alberta Child and Youth Well-Being Review](#), areas of well-being such as opportunities for social interaction, physical activity, healthy eating, amount of sleeping, and screen time have all negatively impacted student mental health.

Participant perspectives

Albertans offered a number of observations and perspectives related to the health of children and youth. In response to the survey, children and youth reported the following changes in their own behaviours since the pandemic started.

Behavior	Increased	Decreased	Remained the same	This does not apply to me
Misuse of drugs, alcohol, smoking or vaping	12%	2%	6%	80%
Physical activity	13%	73%	13%	1%
Healthy eating	14%	51%	33%	2%
Amount of sleep	25%	48%	26%	1%
Screen time	90%	15%	8%	1%

2. As demonstrated in our 2021-22 ASEBP School Health Profile:
 - Our staff profile demonstrates that we are mostly a “sandwich generation”, meaning we are not only caretakers for students, but we are mostly staff who are caring for their own children and parents at the same time.
 - Our dependents under 25 are reporting increases in instances of high blood pressure, cholesterol, and diabetes.

3. Through our spring 2020-21 GSACRD Wellness Staff Survey, the following themes were reported:
 - Lack of utilization of preventive services due to the lack of knowledge of the services provided through benefit provider.
 - Higher stress, related to work-life balance and job demands.
 - Staff feel valued and cared for, but are needing connection.

4. Through the work of the Wellness Leads and their deep dive into the research of Greg Wells ((The Ripple Effect: Sleep Better, Eat Better, Move Better, Think Better, 2017)), we understand the connection between all areas of well-being (nutrition, exercise, and sleep) and the effects on mental health.

Wells, G. (2017). The ripple effect: Sleep better, Eat Better, move better, think better. Amazon. Retrieved April 12, 2022, from <https://www.amazon.com/Ripple-Effect-Sleep-Better-Think/dp/1443436933>.

The following may be applicable to this administrative procedure as reference:

- Appendix A: Physical Well-Being for All
- Appendix B: Mental Well-Being for All: Social-Emotional Well-Being, Spiritual Well-Being

Alignments

- GSACRD priorities: Spiritual, Academic, Social, Emotional, Mental, Physical Well-being.
- Pastoral Letter Health (2005) by the Permanent Council of the Canadian Conference of Catholic Bishops.
- [Catholic Social Teachings](#)
- [Education Act](#) - Sections 11, 33, 51, 52, 53, 54, 55, 196, 197, 222
- GSACRD [Administrative Procedures](#)
 - [358 Harassment \(Division Students\)](#)
 - [359 Safe and Caring Learning Environments](#)
 - [360 Code of Conduct Review to Address Bullying Behavior](#)
 - [361 Accommodating and Respecting Gender Identity and Expression](#)
 - [460 Harassment \(Employees\)](#)

Physical Well-Being for All

Background

In collaboration with GSACRD Wellness Leads, Alberta Health Services, GSACRD teacher-counsellors, and school and division leaders, and in alignment with our GSACRD priorities, GSACRD is committed to ethically and collaboratively supporting the physical well-being needs of our students and staff. Our division aspires to ethically and collaboratively support the wellness needs through three areas: education (purpose), access to a continuum of supports (support), and role modelling (model).

Purpose

The research of Dr. Greg Wells outlines the importance of healthy practices for activity and nutrition for overall health. We recognize the connection between physical well-being (nutrition, exercise, sleep) and the ability to serve others and live fully. We commit to modelling and supporting physical well-being strategies in the areas of nutrition and activity to create a positive “ripple effect” on the well-being of our students and staff. Healthy staff have a positive effect on the health of the students.

The benefits to student learning are multiple as it not only improves memory, learning, problem-solving, and concentration but also alleviates depression and anxiety.

The benefits both to workers and to employers of a fit and healthy workforce are multiple: less absenteeism, more productivity, and higher staff morale. The workplace can contribute to the goal of having a fit and healthy workforce in many ways ([Physical activity and exercise](#)).

Definitions

Physical well-being is the ability to maintain a healthy quality of life that allows us to get the most out of our daily activities without undue fatigue or physical stress. It includes taking care of our bodies and recognizing that our daily habits and behaviours have a significant impact on our overall health, well-being, and quality of life. [Physical Well-Being - ANU](#)

- Activity
- Eating well
- Sleeping well

Evidence

1. **Nutrition:** Children spend a large portion of their day at school. Making healthy food choices while at school is important because:

- school lunches and snacks:
 - provide children with the energy and nutrients they need throughout the day.
 - are a major source of the essential vitamins and minerals they need to grow and develop.
- setting an example may encourage other kids to make healthy choices.

[Healthy eating at school - Canada's Food Guide](#)

[AHS - A Guide to Offering Healthy Food & Drinks in Schools](#)

Eating well is also linked to:

- academic performance/work performance;
- behaviour and self-esteem;
- fueling optimal growth and development for lifelong habits;
- decreasing the risk of diseases.

2. **Exercise/Activity**

According to the research of Dr. Greg Wells, activity has been shown to:

- Lower risk of certain types of cancer by 24-50%;
- Prevent and treat cardiovascular disease;
- Reverse Type 2 diabetes;
- Reduce the number of cold and flu infections by 75%;
- Prevent osteoporosis;
- Alleviate depression and anxiety;
- Delays or prevents the onset of Alzheimer's;
- Improve memory, learning, problem-solving, and concentration;
- Increases happiness.

According to the [Canadian 24-Hour Movement Guidelines for Children and Youth](#) (ages 5-17 years), preserving sufficient sleep, trading indoor time for outdoor time, and replacing sedentary behaviours and light physical activity with additional moderate to vigorous physical activity can provide greater health benefits. Evidence for a healthy 24 hours includes:

- An accumulation of at least 60 minutes per day of moderate to vigorous physical activity and muscle and bone-strengthening activities at least 3 days per week;
- Several hours of a variety of structured and unstructured light physical activities;
- No more than 2 hours per day of recreational screen time;

- Limited sitting for extended periods.

A general approach to activity to use as a guideline (Adults) as outlined in the [Canadian 24-Hour Movement Guidelines for Adults aged 18-64 years: An Integration of Physical Activity, Sedentary Behaviour, and Sleep](#) is the following:

- Moderate to vigorous aerobic physical activities such that there is an accumulation of at least 150 minutes per week;
- Muscle strengthening activities using major muscle groups at least twice a week;
- No more than 3 hours of recreational screen time;
- Breaking up long periods of sitting as often as possible.

Guidelines

All workplaces and schools must enact procedures that focus on healthy practices in areas of nutrition and activity to be able to think clearly, learn, and live fully.

1. Nutrition

- a) Create a school food environment that supports students and staff in developing “a broad set of behaviours, skills, and mindsets about food and nutrition and to develop healthy eating habits.”
[AHS - Healthier Together - Focus on Food Literacy](#)
[Healthy Eating Habits - Canada's Food Guide](#)
- b) Recognize that food is important for our physical, mental, social, and spiritual health and is part of culture and social well-being.
- c) Support positive eating experiences for students and staff by allowing enough time to eat and designing spaces that are enjoyable and foster social interactions (e.g., providing a reverse lunch hour for students - recess first then lunch).
[AHS - Healthier Together - Design Healthy Eating Spaces](#)
[Reverse Lunch Toolkit: Play Before Lunch!](#)
- d) Follow the guidelines outlined in the [Guide to Offering Healthy Food and Drinks in Schools](#), for food provision in school cafeterias, school stores, vending, school events, staff meetings, etc.
[How to Create a Healthy Eating Environment](#)
- e) Model healthy eating behaviours and a food mindset that supports the development of a [healthy relationship with food](#) for students and staff.
[Be mindful of your eating habits - Canada's Food Guide](#)
[AHS - Healthier Together - Focus on Food Literacy](#)

- f) Respect the different roles school staff, parents/caregivers and the students have around food at school.
- School staff are responsible for food that may be offered at school;
 - The parents/caregivers are responsible for student meals/snacks brought from home;
 - Students are responsible for choosing what food and the amount of food they eat from what is offered to them.

2. Exercise/Activity

- a) Follow the recommendations stated in the [Daily Physical Activity Initiative](#) for minutes of activity in a day. In schools, daily physical activities should:
- vary in form and intensity;
 - take into account each student's ability;
 - consider resources available within the school and community;
 - allow for student choice as necessary for full inclusion.
- b) Support physical movement needs of students and staff to promote inclusivity, quality of work/learning, and medical needs.
- c) Use activity to retain engagement and attention, and respond to individual needs for regulation (students):
- For students between 3-5 years old: [Children and Age-Appropriate, Attention Spans](#).
 - A general approach to attention span to use as a guideline: [Normal Attention Span Expectations By Age](#).

Procedures

1. The Division shall:
 - 1.1. Promote healthy food choices from the "[Offer Most Often](#)" category and secondly from the "[Offer Sometimes](#)" category for their students and staff, and limit the foods from the "[Offer Least Often](#)" category.
 - 1.2. Support and collaborate with the Wellness Director, Wellness Leads, Counsellors, Mental Health Capacity Building Initiative team, principals and other supports to foster knowledge, skills, and attitudes toward food.
 - 1.3. Work with community partners, such as Alberta Health Services and ASEBP, to enhance wellness in the division.
 - 1.4. Prioritize wellness in the division through designated Wellness Leads in all schools.
 - 1.5. Communicate and share nutrition supports and information through a variety of mediums to division staff, such as the wellness site, weekly communications,

Wellness Director, Wellness Leads, Teacher-Counsellors, Mental Health Capacity Building Initiative team, and other supports.

- 1.6. Integrate natural movement breaks during meetings and events where staff are sitting for long periods of time.
- 1.7. Model and support healthy activities in the workplace such as walking, taking brain breaks, going outdoors, and offering invitations for others to do the same.
- 1.8. Ensure that staff is aware of the legislation surrounding service and handling of food as per and the Public Health Act Food Regulation.

[Alberta Food Safety Laws and Requirements](#)

[Public Health Act Food Regulation](#) (P-37, RSA 2000)

2. The Principal Shall:

- 2.1. Promote healthy food choices from the “[Offer Most Often](#)” category and secondly from the “[Offer Sometimes](#)” category for their students and staff, and limit the foods from the “[Offer Least Often](#)” category.

- 2.1.1. Support food services (cafeteria, vending machines, food vendors, etc.) to serve or sell food from the “[Offer Most Often](#)” and secondly from the “[Offer Sometimes](#)” categories. Food services will limit the offering of “[Offer Least Often](#)”.

- 2.2. Model healthy eating behaviours and a food mindset that supports the development of a [healthy relationship with food](#) for students and staff while in the school environment such as instructional time, staff meetings, and supervision.

- 2.3. Support and collaborate with the Wellness Director, Wellness Leads, Teacher-Counsellors, Mental Health Capacity Building Initiative team, teachers and other supports to foster knowledge, skills, and attitudes toward food.

- 2.4. Allow time and space for Wellness Leads to share and implement the wellness practices and strategies by:

- 2.4.1. Allocating time at staff meetings;

- 2.4.2. Honouring and supporting the work to make an impact at a school level;

- 2.4.3. Ensuring that Wellness Leads are able to attend divisional professional development.

- 2.5. Communicate and share nutrition supports and information through a variety of mediums to staff and school community.

- 2.6. Support positive eating experiences for students and staff by allowing enough time to eat and designing spaces that are enjoyable and foster social interactions (e.g., providing a reverse lunch hour for students - recess first then lunch).

[AHS - Healthier Together - Design Healthy Eating Spaces](#)

[Reverse Lunch Toolkit: Play Before Lunch!](#)

- 2.7. Promote non-food rewards in the school/classroom.
[AHS - Healthier Together - Go Beyond Food](#)
- 2.8. Allow flexibility when recognizing special occasions and cultural events, such as Valentine's Day or Halloween, to help develop a healthy attitude towards all foods (e.g., implementing food neutrality; using the name of the food item instead of "treat").
[What is Food Neutrality?](#)
- 2.9. Value the time given to students to move and promote physical movement, understanding that movement is a natural regulator that promotes positive behaviour and clearer thinking (e.g., discourage the elimination of recess/physical education as a discipline, or if necessary, replace recess/physical education with a different regulation activity).
- 2.10. Integrate natural movement breaks during the staff meetings and school events where staff and students are sitting for long periods of time.
- 2.11. Ensure that staff is aware of the legislation surrounding service and handling of food as per the Public Health Act Food Regulation.
[Alberta Food Safety Laws and Requirements](#)
[Public Health Act Food Regulation](#) (P-37, RSA 2000)
3. The Teacher and Support Staff shall:
 - 3.1. Model healthy eating behaviours and a food mindset that supports the development of a [healthy relationship with food](#) for students and staff while in the school environment such as instructional time and supervision.
 - 3.1.1. Recognize the diversity of nutritional needs of students.
 - 3.2. Support the development of food literacy for students by integrating this within subjects and daily activities when appropriate (e.g., promoting exploration of food and culture, development of food-related skills (age appropriate)).
[AHS - Healthier Together - Focus on Food Literacy](#)
 - 3.3. Support food services (cafeteria, vending machines, food vendors, etc.) to serve or sell food from the "[Offer Most Often](#)" and secondly from the "[Offer Sometimes](#)" categories. Food services will limit the offering of "[Offer Least Often](#)".
 - 3.4. Promote non-food rewards in the school/classroom.
[AHS - Healthier Together - Go Beyond Food](#)
 - 3.5. Allow flexibility when recognizing special occasions and cultural events, such as Valentine's Day or Halloween, to help develop a healthy attitude towards all foods (e.g., implementing food neutrality; using the name of the food item instead of "treat")
[What is Food Neutrality?](#)

- 3.6. Support positive eating experiences for students by allowing enough time to eat and designing spaces that are enjoyable and foster social interactions (e.g., providing a reverse lunch hour for students - recess first then lunch).
[AHS - Healthier Together - Design Healthy Eating Spaces](#)
[Reverse Lunch Toolkit: Play Before Lunch!](#)
- 3.7. Value the time given to students to move and promote physical movement, understanding that movement is a natural regulator that promotes positive behaviour and clearer thinking (e.g., discourage the elimination of recess/physical education as a discipline, or if necessary, replace recess with a different regulation activity).
- 3.8. Integrate natural movement breaks during class time and school events where students and staff are sitting for long periods of time.
- 3.9. When weather, time, and space permit, to take students outdoors for learning opportunities.
[Outdoor Learning. Turn Learning Inside Out | Children and Nature Network](#)

References

- Wells, G. (2017). *The ripple effect: Sleep better, Eat Better, move better, think better*. Amazon. Retrieved April 12, 2022, from <https://www.amazon.com/Ripple-Effect-Sleep-Better-Think/dp/1443436933>
- [Physical activity and exercise](#)
- [Physical Well-being - ANU](#)
- [Alberta Nutrition Guidelines for Children and Youth \(2012\)](#)
- [A Guide to Offering Healthy Food and Drinks](#)
- [Be Mindful of Your Eating Habits - Canada's Food Guide](#)
- [The Canadian 24-Hour Movement Guidelines for Children and Youth](#)
- [AHS - Healthier Together - Put Nutrition Policy in Place](#)
- [What is Food Neutrality?](#)
- [AHS - Healthier Together - Design Healthy Eating Spaces](#)
- [How to Create a Healthy Eating Environment | Alberta Health Services](#)
- [AHS - Healthier Together - Grow Love for Vegetables and Fruit](#)
- [Daily Physical Activity Initiative | Alberta.ca](#)
- [Children and Age-Appropriate Attention Spans - Speech Therapy Centres of Canada](#)
- [Normal Attention Span Expectations By Age](#)
- [Education Act | Alberta.ca](#)
- [Outdoor Learning. Turn Learning Inside Out | Children and Nature Network](#)

Resources

Physical Well-being:

Activity:

- [The Daily Physical Activity Initiative \(Alberta Education\)](#)
- [Developing Physical Literacy - Building a New Normal for all Canadians - Sport for Life](#)
- [Guide to Education | Alberta.ca](#)
- [Physical activity and exercise](#)
- [the Canadian 24-Hour Movement Guidelines for Children and Youth](#)

Sleep:

- [Quality Sleep](#)
- [Healthy Sleeping - Mental Health Literacy](#)

Nutrition:

- [School Nutrition Education Resource List](#)
- [Resources éducatives scolaires sur la nutrition publiées en français](#)
- [Lesson Plans and Teaching Tools](#)
Includes background information for teachers and student activities on nutrition and Canada's Food Guide
- [School Breakfast Program Toolkit](#)
The toolkit is a practical guide to help start or improve a school breakfast program. It can be used by all members of the school community including administrators, teachers, staff, volunteers and parent groups. Includes information on how to identify the need and planning for a program; types of breakfast programs; sources of funding; food safety and food donation considerations; menu planning and healthy eating information.
- [Reverse Lunch Toolkit: Play Before Lunch!](#) (also available in [French](#))
This toolkit provides information about the benefits of reverse lunch, ideas for starting a reverse lunch program and sample resources for use at your school.
- [Snack Shack Manual](#)
The manual provides information for schools to create a healthy snack canteen/store. It includes recipes and information on marketing, promotions, and costing. It was produced by Alberta Health Services in collaboration with the University of Lethbridge Health Sciences department.
- [Healthy School Fundraising \(French\)](#)
Steps to help your school create a healthy fundraising policy. Tips for successful fundraising are included and along with healthy fundraising ideas.
- [Alberta nutrition guidelines for children and youth: a childcare, school and recreation/community centre resource manual \[2012\] - Open Government](#)

- [Alberta nutrition guidelines for adults - Open Government](#)
 - [The CSH framework - Learn - Healthier Together Schools](#)
 - [Healthy Vending Toolkit | Alberta Health Services](#)
 - [Healthy Eating at School | Alberta Health Services](#)
 - [Healthy Eating Starts Here | Alberta Health Services](#)
 - [Put nutrition policy in place - Get ideas that work - Take Action](#)
 - [Focus on food literacy](#)
 - [Design healthy eating spaces](#)
 - [Go beyond food](#)
 - [Canada's food guide resources](#)
 - [Healthy eating resources - Canada's Food Guide](#)
 - [Healthy Eating - Tool Kits - Home](#)
 - [Alberta Food Safety Laws and Requirements](#)
 - [Public Health Act \(P-37, RSA 2000\)](#)
 - [Food Regulation \(Part 4, AR 31/2006\)](#)
 - [Alberta Health and Wellness Food Retail and Food Services Code](#)
 - [A Guide to Offering Healthy Food and Drinks in Schools](#)
 - [Healthy Eating Starts Here.ca](#)
 - [How to Create a Healthy Eating Environment](#)
- If you have questions, please email PublicHealth.Nutrition@ahs.ca

Activity:

- [The Daily Physical Activity Initiative \(Alberta Education\)](#)
- [Developing Physical Literacy - Building a New Normal for all Canadians - Sport for Life](#)
- [Guide to Education | Alberta.ca](#)
- [Physical activity and exercise](#)
- [the Canadian 24-Hour Movement Guidelines for Children and Youth](#)

Sleep:

- [Quality Sleep](#)
- [Healthy Sleeping - Mental Health Literacy](#)

Nutrition:

- [School Nutrition Education Resource List](#)
- [Ressources éducatives scolaires sur la nutrition publiées en français](#)
- [Lesson Plans and Teaching Tools](#)
 - Includes background information for teachers and student activities on nutrition and Canada's Food Guide
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administrators, teachers, staff, volunteers and parent groups. Includes information on how to identify the need and planning for a program; types of breakfast programs; sources of funding; food safety and food donation considerations; menu planning and healthy eating information.

- [Reverse Lunch Toolkit: Play Before Lunch!](#) (also available in [French](#))
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Mental Well-Being for All: Social, Emotional, Spiritual Well-Being

Background

Promoting the well-being and positive mental health of all students and staff to reach their God-given potential is a gospel mandate and a moral imperative for Catholic schools which aligns with this important initiative of the Ministry of Education. Using the analogy of the oxygen mask, whereas the caretaker needs to be well in order to best serve others, our Division recognizes the need to promote the well-being and positive mental health of all students and staff.

In collaboration with GSACRD Wellness Leads, Alberta Health Services, GSACRD teacher-counsellors, Mental Health Capacity Building Initiative team (MHCB) and school and division leaders, and in alignment with our GSACRD priorities, GSACRD is committed to ethically and collaboratively supporting the mental well-being needs of our students and staff. Our division aspires to ethically and collaboratively support the wellness needs through three areas: education (**purpose**), access to a continuum of supports (**support**), and role modelling (**model**).

Purpose

“Mental health is key to our well-being. We can’t be truly healthy without it. It involves how we feel, think, act, and interact with the world around us.” [Mental Health for Life - CMHA National](#)

Our Division recognizes the importance of nurturing the full person as “**The glory of God is man fully alive, but the life of man is the vision of God.**” (St. Ireneaus).

Definitions

Mental Health

- Mental health is the state of your psychological and emotional well-being. It is a necessary resource for living a healthy life and a main factor in overall health. It does not mean the same thing as [mental illness](#). However, poor mental health can lead to mental and physical illness.
[About mental health - Canada.ca](#)
- Mental health is key to our well-being. We can’t be truly healthy without it. It involves how we feel, think, act, and interact with the world around us. Mental health is about realizing our potential, coping with the normal stresses of life, and making a

contribution to our community. It may be more helpful to think of good mental health as thriving. Good mental health isn't about avoiding problems or trying to achieve a 'perfect' life. It's about living well and feeling capable despite challenges.

[Mental Health for Life - CMHA National](#)

- The World Health Organization (WHO) defines mental health as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”
- The WHO also emphasizes its constitution that health is “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

[Mental well-being: resources for the public](#)
[Mental health](#)

Mental Illness

Mental illness is the reduced ability for a person to function effectively over a prolonged period of time because of:

- significant levels of distress;
- changes in thinking, mood, or behavior;
- feelings of isolation, loneliness, and sadness;
- the feeling of being disconnected from people and activities.

[About mental health - Canada.ca](#)

Social Emotional Well-Being

Social emotional health is the ability to understand and manage our emotions and to form social connections and relationships with the world around us. Strong social-emotional health enables an individual to integrate their thoughts, emotions, and behaviors in a way that supports greater health and well-being in life.

[Social Emotional Health - Thriving Schools | A partnership for healthy students, staff & teachers](#)

Spiritual Well-Being

“I came that they may have life, and have it abundantly.” (John 10:10)

Spiritual well-being **relates to our sense of life-meaning and purpose** through our connection to God.

[Well-Being from a Catholic Perspective](#)

Psychological Safety

According to [Maslow's Hierarchy of Needs](#), safety is a basic need. The term psychological safety was coined by Harvard Business School professor Amy Edmondson. She defines it as “a shared belief that the team is safe for interpersonal

risk-taking.” Establishing a climate of psychological safety allows space for people to speak up and share their ideas.

[Why Psychological Safety at Work Matters and How to Create It](#)

According to HR Consultant and qualified and accredited executive Gemma Bullivant, “workplaces that allow us to feel psychologically safe and employees are able to speak up and admit to mistakes, these employees are found to be more productive, engaged and are generally much healthier.”

[How to Support Mental Health in the Workplace & Promote Psychological Safety - Gemma Bullivant](#)

Guidelines

“The ability to build, maintain and participate in healthy relationships is a cornerstone of effective and responsible citizenship and of inclusive and welcoming communities.”

[Relationships Matter | Alberta Education](#)

While this is written for students, the same applies for adults.

All GSACRD leaders and staff should:

- Feel supported and safe at work and school. [HeadsUp - WCB Alberta](#)
- Foster and participate in collaborative efforts to create a work and learning environment that encourages trust, respect, acceptance, and diversity.
- Show empathy and compassion towards those struggling with mental health and trauma.

Procedures

1. The Division shall:
 - 1.1. Ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. [Section 33(1)(d)] [Education Act | Alberta.ca](#)
 - 1.2. Provide a continuum of supports and services to students that is consistent with the principles of inclusive education. [Section 33(1)(e)] [Education Act | Alberta.ca](#)
 - 1.3. Promote the wellness in schools through designated supports such as school-based leads in Faith and Wellness, School Counsellors, MHCB team, and other supports to build healthy schools (students and staff).
 - 1.4. Partner with community services, such as Alberta Health Services, to gather resources and plan for healthy schools.

- 1.5. Share information about services to meet the mental well-being needs of all students and staff.
 - 1.6. Provide access to evidence-based information for well-being (e.g., website, weekly communications, MHCBC team, counsellors).
 - 1.7. Provide professional development opportunities for staff to respond to their own mental well-being needs and to create a work environment that is genuinely supportive of mental health.
 - 1.8. Share and explore conditions to promote a relationship-based culture. The [Third Path](#) is a relationship-based approach to well-being and achievement.
[The Eight Conditions](#)
 - 1.9. Build a shared understanding of the benefits and components of relational-based supports within a comprehensive continuum of supports and services with support from school and division student and staff, such as: School Student Learning Team, Counsellors, Division Student Learning Services, Family Support Workers, MHCBC team, and Division Directors.
[Student Safety, Health and Well-Being GSACRD](#)
 - 1.10. Support the need for safety and security for students and staff through implementation of conditions to support a relationship approach. We recognize that security and safety is the first basic need of students and staff in order for them to thrive and when adults are mentally unhealthy, students are affected.
[Relationships matter/AB ED](#)
 - 1.11. Support Psychological Safety through key areas by establishing trust, showing vulnerability, adopting a fail forward approach, giving permission, and asking questions.
[How to Support Mental Health in the Workplace & Promote Psychological Safety - Gemma Bullivant](#)
2. The Principal shall:
- 2.1. Create a work environment that is genuinely supportive of a psychologically safe environment through a sense of relatedness (relationship-based approach), competency (staff strengths and skills are valued), autonomy (staff voice is heard). [Workplace Well-being 101 — Well at Work](#)
 - 2.2. Promote wellness in schools through designated supports such as school-based leads in Faith and Wellness, School Counsellors, MHCBC team, and other supports to build healthy schools (students and staff).
 - 2.3. Work in partnership with the student learning team to respond to student well-being need for promotion, prevention, intervention, and reintegration.

Continuum of Mental Health to Mental Illness



The systems that most effectively and efficiently serve & support them

Knowledge is Power
Consulting & Wellness Services

3. The Teacher and Support Staff shall:

- 3.1. Establish/support norms and conditions to promote a relationship-based culture in the classroom
- 3.2. Teach the child and not just the curriculum by acknowledging and providing a caring and compassionate environment.
- 3.3. Work in partnership with the student learning team to meet the well-being needs of the students.

References

- [Mental Health for Life - CMHA National](#)
- [Fast Facts about Mental Health and Mental Illness - CMHA National](#)
- [Promoting Mental Health Finding a Shared Language](#)
- [About mental health - Canada.ca](#)
- [Mental well-being: resources for the public](#)
- [Mental health](#)
- [Social Emotional Health - Thriving Schools | A partnership for healthy students, staff & teachers](#)
- [Well-Being from a Catholic Perspective](#)
- [Third Path](#)
- [Relationships matter/AB ED](#)
- [How to Support Mental Health in the Workplace & Promote Psychological Safety - Gemma Bullivant](#)
- [Workplace Well-being 101 — Well at Work](#)
- [Education Act | Alberta.ca Section 33\(1\)\(d\)](#)

Resources

Mental Well-Being

Mental Health

- [HeadsUp - WCB Alberta](#)
- [Workplace Well-being 101 — Well at Work](#)
- [Promoting Mental Health Finding a Shared Language](#)
- [Wellness Together Canada](#)
- [Working together to support mental health \(6\).pdf](#)
- [What is Mental Health and Mental Illness? | Workplace Mental Health Promotion](#)
- [Final-using-the-right-words.pdf](#)
- [CMHA National](#)
- [TeenMentalHealth.Org](#)
- [Relationships Matter - Alberta Education](#)
- [Mental health and wellness - Canada.ca](#)
- [AHS - Healthier Together - Embrace Nature](#)
- [Technology, Youth, & Mental Health - AHS](#)
- [How Not To Bubble Wrap Kids - Mental Health Literacy](#)

Social Emotional Competencies for Wellness

Time management to decrease stress and increase productivity:

- [Pomodoro Technique 6 x 25 min - Study Timer 3h](#)
- [The Pomodoro Technique Really Works for Productivity | The Muse](#)
- [The Pomodoro Technique — Why It Works & How To Do It](#)
- [Second Step On-Demand Webinars](#)
- [AHS - Healthier Together - Develop Social Emotional Skills](#)

Spiritual Well-Being

- [Well-Being from a Catholic Perspective](#)

Implemented: Date: September 1, 2023