



INTEGRATED HEALTH AND WELL-BEING FRAMEWORK



May 2025

CONTENTS

INTRODUCTION 4

Message from the Chief Superintendent5

Executive Summary 7

The World Health Organization (WHO)8

Shared Vision.....9

Division Plan for Continuous Growth 11

FOUNDATIONAL ELEMENTS 13

**Conditions for an Integrated Health and
Well-being Framework 15**

Bringing the Conditions to Life..... 17

Workplace Well-being..... 18

Legislative Requirements18

Psychological Hazards 19

Respect in the Workplace.....20

Employee and Family Assistance Program (EFAP)20

Safe and Caring Schools21

Equity, Diversity, Inclusion, and Anti-Racism22

Comprehensive School Health Approach23

Action Plan for Comprehensive School Health 27

DEFINING HEALTH AND WELL-BEING.....	29
Dimensions of Well-being	30
Developing a Shared Language Around Mental Health	33
CONTINUUM OF SUPPORTS	35
Universal Support (Continuum of Supports Tier 1 & 2)	36
Targeted and Individual Supports (Continuum of Supports Tier 3 & 4)	38
Psychological Health and Safety for Staff	39
Accessing Supports for Students	42
The Collaborative Response Approach	42
Indigenous Learning Services, Four Directions Wellness	43
Multi-Disciplinary Team	45
Student Mental Health Intervention	46
School Resource Officer (SRO)	47
Suicide Prevention	47
SUSTAINABILITY AND CONTINUOUS IMPROVEMENT	49
Conclusion.....	53
CITED REFERENCES	54

INTRODUCTION



Message from the Chief Superintendent

Edmonton Catholic Schools Integrated Health and Well-being Framework emphasizes our commitment at all levels of our Division to nurture the well-being of our staff and students, and to assist them in developing healthy habits to function well in their homes, schools, and communities.

Our 2024-2025 Division theme, People of Hope, is appropriate for the launch of this framework, since we “hope” that our challenges today—balancing work, school, exercise, eating well, helping others – will lead us to a better tomorrow. Hope for the future is what defeats disillusionment and despair. Hope gives life its meaning.

Of course, meaning is ultimately found through seeking God, which is a journey that will be different for each person. We created this graphic of climbing a mountain to suggest that although each person’s unique path to God may be steep or rocky, it is overcoming these challenges that makes life meaningful. Foundational to health and well-being is to consider our experiences through the lens of the transcendentals: truth, beauty, and goodness.



Pope Francis says “all that is true, beautiful, and good brings us to GOD” – and as is depicted in the mountain graphic, some of us are drawn to paths that climb the face of truth. Engaging with truth helps us understand the world and ourselves more clearly. It fosters intellectual growth, self-awareness, and personal integrity.

Then there are those who are attracted to the mountain’s face of beauty, where the ascent is filled with creativity and inspiration. Experiencing beauty – whether in nature, art, sports, or during Mass – can profoundly impact our emotional and psychological well-being. Beauty inspires, uplifts, and provides a sense of wonder and joy.

Others spend more of their time climbing the face of goodness, where paths are marked by kindness and moral courage. Acts of goodness – such as helping others and showing empathy – create a sense of purpose and belonging.

Together, these transcendentals encourage a holistic approach to well-being that integrates intellectual, emotional, physical, and moral dimensions. By striving for truth, appreciating beauty, and practicing goodness, we cultivate a balanced and meaningful life that supports our overall health and well-being.

There are many paths to God, just as there are many paths to health and wellness.

I encourage each of you in our wonderful ECSD community to incorporate this framework into your daily life.

Lynnette Anderson
Chief Superintendent

Executive Summary

This Integrated Health and Well-being Framework is a guiding document intended to promote well-being for staff and students at Edmonton Catholic School Division (ECSD). It emphasizes collaboration, shared responsibility, and continuous improvement, aiming to create a thriving, inclusive community where everyone can reach their full potential. By addressing mental, spiritual, physical, social, and emotional health, the framework integrates well-being into the Division's spiritual culture and daily practices.

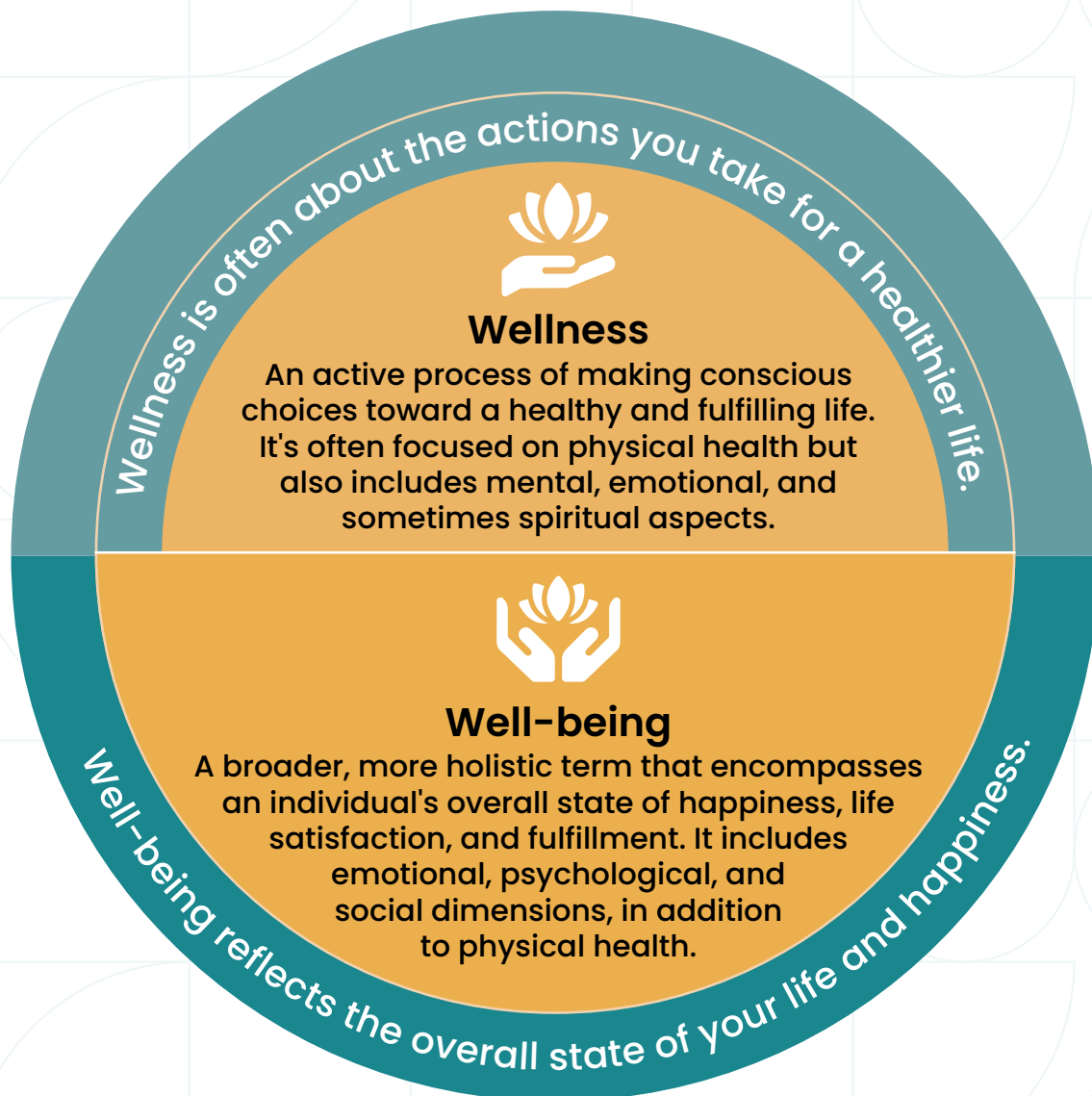
For staff, the framework focuses on creating a psychologically safe workplace that enhances engagement and job satisfaction. It includes legislative requirements, psychological health and safety standards, and various health promotion initiatives.

For student well-being, the framework emphasizes a holistic, evidence-based approach integrating mental, spiritual, physical, social, and emotional dimensions, fostering environments that support students' overall development. The framework also outlines conditions for mental health support, prevention strategies, and a multi-tiered system of interventions to ensure early identification and treatment of student needs.

Staff and student well-being are closely interconnected, as the well-being of educators directly impacts student outcomes. By promoting staff well-being, schools create a positive ripple effect that supports the well-being and growth of all.

The World Health Organization (WHO)

WHO defines health as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.”



Global Wellness Institute. (2024).

Shared Vision

Rooted in the Catholic faith, our schools and workplaces aim to be welcoming faith-filled, inclusive, safe, caring, respectful, and healthy environments. We have a collective responsibility to create communities that enable every individual in ECSD to thrive in mind, body, and spirit, and reach their God-given potential. We believe the health and well-being of our staff and students are integral to their success, and essential to effective teaching and learning.

It is our goal to embed this consideration for health and well-being into every facet of our culture, making it a shared responsibility between individuals and all levels of the organization. We are dedicated to ensuring that this is more than an initiative, and becomes a fundamental aspect of who we are and how we operate.

“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.)”

Canadian Conference of Catholic Bishops. (2005).

We are called to create environments that nurture the well-being of every person, recognizing that spiritual wellness is integral to personal growth and fulfillment. While we acknowledge that not everyone in our community shares the Catholic faith, we are committed to fostering inclusive schools and workplaces where every individual's spiritual journey is respected and supported. In doing so, we ensure that our communities are welcoming and affirming, enabling everyone to reach their potential within a shared commitment to health and well-being.

The Catholic faith offers a comprehensive framework for integrating health and wellness, emphasizing the unity of body, mind, and spirit. Rooted in the belief that each person is created in the image and likeness of God, the Catholic approach to health and well-being underscores the inherent dignity and sacredness of human life.

This perspective fosters holistic care, addressing not only physical well-being but also spiritual and emotional health.

Health and well-being are not a series of isolated parts, but an interconnected whole, where physical, mental, and spiritual aspects are woven together.

“Or do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? For you were bought with a price; therefore, glorify God in your body.” 1 Corinthians 6:19–20

The Catholic Church calls for balance, recognizing that the care of our bodies, minds, and souls is intrinsically linked to our relationship with God, to one another, and to creation. We are called to live in harmony with our Creator, and it is through this relationship that true health and well-being are achieved.

“The human person deserves to be preserved; human society deserves to be renewed. Hence the focal point of our total presentation will be man himself, whole and entire, body and soul, heart and conscience, mind and will.” Gaudium et Spes, 3

Division Plan for Continuous Growth

The priorities outlined in the Division Plan for Continuous Growth 2023–2026 clearly align with our vision of fostering health and well-being within Edmonton Catholic Schools. Each priority and its associated goals reinforce a holistic approach to education, emphasizing the development of both students and staff in a supportive, faith-based environment.



Priority

Living Our Faith

Goal F1: Students and staff will grow and develop in mind, body, and spirit.

Goal F2: ECSD schools and departments will clearly demonstrate their Catholic identity as presented in The 5 Marks of Catholic School Identity model.

Priority

Learning Excellence

Goal L1: Students will experience learning opportunities that allow them to fulfill their potential.

Goal L2: Students' learning needs are met through a collaborative, responsive model of instruction, assessment, and data-informed decision making.

Goal L3: Staff will build their capacity to meet student needs and to be collaborative contributors at their sites and beyond.

Priority

Organizational Excellence

Goal O1: Students, staff, and educational and community partners will work together for our common good.

Goal O2: Staff will utilize ongoing communication, collaboration, and engagement processes to become more effective, efficient, and responsive to the needs of students, families, and each other.

Priority

Embracing Diversity

Goal E1: Students and staff recognize and celebrate the unique gifts and talents of every member of their learning and working community.

FOUNDATIONAL ELEMENTS



Schools are complex social ecosystems where students and staff learn and work together. The goal of this ecosystem is to create a sustainable, balanced approach where all aspects of well-being are addressed, ensuring both students and staff thrive in a supportive and healthy environment. Over the school year, all school community members form relationships and face challenges that promote or impact their mental health. Schools play a significant role in promoting mental health and well-being through various strategies, including establishing safe and supportive classrooms and workplaces, connecting students to caring adults, encouraging positive peer relationships, and providing mental health support.

A large body of research indicates that the well-being of students is closely interconnected with that of school staff. The emotional and physical well-being of education workers directly influences student outcomes and classroom dynamics. When teachers prioritize their own well-being, they are better equipped to engage with students effectively, fostering a supportive atmosphere for learning.

Dreer, B. (2023).

This section outlines interconnected elements that support an Integrated Health and Well-being Framework:

- 1) Conditions for an Integrated Health and Well-being Framework
- 2) Workplace Well-being
- 3) Safe and Caring Schools
- 4) Equity, Diversity, Inclusion, and Anti-Racism (EDIAR), and
- 5) Comprehensive School Health Approach

Conditions for an Integrated Health and Well-being Framework

The key elements for designing an integrated health and well-being framework are referred to as conditions. These conditions are interconnected and mutually dependent. We have adapted them from the College of Alberta School Superintendents (CASS, 2020) and tailored them to weave well-being into the foundation of our school division:





1

Active senior leadership and shared vision is necessary to effectively implement school-based mental health initiatives. Shared vision and commitment from administrators ensures realistic planning with new initiatives that synergize rather than compete with other school priorities.



2

The framework must include evidence-based practices, as well as staff and student feedback at all organizational levels and grades. Should include conversations and feedback loops with a wide breadth of diverse voices. Use of existing surveys, assessments, screens, other data, and focus groups will support evidence of positive change.



3

All ECSD staff have a responsibility to support well-being for all. Mental health is an essential component in enabling student growth and providing satisfying, meaningful work for staff.



4

Systemic professional learning is provided at all organizational levels to support this framework. Professional learning provides opportunities for all school community members to acquire knowledge, skills, and attitudes to promote and implement well-being approaches for themselves, one another, and the students they teach.



5

This framework requires a comprehensive, integrated approach that meets the needs of all staff and students. It requires systemic, school, and individual actions to bring lasting improvements.

“To meet the professional practice standards (Superintendent Leadership Quality Standard and System Education Leader Practice Profiles), [...] all educators, and system leaders need to be well. A comprehensive and integrated workplace wellness plan will address the well-being needs of all involved in supporting optimum learning for students in Alberta.”

College of Alberta School Superintendents (CASS) (2020).

Bringing the Conditions to Life

Within ECSD, wellness is considered at multiple levels. For example, committees provide direction on the Division’s overall vision for well-being, share updates and encourage participation in well-being activities. Schools have Wellness Champions that attend professional development sessions to support staff and student well-being. Once a year, ECSD provides a variety of surveys to measure satisfaction amongst staff, family, and students. These actions are some of the many ways ECSD bring these essential conditions to life.



Workplace Well-being

Workplace well-being is for all staff, whether they work directly with students or not. In recent years, there has been an increasing awareness of the importance of mental health and well-being in the workplace.

According to a Gallup poll, employees who are “engaged yet not thriving” are more likely to experience burnout, daily worry, and stress. These negative outcomes can lead to increased absences and the need to backfill replacement staff.

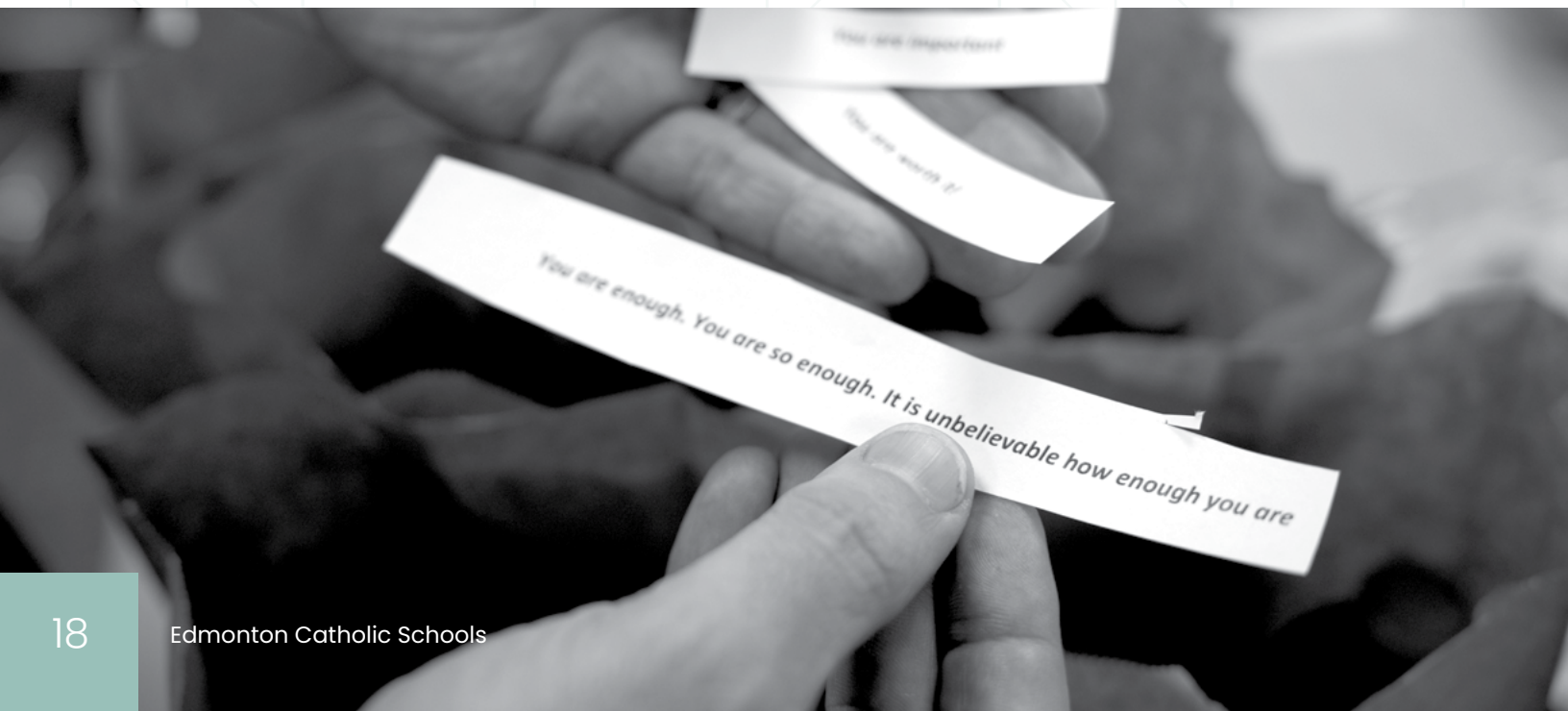
By prioritizing mental health and well-being in the workplace, organizations can improve employee productivity, job satisfaction, and overall success.

Robison, J. (2022). *What Leaders Should Focus On In 2022*. Gallup.

Legislative Requirements

Under Occupational Health and Safety (OHS) law, employers are obligated to identify and eliminate workplace hazards or, if elimination is not reasonably practicable, to control them. These hazards can be both physical and psychological.

Government of Alberta (2021).



Psychological Hazards

Sometimes, there can be situations, conditions, or factors that can negatively impact an employee's mental health and may also have physical effects. These hazards can overwhelm an individual's coping mechanisms, making it difficult for them to perform their job in a healthy and safe manner. They can stem from elements within the work environment, management practices, or organizational practices, and can pose a serious risk to an employee's well-being. Harassment, violence, and traumatic events are some common examples of psychological hazards that can have acute effects. However, prolonged exposure to less severe hazards can also cause significant harm.

Government of Alberta (2021).

At Edmonton Catholic Schools, we are committed to identifying and implementing controls for psychological hazards in our workplaces to ensure our employees have a healthy work environment.



Respect in the Workplace

A respectful workplace requires cooperation and support from every employee in our organization. Everyone has a responsibility to set a positive example and behave in a manner which will not reasonably offend, intimidate, embarrass, or humiliate others, whether deliberate or unintentional. All ECSD staff participate in Respect in the Workplace training, based on Administrative Procedure 171 – Respect in the Workplace.

Employee and Family Assistance Program (EFAP)

Our Employee and Family Assistance Program (EFAP) connects employees and their dependents with clinical mental health professionals (e.g., Master of Social Work or registered counsellors), registered nurses, legal and financial experts, life and career coaches, and more.



Safe and Caring Schools

By strengthening connectedness between students, families, and school communities, safe and caring schools support a sense of belonging, positive identity, and a desire to stay in school. This is especially important to the well-being of students who experience hidden mental health risk factors such as trauma, poverty, discrimination, or marginalization.

ECSD upholds the responsibility to ensure that each student and staff member is provided a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging (Education Act Section 33(1)(d)). To fulfill this responsibility, all ECSD staff work to create and uphold an environment where all are welcome, and the dignity and rights of every person are acknowledged and upheld.

“Youth who experience more predisposing or contributing risk factors such as marginalization, inequality, racism, harassment, discrimination, or isolation are at a high risk of engaging in suicidal behaviour and need more protective factors to balance the scales. Indigenous youth, refugees, lesbian, gay, bi-sexual, transgender, queer, and two-spirit (LGBTQ2S+) youth may experience more of these types of negative experiences that can cause lasting impact on mental health and wellbeing...”

Government of Alberta (2020).



Equity, Diversity, Inclusion, and Anti-Racism

Critical to safe and caring schools are the values of Equity, Diversity, Inclusion, and Anti-Racism (EDIAR). Equity is about being treated fairly, not necessarily the same. Alberta Education states that “To support children and students in attaining the goals as stated in the Ministerial Order on Student Learning, school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.”

Government of Alberta (2021).

ECSD’s Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Strategic Plan outlines priorities, key strategies, and actions that shape the way in which these values are embedded in the ongoing work of Edmonton Catholic Schools. We believe that each person is created in the image and likeness of God and in the goodness, dignity, and worth of each person. A sense of belonging can deeply impact the mental health and well-being of students, staff, and families. As such, the work of EDIAR is closely connected to that within this Integrated Health and Well-being Framework. We honour the dignity in each person by treating one another with empathy, compassion, and respect. Equity, Diversity, Inclusion, and Anti-Racism are guiding values consistent with Catholic Social Teaching, reaffirming dignity at every level.



Comprehensive School Health Approach

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school, and community partners.

ECSD uses Comprehensive School Health as a holistic method of considering student and staff needs. Health and education are interdependent: healthy students are better learners, and better educated individuals are healthier. Research has shown that comprehensive school health is an effective way to enhance that linkage, improving both health and educational outcomes and encouraging healthy behaviours that last a lifetime.

Because each school serves a unique community, all schools have slightly different starting points on students' wellness journey. For example, one school community may see the need to pursue a snack or lunch program; another school community may need to pursue a school-wide initiative to build student connectedness through social-emotional programs and after-school programming. If well-being is the destination, CSH is the road which we travel to get there.

By promoting students' physical, spiritual, emotional, social, and educational development, Comprehensive School Health aims to create healthy school communities where students can thrive both academically and personally. This whole-school model enhances school teams' capacity to address well-being as an essential aspect of student achievement.

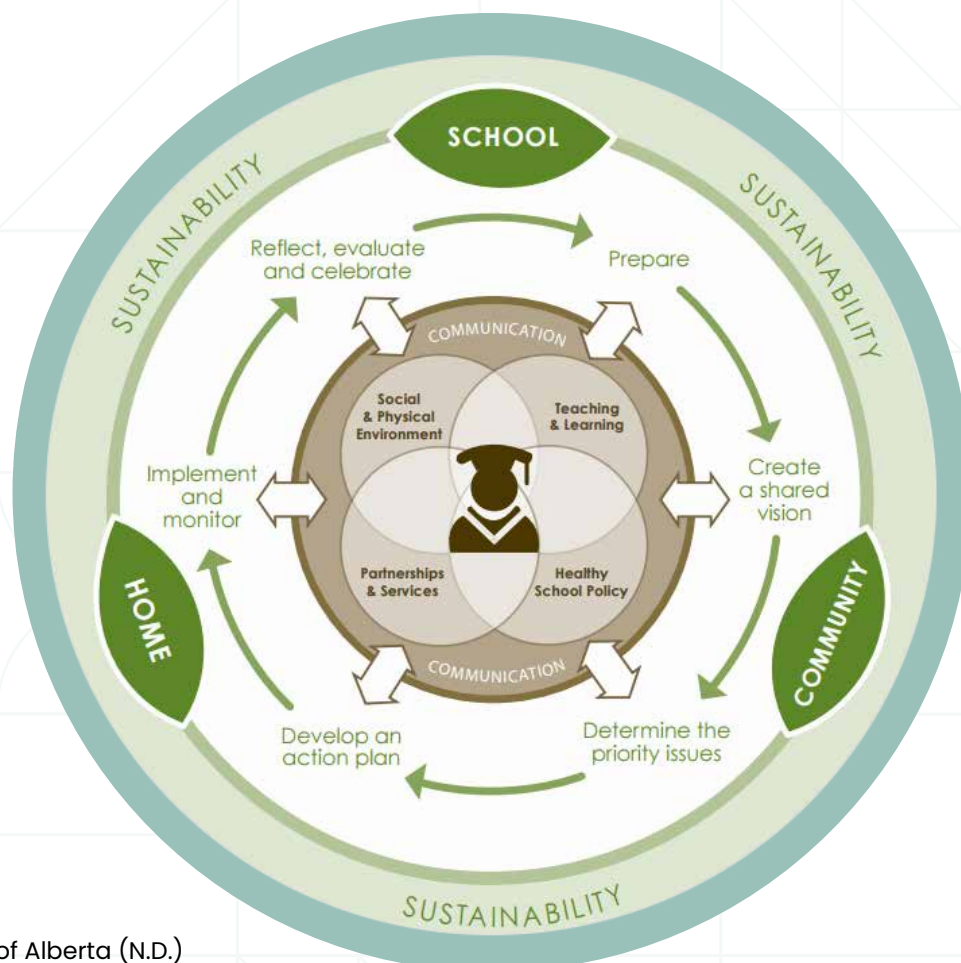


ECSD supports the goals for Comprehensive School Health by (Pan-Canadian Joint Consortium for School Health, 2021):

- Promoting health and wellness,
- Preventing disease, disorder, and injury,
- Intervening to assist children and youth in need or at risk,
- Helping to support those who are already experiencing poor health,
- Addressing disparities and providing an equitable playing field to contribute to academic success.

The Comprehensive School Health framework has an embedded planning cycle that includes setting a shared school vision, identifying priorities, creating an action plan to meet the specific needs of each school community, and monitoring and reflecting on progress.

Actions address four distinct but inter-related components that comprise a Comprehensive School Health approach. They are:



University of Alberta (N.D.)

1

Social and Physical Environment

The social environment is:

- the quality of the relationships among staff and students in the school
- the emotional well-being of students influenced by relationships with families and the wider community

The school's social environment supports the school community in making healthy choices by building competence, autonomy, and connectedness.

The physical environment is:

- the buildings, grounds, play space, and equipment in and surrounding the school
- basic amenities such as sanitation, air cleanliness, and healthy foods
- spaces designed to promote student safety and connectedness and minimize injury

The physical environment is safe and accessible and supports healthy choices for all members of the school community.

2

Teaching and Learning

Student-centred learning and teacher training through resources, activities, and curriculum. Students gain age-appropriate knowledge and experiences, helping to build skills to improve their health, well-being, and learning outcomes.

Resources and activities should include school health policies and guidelines, culturally relevant contexts, and school community assets.

3

Healthy School Policy

The management practices, decision-making processes, rules, procedures, policies, and guidelines at all levels promote student wellness and achievement. Policies also shape a respectful, welcoming, and caring school environment for all members of the school community.

4 Partnership and Services

Community and school-based partnerships and services are essential links for student achievement. They support the health and well-being of everyone in the school community. They enhance the range of supports and opportunities for students, parents, educators, and others. Examples of partnerships and services are:

- Health and education sectors working together
- Community organizations supporting school activities, student safety, risk interventions
- Donations of product or labour from a company towards the creation of a school garden or lunch program
- Contracts with fruit and vegetable growers/distributors for school fundraising initiatives.

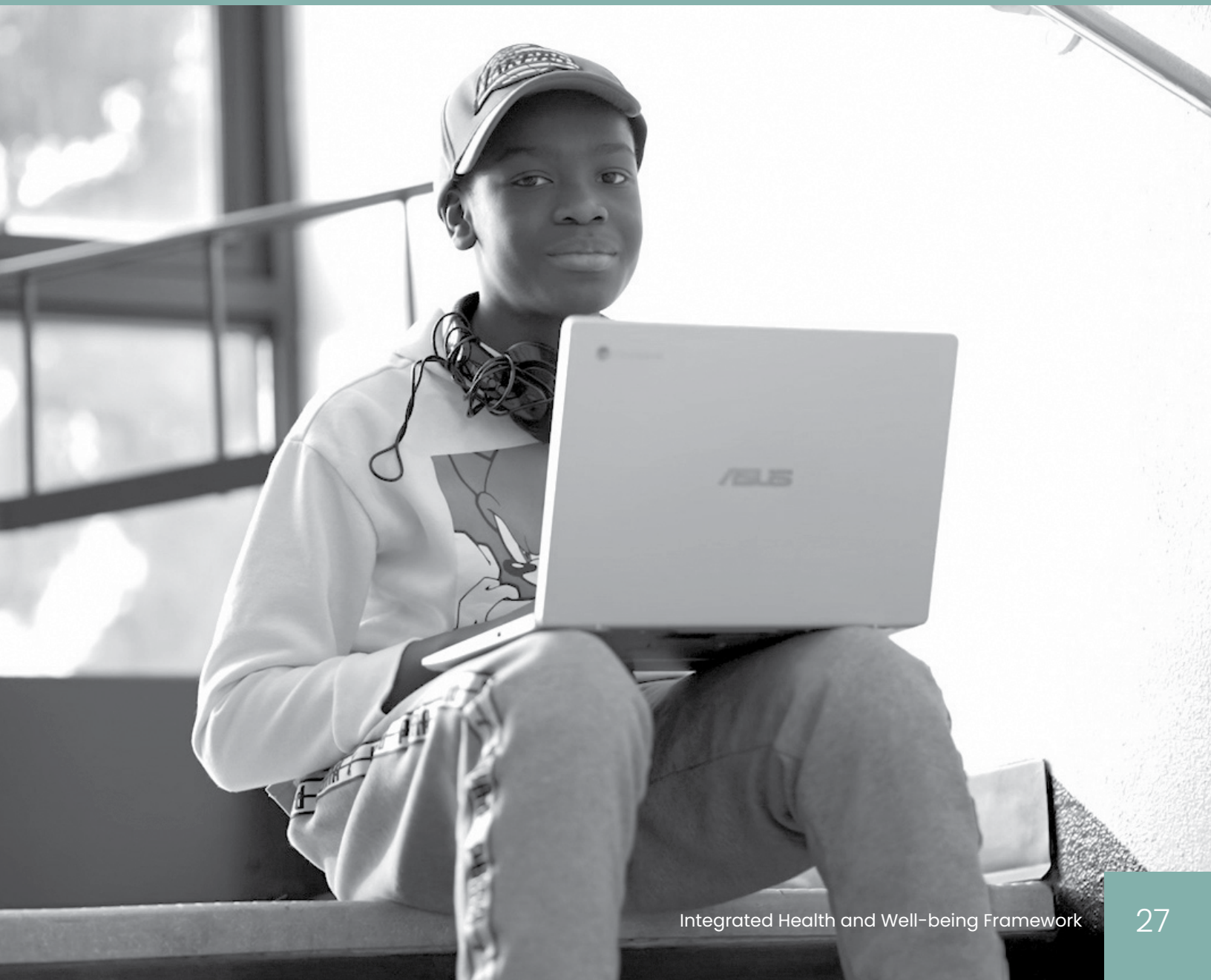
When actions in all four components are harmonized, students are supported to realize their full potential as learners – and as healthy, productive members of society.



Action Plan for Comprehensive School Health

How can schools become a happier and healthier place to learn, work, and play?

Each school can use the Comprehensive School Health approach to identify their school community's priorities and create an action plan. Here are the six ways to develop school communities:



1

Prepare

- **Form** a well-being school team with key participants (staff, chaplains, wellness champions, student leaders, community members, etc.)
- **Plan** how to embed the initiative into the school culture from the beginning
- **Understand** some community members may take time to get onside with the plan

2

Create a Shared Vision

- **Brainstorm** how the school can become a happier and healthier place to live, work, worship, and play
- **Involve a range of community members** to identify strengths and issues currently affecting the well-being of staff, students, and students' families

3

Determine the Priority Issues

- **Use assessment and/or planning tools** to identify goals
- **Start with the easiest priorities** for which there are existing resources
- **Communicate priority areas** with the entire school community

4

Develop an Action Plan

- **State goals, strategies, and actions** to address priorities
- **Specify roles and responsibilities**, identify links to the curriculum and
- **Plan to share the action plan** with the school community

5

Implement and Monitor

- **Communicate activities** with the school community
- **Track progress** and make changes to the plan as needed

6

Reflect, Evaluate, and Celebrate

- **Gather input/data** from the whole school community – what worked, what did not, and analyze why
- **Reflect on how** the four components of a CSH approach were implemented
- **Celebrate achievements**

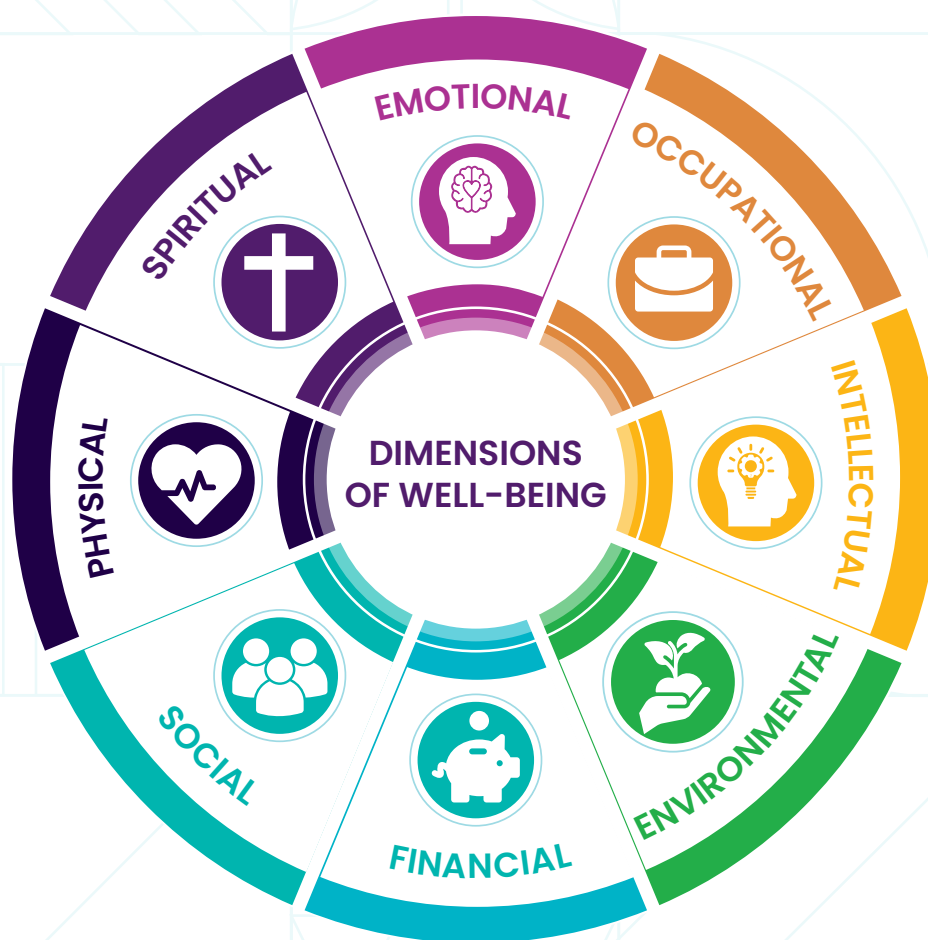
University of Alberta. (n.d.).

DEFINING HEALTH AND WELL-BEING



Dimensions of Well-being

Well-being encompasses eight interconnected dimensions: emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual. Attention must be given to all the dimensions, as neglect of any one of these dimensions over time will adversely affect others and, ultimately, one's health, and quality of life. They do not, however, need to be equally balanced. We should aim, instead, to strive for a "personal harmony" that feels most authentic to us. We naturally have our own priorities, approaches, and aspirations, including our own views of what it means to live life fully.





Emotional

Understanding and respecting your feelings, values, and attitudes; appreciating the feelings of others; managing your emotions in a constructive way; feeling positive and enthusiastic about your life



Occupational

Preparing for and participating in work that provides personal satisfaction and life enrichment that is consistent with your values, goals, and lifestyle; contributing your unique gifts, skills, and talents to work that is personally meaningful and rewarding



Intellectual

Growing intellectually, maintaining curiosity about all there is to learn, valuing lifelong learning, and responding positively to intellectual challenges



Environmental

Understanding how your social, natural, and built environments affect your health and well-being; demonstrating commitment to a healthy environment



Financial

Managing your resources to live within your means; making informed financial decisions and investments; setting realistic goals, and preparing for short-term and long-term needs or emergencies; being aware that everyone's financial values, needs, and circumstances are unique



Social

Maintaining healthy relationships; enjoying being with others; developing friendships and intimate relations; caring about others; letting others care about you; contributing to your community



Physical

Caring for your body to stay healthy now and in the future



Spiritual

Finding purpose, value, and meaning in your life; participating in activities that are consistent with your beliefs and values

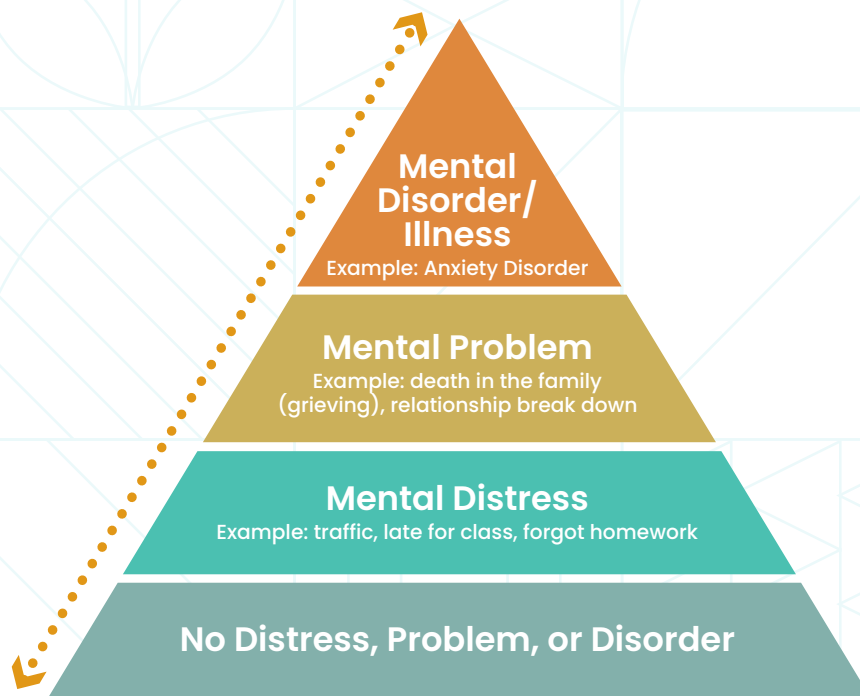
“A healthy school community promotes the holistic development of students in eight dimensions: physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational. While respecting the diversity of each student’s unique strengths, talents, and goals... [the curriculum] seeks to empower all learners to positively engage with their peers and community. With a healthy mind, body, and spirit, students are empowered to experience success at school, with their families, and in their communities.”

Alberta Education. (2022).

Developing a Shared Language Around Mental Health

When we talk about mental health, clarity of language is important. A common language will help build a shared understanding and facilitate collaborative conversations and planning with partners.

Government of Alberta. (2017).



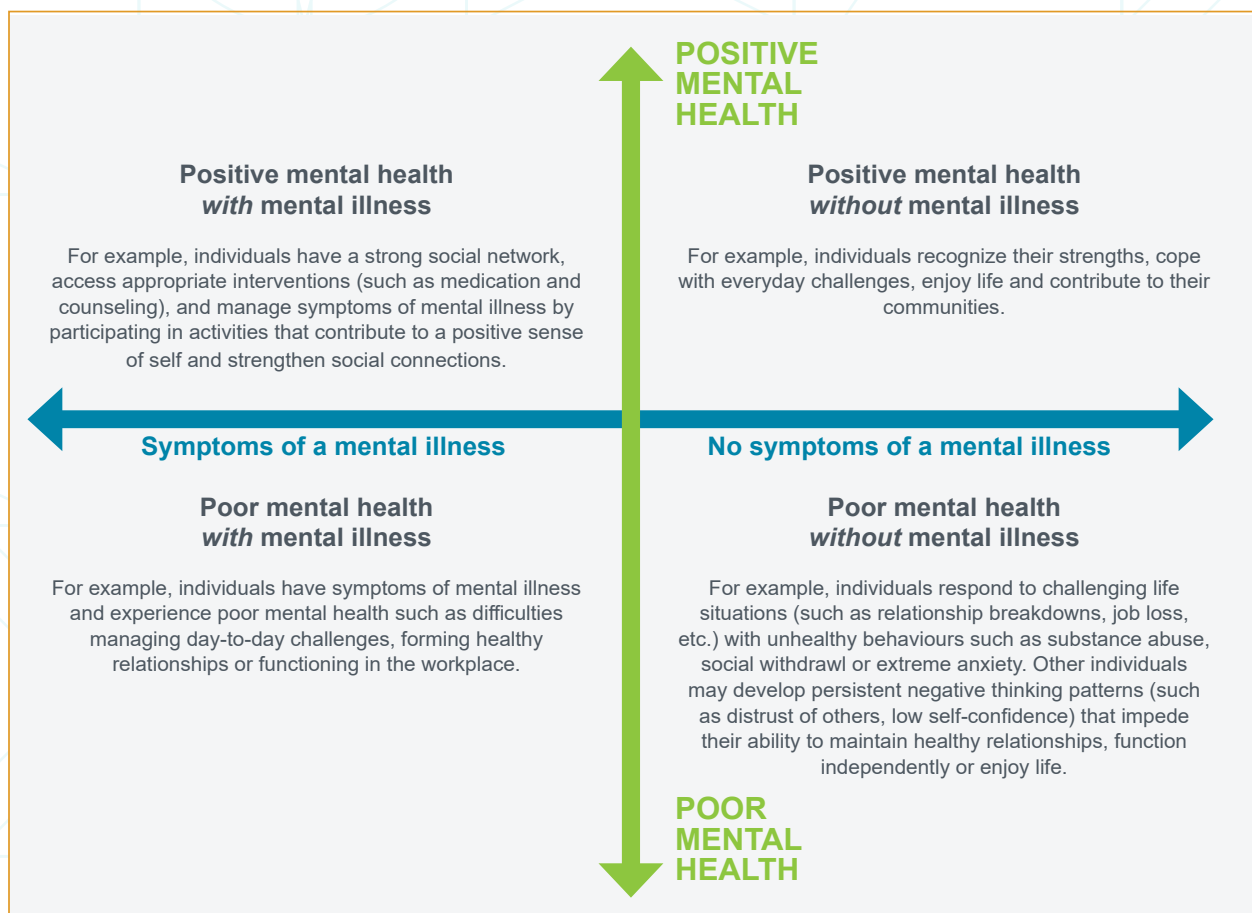
Retrieved from mentalhealthliteracy.org

“The Mental Health Literacy Pyramid (above) shows four distinct, interrelated states that help us understand and act on our mental health. Using clear language can help reduce stigma and support taking action.

The pyramid is not a continuum. One can find themselves at multiple points of the pyramid at the same time. All components of the pyramid are part of one’s overall mental health.”

Mental health is not the same at all moments in your life; rather, it is influenced by a range of factors, including life experiences, learning environments, and the social and economic conditions that shape our lives.

The image below describes how one can have a mental illness and yet have positive mental health, while a person without mental illness can experience poor mental health due to life circumstances.



Government of Alberta (2017)

CONTINUUM OF SUPPORTS



The Continuum of Supports organizes and tiers the strategies and interventions available to students in the school (Hewson and Hewson, 2022). This model can be equally applied to tier strategies to staff. Staff and student mental health needs can be placed on a continuum requiring varied supports. The Continuum of Supports is a multi-tiered system of support that help schools promote well-being for all students, while providing intervention for those students who experience challenges with mental health and well-being. It supports school teams to organize and tier the strategies and interventions available to students in the school.

Universal Supports (Continuum of Supports Tier 1 & 2)

Universal supports refers to broad-based, well-researched practices that support student and staff well-being across schools and workplaces. System-wide approaches would be considered universal supports, as it establishes best practices across the Division.

Systems thinking, in regard to well-being in a school division, addresses the interconnectedness of various factors affecting both staff and student well-being. By considering the entire ecosystem, including policies, practices, and relationships, schools can create a supportive environment that promotes holistic well-being and resilience for everyone involved. At ECSD, we use the following models to create a foundation for well-being in all schools and workplaces. Schools and workplaces can build upon these models using school-wide approaches.

Students

Staff

System Models	• Pastoral care • Catholic faith framework • Collaborative Response Approach • Continuum of Supports • Comprehensive School Health • Welcoming and Faith-filled environments • Equity, Diversity, Inclusion, and Anti-Racism • Safe and Caring Schools • School Chaplain program	• 5 Marks of Faith Formation plan • Healthy work culture initiatives (e.g. Respect in the Workplace) • Leadership Training
Well-being Programs	• Faith-based spiritual practices such as prayer, celebrations, and sacramental life • Social-emotional programs (e.g. FOCUS On Self-Regulation) • Well-being initiatives (e.g. Healthy Schools certification) • Nutritional programs • School Chaplain program	• Faith integrated • Well-being focused communications and resources • Prayer and Liturgies • Physical health initiatives (e.g. Recreation centre discounts, ergonomic assessments, staff wellness account and health spending account information)
Professional Development	Student-focused staff training from Learning Services: • Trauma-Informed Practice • Restorative Justice Practices • Non-Violent Crisis Intervention (NVCi) Training	• HEARTcare Planning • Self-care at Work • Mental Health Awareness • Mental Health First Aid • Psychological Health and Safety • Grace for the Heart and Soul • Faith Formation Day

Targeted and Individual Supports (Continuum of Supports Tier 3 & 4)

When a more intensive approach is needed to address student and staff well-being, teams can utilize targeted and individual supports. These are provided through multi-disciplinary teams and external partnerships. ECSD is fortunate to have an established multi-disciplinary team and strong relationships with several outside agencies.

Schools can best utilize targeted and individual supports by collaborating with their colleagues in Learning Services and Human Resources to provide comprehensive strategies or interventions that fit the individuals' needs.

	Students	Staff
Partnership Examples	• Recovery Alberta • EverActive Schools • Edmonton Police Service School Resource Officers • Research partners • Catholic Archdiocese of Edmonton and the Ukrainian Catholic Eparchy of Edmonton • Catholic Social Services	• Alberta School Employee Benefit Plan (ASEBP) • Alberta Blue Cross • Catholic Archdiocese of Edmonton and the Ukrainian Catholic Eparchy of Edmonton
Individualized Support Examples	Accessing Supports: • Division Chaplains • Learning Services Consultants • Four Directions Wellness • Multi-Disciplinary Team • Student Mental Health Intervention	• Division Chaplains • Employee and Family Assistance Program (EFAP) • Domestic Violence Response Team • Workplace Accommodations

Psychological Health and Safety for Staff

A psychologically healthy and safe workplace is one that actively works to prevent harm to workers' psychological health, including negligent, reckless, or intentional ways, and that promotes psychological well-being.

The National Standard of Canada for Psychological Health and Safety in the Workplace (the Standard), developed in partnership with the Mental Health Commission of Canada, is a set of voluntary guidelines, tools, and resources intended to guide organizations in promoting mental health and preventing psychological harm at work. The Standard provides a comprehensive framework to help organizations of all types guide their current and future efforts in a way that provides the best return on investment.

Mental Health Commission of Canada. (n.d.).



13 Factors of Psychological Health and Safety

The Standard identifies 13 factors affecting psychological health and safety in the workplace. These factors can impact the health, safety, and well-being of staff either positively or negatively, and are within the influence of the employer.

By creating awareness of these factors, and addressing issues pertaining to specific factors, workplaces can positively impact the mental health of staff.

1

Organizational Culture

A mix of norms, beliefs, and expectations that individuals hold in common. A good culture is built on trust, honesty, and fairness

2

Psychological Support

An environment where psychological and mental health concerns are supported and responded to appropriately

3

Clear Leadership and Expectations

Effective leadership exists that enables individuals to know what to do, how their work contributes to the goals of the organization, and if change is approaching

4

Civility and Respect

Staff are respectful, considerate, and collegial with one another

5

Psychological Demands

A staff member's interpersonal/emotional competencies and job skills are appropriate for the position

6

Growth and Development

Staff members receive encouragement and support in the development of interpersonal, emotional, and job skills

7

Recognition and Reward

Acknowledgement and appreciation of staff member's efforts in a fair and timely manner

9

Workload Management

Tasks and responsibilities can be accomplished successfully within the time available

11

Balance

Recognition and support for balance between the demands of work, family, and personal life

13

Physical Safety

Appropriate action to protect employees' physical safety at work

8

Involvement and Influence

Individuals are included in discussions about how work is done, how decisions are made, and the impact of those decisions on the work environment

10

Engagement

Staff members enjoy and feel connected to their work and are motivated to do a good job

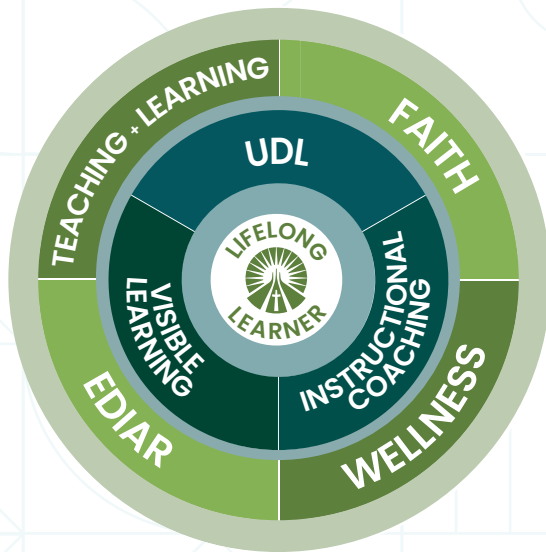
12

Psychological Protection

An environment in which psychological safety is ensured

It is our goal to create psychologically safe environments where both students and staff can thrive.

Accessing Supports for Students



The Collaborative Response Approach

Developed to efficiently determine how to meet the needs of students, Collaborative Response is a school-wide approach. In collaboration with a Multi-Disciplinary Team, school teams identify key areas of learning for student growth and connectedness.

To meet the needs of a diverse student population, school teams use the Collaborative Response approach to define team roles, identify student needs, run collaborative team meetings, and create action plans. Team members meet regularly to discuss new needs or adjust supports based on students' responses to interventions (Turner et al, 2023; Hewson and Hewson, 2022).

The Collaborative Response Approach supports student inclusion by improving school teams' communication. This approach helps staff work quickly and efficiently to bring forward student needs, decide on interventions, and respond to students' progress.

Indigenous Learning Services, Four Directions Wellness

Concepts of healing and wellness are holistically based within Indigenous traditional knowledge and wisdom systems. Four Directions Wellness provides culturally based holistic supports and programming that is available through Edmonton Catholic School Division's Indigenous Learning Services department.



Healing and wellness are interconnected concepts within Indigenous communities. As a result, the impacts of colonization and its inflicted trauma have created increased risk factors that impact holistic wellness for Indigenous people. Protective factors for Indigenous mental health and wellness include:

- Access to services that reflect the diverse community needs and protocols
- Creation of safe spaces for students that promote identity, belonging, and connection
- Indigenized supports that are inclusive of traditional Indigenous approaches to healing and professional development for staff in culturally safe practices
- Understanding of intersectionality of race, bias, intergenerational trauma, and the social determinants of health

The ECSD Integrated Health and Well-being Framework requires a comprehensive, integrated approach that meets the needs of all staff and students. As an inclusive school community that respects the distinct needs of our diverse student populations, we aim to work towards creating a bi-cultural approach to integrating Indigenous knowledge systems of healing and wellness for our Indigenous students, families, and staff. Within a bi-cultural approach, Indigenous knowledge systems and mainstream knowledge systems are both seen as having value. With this in mind, Four Directions Wellness does not supersede the objectives outlined in the Integrated Wellness Plan but works in partnership to provide additional culturally responsive supports to enhance Indigenous-focused wellness planning. Four Directions Wellness staff work collaboratively with school administrators, EDIAR, Multi-disciplinary Team staff, Indigenous community program supports, cultural practitioners, and families when appropriate.



Multi-Disciplinary Team

Across Pre-K to Grade 12, children and youth receive the benefits and supports of a Multi-Disciplinary Team (MDT). The MDT may include the following professionals:

- School-based Chaplains
- Inclusive Consultants
- Licensed Practical Nurse
- Occupational Therapist
- Physical Therapist
- Speech-Language Pathologist
- Therapeutic Assistants (TAOT, TASL, TABT)
- Assistive Technology Specialist
- Board Certified Behaviour Analyst
- Emotional Behaviour Specialist
- Family School Liaison Workers
- School Resource Officer

Early identification and intervention for student needs by each respective discipline prevents the development of mental health problems, which occur when a student deals with chronic stress caused by an unresolved issue or unmet need.

MDT can support school administrators and teachers in identifying students whose mental health problems and/or illness require more intensive support.



Student Mental Health Intervention

Many students benefit from support by accessing additional mental health services within ECSD or through the community. Schools with Family School Liaison Workers (FSLW) in schools, are skilled first lines of support to guide families through community options, such as community health clinics.

Mental Health Specialists provide specialized therapeutic support to students with school-based mental health needs. School-based mental health specialist services improve access to mental health therapy, reduce stigma, prevent suicide, and improve and expand school mental health programs. Some students and families face barriers to seeking care in health clinics, such as transportation, socio-economic challenges (e.g. working multiple jobs), child care, and stigma in many cultures and communities. School mental health specialists offer increased accessibility to students by reducing the “obstacle to entry.” Further, data suggests these services successfully reach youths, including marginalized and ethnic minority groups, as well as students with less obvious mental health problems before they become bigger issues.

In ECSD, a variety of mental health therapy roles support individual student therapy, suicide risk assessment, safety planning in schools, as well as coordination with external mental health clinics/specialists (e.g. psychiatry.)

Mental Health Specialists include:

- Clinical Social Workers (CSW)
- Counselling Therapists (CT)
- Mental Health Occupational Therapists (MHOT)
- Psychologists
- Mental Health Therapists (MHTs; Recovery Alberta)

School Resource Officer (SRO)

The role of a School Resource Officer (SRO) is to collaborate with school administration, multi-disciplinary teams, and families to promote student growth, well-being and safety. SROs engage positively with students through relationship building, mentoring, and organizing activities. They support the understanding of certain safety procedures such as lockdown drills, crime prevention, and addressing other safety concerns based on school need. They serve as a resource for students and families, offering guidance on law enforcement and connecting them to needed services. This promotes positive growth for students who may otherwise encounter law enforcement too early in their lives. Additionally, SROs provide educational presentations on topics such as drug use and safe driving, and work with school administration on diversion measures to handle situations outside the criminal justice system. SROs are unique to North America and can serve as an example for other cities or countries in changing the perception of the presence of police officers.

Suicide Prevention

Suicide prevention is a collaborative effort and must involve the Ministry's of Education, Health, Children Services, and Community Services working together. At Edmonton Catholic Schools, suicide prevention is approached as part of a continuum of supports within our Integrated Health and Well-Being Framework. The goal of the strategic plan is to create a culture that supports the health and well-being of all students. Ultimately, we aim to provide access to the supports necessary to ensure students have positive mental health, so that suicide never becomes an option.

Activities that minimize students' risk factors, increase protective factors, and instill hope:

- Prayer and Liturgies
- Student Leadership Symposium
- Social Emotional Learning (PATHS, The Fourth R, and Healthy Relationships Plus Program)
- Mental Health Literacy programming
- Trauma Informed Practice
- Collaborative Response Approach

- Culturally sensitive programming
- Sexual-and-Gender Minority Safe Spaces
- Multi-Disciplinary Team members and Counsellor support
- Multiple prevention and health promotion activities and supports

Community Resources:

- Addiction and Mental Health – Intake Services, Child and Adolescent 825-402-6799
- Addictions and Mental Health, Crisis and Stabilization Team for Child and Youth (CAST) Crisis Team: 780-407-1000
- Child and Adolescent Mental Health Walk-in Clinic
 - Rutherford Health Centre 780-342-6850
 - Northgate Health Centre 780-342-2700
- Kids Help Phone: Phone 1 800-668-6868 – Text TALK to 686868 –
Chat online kidshelpphone.ca
- Kickstand Connect: <http://mykickstand.ca>

Caregiver Education Sessions:

Recovery Alberta, in collaboration with The Mental Health Foundation, offers free online programming for families. Their aim is to increase awareness and reduce stigma of the mental health challenges that children and adolescents experience, provide families with evidence-based mental health information, and provide strategies that support mental wellness.

The Caregiver Education Sessions focus on the 3 R's: reduce stigma, receive information, and reflect on strategies. Each session provides evidence-based research, common challenges faced by children and youth, possible treatment options, supportive strategies, and information/resources for further support. They are free two-hour online sessions intended to provide families, teachers, and community members with introductory information regarding mental health challenges that can affect children and youth.

Find community resources and caregiver information at:
www.ecsd.net/ahs-mental-health-family-information

SUSTAINABILITY AND CONTINUOUS IMPROVEMENT



ECSD is committed to supporting schools on their journey to establishing healthy school communities for all students and staff. Each school's journey and needs will be unique.

Division and School Leaders can...

- Use the Comprehensive School Health Approach to identify school priorities and create an action plan to promote student and staff well-being
- Promote a healthy workplace culture, taking steps to eliminate stigma around mental health with staff, and providing staff with knowledge and resources (EFAP, Edmonton Mental Health Resources)
- Provide staff training and mentorship through Learning Services on (1) trauma-informed practices, (2) restorative practices, and (3) Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) practices
- Promote the use of the Teacher and Administrator Walk Around Tools to establish a safe and caring school environment
- Provide opportunities to pray and worship
- Create school spaces where students can engage in ways of being, doing, belonging, and knowing with their culture (e.g. smudging)
- Prioritize student sense of connection and belonging through class instructional practices, student interest groups, and after-school programming
- Promote integrating health and well-being initiatives within all subject areas

Educators can...

- Promote student well-being through the Physical Education and Wellness Curriculum (K-6), and the Physical Education and Health Curricula (7-12)
- Use grade appropriate social-emotional learning program (e.g. FOCUS on Self-Regulation, SEL Toolkit, PATHs) in every classroom
- Teach student mental health literacy using structured programs that link to curriculum (e.g. Elementary Mental Health Literacy Resource)
- Establish Sensory Spaces in classrooms and schools to teach emotional regulation strategies, promote emotional recovery, and/or support recovery of focus in class
- Use ECSD Universal Design for Learning resources, such as the Classroom Reflection tool for Teaching Autistic Students, to evaluate class environments and teaching practices that promote student inclusion, sense of belonging, and access to curriculum

Staff Professional Development to support Student Well-being

Learning Services offers Division-wide Professional Development (DWPD) opportunities for educators and schools interested in learning more about student mental health and well-being. In addition, schools are invited to contact Learning Services for professional development opportunities on topics such as:

- Collaborative Response Approach
- Courageous Conversations about Race
- FOCUS on Self-Regulation
- Go To Educator Training (Mental Health Literacy)
- Trauma-informed Practices in Schools
- Restorative Practices
- Other topics upon request

Staff Professional Development to support Workplace Well-being

All staff should participate in the following trainings:

- Equity, Diversity, Inclusion, and Anti-Racism (EDIAR)
- Psychological Health and Safety Awareness
- Respect in the Workplace



Partnerships

The Division will continue to nurture community partnerships to enhance schools' access to information, expertise, and resources beyond ECSD. This includes:

- Alberta Health Services and Recovery Alberta
- Alberta School Employee Benefit Plan (ASEBP)
- Edmonton Police Service
- Non-profit Organizations (Ever Active Schools, Apple Schools, Integrated School Support Program)
- University partnerships for research purposes

Quality and Use of Evidence

ECSD administrators (Leadership, Principals, Managers, etc) regularly gather information on student well-being and then set priorities to enhance well-being in schools. Through surveys, focus groups, school stories, and other data-gathering methods, the Division, primarily through Learning Services, will support school communities with continual improvement of student mental health and well-being.

Conclusion

The integration of staff and student well-being within Edmonton Catholic Schools is essential to fostering a thriving and supportive community. Through holistic approaches, comprehensive resources, and collaborative effort, the Division strives to equip staff and students to reach their full potential where everyone feels valued, supported, and inspired to succeed.



Cited References

- Alberta Education. (2022). AB K-6 Curriculum: Physical Education and Wellness. <https://curriculum.learnalberta.ca/curriculum/en/s/pde>
- Centre for Disease Control (2023). *Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders*. Link: <https://stacks.cdc.gov/view/cdc/136371>
- College of Alberta School Superintendents (2020). *Workplace Wellness for Alberta School Authorities: A Planning and Implementation Guide*.
- Collins, J. (2014). *SPE Z1003 Implementation Handbook - Assembling the Pieces: An Implementation Guide to the National Standard for Psychological Health and Safety in the Workplace*. Toronto, ON; CSA Group. Link: <https://www.csagroup.org/store/product/SPE%20Z1003%20IMPLEMENTATION-HB/>
- CSA Group (2013). *Psychological health and safety in the workplace – Prevention, promotion, and guidance to staged implementation*. Link: <https://www.csagroup.org/article/can-csa-z1003-13-bnq-9700-803-2013-r2022-psychological-health-and-safety-in-the-workplace/>
- Dreer, B. (2023) On the outcomes of teacher wellbeing: a systematic review of research. *Frontiers in Psychology*, 14, p. 1-16. Link: <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1205179/full>
- Edmonton Catholic School Division (N.D.). *Equity, Diversity and Anti-Racism (EDIAR) Strategic Plan*. Link: www.ecsd.net/what-is-ediar-
- Government of Alberta (2017). *Working Together to Support Mental Health in Alberta Schools*. Link: https://education.alberta.ca/media/3576206/working_together_to_support_mental_health.pdf
- Government of Alberta (2019). *Building Strength, Inspiring Hope: A Provincial Action Plan for Youth Suicide Prevention 2019 - 2024*. Link: <https://open.alberta.ca/dataset/96258654-ed5c-4bb5-809b-717ddcf11dc4/resource/3c368257-c873-41fc-8f89-3f9853d49ec1/download/alberta-youth-suicide-prevention-plan.pdf>
- Government of Alberta (2020). *Pathways to Hope: Best Practices in Suicide Prevention for Alberta Schools*. Link: <https://open.alberta.ca/dataset/71ab7d6a-d469-4958-9512-e4e50ca8e2a7/resource/07e6ec0a-76ce-4976-850a-0da770a9a107/download/edc-pathways-to-hope-best-practices-in-suicide-prevention-2020.pdf>
- Government of Alberta (2021). *Occupational Health and Safety Act*. Link: <https://www.alberta.ca/occupational-health-safety>
- Government of Alberta (2022). *Assessment and control of psychosocial hazards in the workplace*. Link: <https://open.alberta.ca/publications/assessment-and-control-of-psychological-hazards-in-workplace>

- Government of Alberta (2023). *Alberta Education Teaching Quality Standard*. Link: <https://open.alberta.ca/publications/teaching-quality-standard>
- Government of Alberta (2022). *Inclusive Education Video Series: Valuing All Students (Discussion guide)*. Link: www.alberta.ca/inclusive-education.aspx
- Government of Alberta (2023). *Mental Health in Schools*. Link: www.alberta.ca/mental-health-in-schools.aspx
- Hewson, K., & Hewson, L. (2022). *Collaborative Response: Three Foundational Components that Transform How We Respond to the Needs of Learners*. Jigsaw Learning, SAGE Publications Ltd.
- Mental Health Commission of Canada (N.D.). *National Standard of Canada for Psychological Health and Safety in the Workplace*. Link: <https://mentalhealthcommission.ca/national-standard/>
- Pan Canadian Joint Consortium for School Health (N.D.). *What is Comprehensive School Health?* Link: www.jcsh-cces.ca/en/concepts/comprehensive-school-health/
- Pan-Canadian Joint Consortium for School Health. (2021). Retrieved from www.jcsh-cces.ca/
- Public Health Agency of Canada. (2014). *Mental Health Promotion*. Link: <https://www.canada.ca/en/public-health/services/health-promotion/mental-health/mental-health-promotion.html>
- Robison, J. (2022). What Leaders Should Focus On In 2022. Gallup. <https://www.gallup.com/workplace/389036/leaders-focus-2022.aspx#:~:text=Lean%20on%20the%20leadership%20actions,your%20managers%2C%20and%20support%20wellbeing>
- Turner, J., MacGregor, S., Friesen, S., Sumara, D., McMorris, C., Domene, J., Allan, S., & Mesner, B. (2023). *The implementation and evaluation of school-based mental health supports: A scoping review and environmental scan*. Link: <https://werklund.ucalgary.ca/centre-for-wellbeing-in-education/research>
- University of Alberta (N.D.) *Comprehensive School Health*. Link: <https://www.ualberta.ca/en/alberta-healthy-school-community-wellness-fund/comprehensive-school-health/index.html>
- University of Alberta (N.D.). *Developing School Communities*. Link: <https://www.ualberta.ca/alberta-healthy-school-community-wellness-fund/comprehensive-school-health/developing-healthy-school-communities.html>
- World Health Organization. (2021). *Mental health: A state of well-being*. Link: www.who.int/features/factfiles/mental_health/en/
- World Health Organization. (2023). Topic Brief: How school systems can improve health and well-being. Link: www.who.int/publications/i/item/9789240064751



INTEGRATED HEALTH AND WELL-BEING FRAMEWORK

