

STRATEGIC PRIORITY



PHYSICAL HEALTH & MENTAL WELL-BEING

Goals

Invest in the holistic well-being of our people

Actions

Implement a district-wide mental health initiative

Continue the Work to Wellness program

Continue to build capacity in sexual health education

PHYSICAL HEALTH &

MENTAL WELL-BEING

GOALS: INVEST IN THE HOLISTIC WELL-BEING OF OUR PEOPLE

Airport Elementary

To implement trauma invested practiced throughout the school

- Our overarching goal during this time was to focus on student well-being
- Focused on the importance of reading, writing and math as well as the importance of students' emotional health
- Trauma-invested practices to meet students' needs. We looked at students' emotional needs, their need for a relational connection, their physical needs
- Adapt strategies described in Souers and Hall's book in order to implement them at the classroom level
 - Everything teachers did was trauma-informed because students and their families (as well as teachers and support staff) were and are living through the trauma of the pandemic
 - Staff did this by supporting students' emotional needs, relational needs, physical needs and their need for control

Arden Elementary

How can we support our students with challenging behaviours through developing our capacity as a staff to understand and implement trauma informed practices and strategies?

- All kindergarten and grade one students participate in an online Mindfulness lesson five days a week, for 90% of the time
- Book study from Ross Greene's trauma-informed practice to build capacity in our staff.
- Reduce the number of school suspensions by 50%, from 14 to 7 students (or less)
- Reduce the number of students referred to the office by 50%
- Started a yoga class for students once a week at lunch time
- Students spent the first hour in the morning (rain or shine) walking through the nearby forest and return to the school for an outdoor Mindfulness session (approximately 10 minutes)



Brooklyn Elementary

Healthy Self, Healthy Community: Continue to build our shared understanding and teaching repertoire of social emotional learning through the POPEY SEL Framework

- Students to internalize effective SEL and recognize that we could benefit from better understanding of SEL teaching strategies

Attend the POPEY SEL session for teachers, in August, with Aspen Elementary

- Staff participated well with POPEY learning and has received another cache of books around Bucket Filling

Courtenay Elementary

- Increase hallway greetings and positive adult presence - PBIS plan staff decided that we need to greet students and take the time to be in the hallways when students are moving

Denman Island Elementary

- Hosted the Roots of Empathy program in the grades 5-7 class

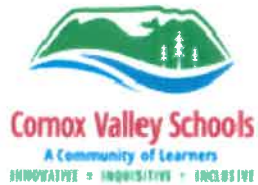
Ecole Puntledge Park

- Wellness Warriors Teacher collaboration group - workshops for staff on June admin day
- Social Emotional Boost Teacher position
- Dr. Ross Greene's Lost and Found Book Club
- Daily use of Sensory Path
- Daily use of Inner Explorer and other self regulation tools by multiple classes

Hornby Island Elementary

What impact will providing additional opportunities for arts education have on our learners' social emotional growth in relation to core competencies?

- We were off to a great start to offering a greater variety of arts experiences e.g. adding direct drawing and process painting to our weekly schedule
- During planning stages for our school wide themes, we will plan for ways to greater integrate the arts into our day to day instruction
 - One notable project was our multi-aged shadow puppet project where learners worked in small groups to create a shadow puppet show



- We have an arts teacher at our school one day a week. He will be a resource for us as we find ways, we can incorporate more arts-based learning into our daily teaching
 - Becoming more effective at diversifying our arts offerings to learners at our school
 - Older students were also enjoying some improv type drama activities
- We hold 3 student showcases per year
 - Held two successful Showcase of Learning events this year.

Huband Park Elementary

Continue to improve teaching and learning for Social Emotion Learning (SEL) through study and use of the book “The Third Path”

Royston Elementary

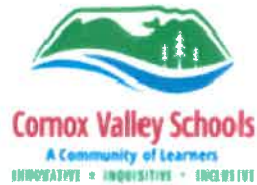
How can we develop a common language around personal and social responsibility and common approaches to support all students’ emotional well being?

- Staff continues to use Whole body listening, size of the problem, expected/unexpected behaviours, WITS, Inner Explore, Zones of Regulation and engage their students in discussions around the effect of their behaviours in others
- Counsellor has introduced Zones of Regulation to 2 classes out of 4
- Staff identify students in their classes that are emotionally vulnerable
 - All students have been identified and staff have attached themselves to these vulnerable students
- Staff members sign up to ‘check in’ with these students weekly throughout the year
 - We had an extensive team checking in on our vulnerable students during COVID-19.
 - Staff continue to check in with their vulnerable students on a weekly basis
- We will continue working with the program, Inner Explore, for a calming strategy
 - Any staff are using Inner Explore in their classrooms
 - Inner explore is used daily by many of our classrooms

Valley View Elementary

How can working on building self-regulation and social thinking skills help develop a sense of community? ('Me' versus 'We' thinking)

- Learning to self regulate more efficiently by learning about the brain
- Go noodle- calm breathing being used in classrooms
- Body Breaks- Dance, games, and physical activity
- Continue to read the We Thinker books



- Talking about anxiety, nervousness, and getting worked up (acknowledgement) Help students understand their impact on others

Sensory Path

- Permission was granted to continue with the sensory path. Laid down stickers as of July 7th. Custodial staff will re-wax the floors when they have completed this task

Social Emotional Learning: How can working on building self-regulation and social thinking skills help develop a sense of community? ('We' versus 'Me' thinking)

- Looking at the size of the problem which will help those students that get frustrated
- Community Building: Every Child Deserves A Smile, Christmas Hampers
- Winter concert

Cumberland Community School

- Divide staff and students into 4 House Teams
- Host Be Active Be You for Grade 6 - 9 Girls
- Learn proper handwashing
- Open Gym at lunch for grade 6-9 students
- Participate in Boys Day - Grade 8 boys
- Participate in Cross Country Ski Lessons
- Participate in Reach Out - Speak Out program
- Participate in Snowboard (dryland) lessons Grade K -3
- Bike Rodeo for Grade 4 and 5
- Encourage students and staff to participate in Bike to Work week
- iRide program for Grade 4

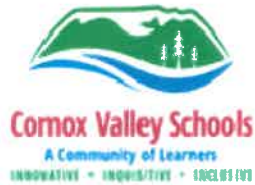
Glacier View Secondary Centre

Deliver strategies to support students with mental health challenges

- Riding the Wave – Anxiety Group: Small group work for students with a focus on breaking down the stigma of mental health and on personal skill development
- Started a social group for a select group of students. The Social Group was designed to support students who struggle significantly with initiating and maintaining social contact with their peers and as a result, these students feel quite socially isolated

Provided targeted support for senior students interested in reducing their substance use

- Youth & Family Worker leads a group of senior gr. 10-12 students who are interested in reducing their substance use



Mark R. Isfeld Secondary

Bullying and Harassment / Social Media

- Ana Homayoun: Social Media Wellness: Helping Tweens and Teens thrive in an Unbalanced Digital World
 - Discussed in all grade meetings
- 3 presentations for gr 6-11 and parents/community on Cyber use
- Kindness Anti Bullying Projects between Puntledge Elem & Mark Isfeld
- Public Health Nurse presented the McCreary report to staff
- Respect Ed curriculum with Shannon Pickering. Students teach it to younger students in a Peer to Peer education type model
- Tad Milmine, "Bullying Ends Here"
- White Hatter presentation - social media, online etiquette, safety and legality

Developing Healthy Student Relationships

- "Innocent Eyes" display that is coming to our school from the Alberni Project Museum.
- 21 students trained by the Red Cross in "Healthy Relationships".
- Facilitated the Special Olympics basketball tournament
- SOGI
- Interact was involved with "Scare for Hunger"
- Kindness Anti Bullying Projects with Puntledge Elementary
- New document supporting BC P&H curriculum entitled Supporting Student Health
- We for She: "Connecting for Change" creating diversity in leadership roles and create a more equal and shared future

G.P. Vanier Secondary

- Jack.Org organizing mental wellness supports
- Incorporating Mindfulness teaching into several classrooms
- Inner Explore Platform used in classrooms and with individuals
- Developing a calm room next to the Options classroom
- Ross Green Reading group by 20+ staff members (Lost at School)
- Psychology 11 and Inquiry 8 classes gave students resources for self and others
- PHE 8-10 classes had guest speakers

To increase awareness of the health risks of vaping, and decrease student population numbers who vape

- Vaping Awareness Campaign started in March
- A School-wide presentation was held in October, raising awareness of the impact of vaping.
- Signage increased around the building, declaring the campus a vape-free zone.
- A district drug awareness presentation was held in January. Parents and students were invited by email.
- The school nurse came in and did presentations in PHE classes.