

Student Well-Being Framework

A Culture of Well-Being



learning | **as unique** | as every student



**Calgary Board
of Education**



Table of Contents

Introduction	3
Mission & Values	4
Education Plan: Learning Excellence	4
Well-Being Core Beliefs	4
Goals and Intended Outcomes	4
Defining Well-Being	5
A Culture of Well-Being	6
Well-Being and Indigenous Ways of Being, Belonging, Doing and Knowing	6
Diversity and Inclusion	7
Dimensions of Well-Being	7
Student Learning	8
Moving Beyond Health Education	8
School Connectedness and Belonging	9
Social Emotional Learning	9
Resilience and Mental Health	10
Why Well-Being is Important in Education	11
How to Advance a Culture of Well-Being	11
Comprehensive School Health: Implementation Process	12
Continuum of Supports	13
Universal Supports (Tier 1 & 2)	14
School Supports (Tier 3)	14
Intensive Supports (Tier 4)	15
Strategic Actions to Advance Student Well-Being	16
System Coordination	16
Professional Learning and Development	16
Schools	16
Strategic Resourcing	16
Collaborative Partnerships	17
Next Steps	17
References	18



Introduction

The well-being graphic represents the Calgary Board of Education's (CBE) commitment to sustaining an embedded Culture of Well-Being throughout the organization. Each of the four blades of the pinwheel represents a key element in promoting a Culture of Well-Being within CBE. The colour of each element intentionally correlates to the CBE Education Plan, and all of these elements work together for student success. The pinwheel shape invokes a sense of motion; when it spins, the centre remains visible as each element spirals toward the center, contributing to a Culture of Well-Being. When all four elements are balanced and coordinated, students and employees can both thrive. This framework will focus on the student element within CBE's overall commitment to well-being.

Mission & Values

Well-being is an important contributor to success in school. With recent ongoing global health challenges, it is apparent that students need to be healthy to learn (Policy Priorities for Child & Youth Well-Being, 2021). Well-being is central to a student's ability to thrive in education and life. As such, this framework emerges from and is supported by CBE's mission and values:

- **Mission** | Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.
- **Values** | Students come first – Learning is our central purpose – Public education serves the common good.

With students and learning at the centre, CBE values acknowledge the well-being of every person within the organization. Student and employee well-being are essential priorities that are intertwined. In a Culture of Well-Being, students, school-based and service unit employees, parents, Elders and Knowledge Keepers, and community leaders are all included and contribute to their own and others' well-being.

Education Plan: Learning Excellence

Within CBE's [Education Plan](#), the key outcome for Learning Excellence is to create strong student achievement and well-being for lifelong success. The implementation of the Well-Being Framework will support the learning success of all students.



Learning Excellence

Create strong student achievement and well-being for lifelong success

Well-Being Core Beliefs

CBE believes:

- holistic, balanced approaches consider the four domains outlined in the Indigenous Education Holistic Lifelong Learning Framework: Spirit – To Be; Heart – To Belong; Body – To Do; and, Mind – To Know, which are critical to the well-being of everyone;
- a Culture of Well-Being is central to achieving the goals that drive CBE's Education Plan related to Learning Excellence and People Excellence;
- individual and collective well-being are outcomes of welcoming, caring, respectful and safe learning and work environments; and
- healthy students are more likely to reach their academic and personal potential.

Goals and Outcomes

The goals of this framework are to **advance** a Culture of Well-Being within CBE, explain **why** it is important and suggest **how** to achieve it.

The intended outcomes of this framework are to promote student well-being for lifelong success, to provide professional learning for staff and work towards the Canadian Healthy School Standards.

Defining Well-Being

Well-being moves beyond physical health and dimensions of wellness to encompass feelings of happiness and satisfaction with life. It is the way one views or feels about life, and the extent to which one has a sense of purpose and positivity (Well-Being and Resiliency, 2019; Willms, 2020).

Alberta Education describes wellness as “a balanced state of emotional, intellectual, physical, social, and spiritual well-being that enables students to reach their full potential in the school community” (Framework for Kindergarten to Grade 12 Wellness Education, 2009, p. 3).

Further, well-being is holistic and includes factors such as safety and security, a sense of resiliency, supportive and nurturing relationships, a feeling of purpose and belonging within family and community (Well-Being and Resiliency, 2019). Well-being is “one of the fundamental rights of every human being without distinction of race, religion, political beliefs, economic, or social conditions” (Halbreigh et. al., 2019).

- The four **domains** of the Indigenous Education Holistic Lifelong Learning Framework (Spirit – To Be, Heart – To Belong, Body – To Do, Mind – To Know) are interconnected and reliant on a holistic, balanced approach to well-being.
- The **determinants** of health are the broad range of individual characteristics and behaviours as well as social, economic and environmental factors that determine an individual’s health.
- Wellness is comprised of eight mutually co-dependent **dimensions**: physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational.
- CBE has identified four interrelated **elements** that comprise a Culture of Well-being: Students, Employees, Schools/Workplaces, and Communities.
- Comprehensive School Health addresses four distinct and related **components**: Social and Physical Environment, Teaching and Learning, Policy, Partnerships and Services.
- Social Emotional Learning (SEL) **competencies**: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



In CBE, well-being is conceptualized as a balanced state of being that provides a foundation for resilience, belonging, and purpose in life.

“Students, parents and school authorities have responsibilities for ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self” (Safe and Caring Schools, 2022, para. 1).

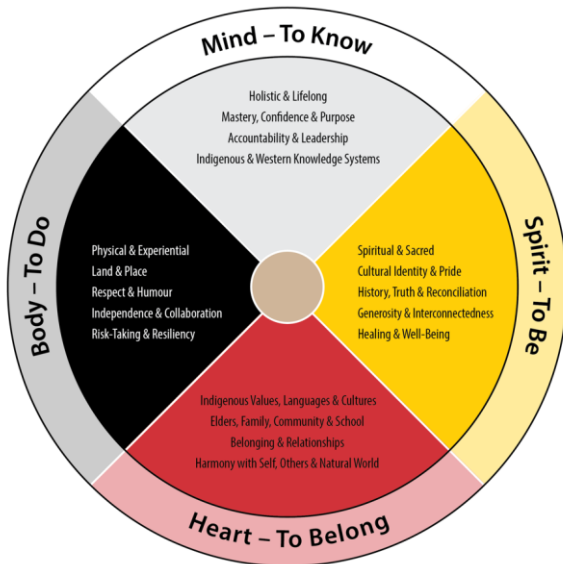
A Culture of Well-Being

Well-Being and Indigenous Ways of Being, Belonging, Doing and Knowing

In developing a Culture of Well-Being, CBE's Student Well-Being Framework, and [Indigenous Education Holistic Lifelong Learning Framework](#) work in kinship with one another to ensure a holistic balanced approach in support of achievement and well-being for all students.

As described in CBE's Indigenous Education Holistic Lifelong Learning Framework, the visual shown below was designed alongside Indigenous Elders and Knowledge Keepers to depict and nurture a shared understanding of a holistic, lifelong vision of well-being and learning through Indigenous ways of being, belonging, doing, and knowing. The circle in the centre represents each individual and is enclosed by four interconnected domains:

- Spirit – To Be
- Heart – To Belong
- Body – To Do
- Mind – To Know



The Indigenous Education Holistic Lifelong Learning Framework signifies that all human beings benefit from positive experiences of being, belonging, doing, and knowing. Elders have taught us that well-being begins with each individual connecting to self or “being in spirit” to enable individual responsibility for well-being and learning. Once “in spirit,” individuals are then able to pursue on their own or with support, a happy, healthy, balanced life across all four domains: Spirit – To Be, Heart – To Belong, Body – To Do, Mind – To Know. As described in CBE's Indigenous Education Holistic Lifelong Learning Framework, these four domains represent “aspects of a human being that makes them whole” (Toulouse, 2016, p. 7). Nurturing the four domains of the Indigenous Education Holistic Lifelong Framework will support the well-being of all students and staff in the CBE.

“Everyone, no matter where you come from, has a way of starting in spirit. Love, kindness, respect, accountability all live in spirit. Being in spirit is an awareness of who you are. This creates a sense of belonging, hope, peace, and purpose which connects to everything around us.” (Elder Kerrie Moore in Indigenous Education Holistic Lifelong Learning Framework, p. 11).

Diversity and Inclusion

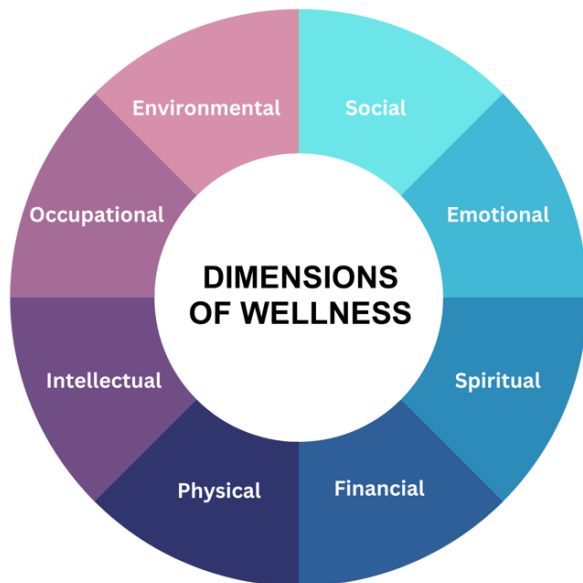
We promote the inclusion of all backgrounds, perspectives, and abilities. CBE seeks to celebrate all aspects of intersecting identities to foster life-long learners. The CBE Board of Trustees has defined diversity as "the full range of uniqueness within humanity" ([Results 3E](#), p.3). By providing universal strategies highlighting the spectrum of identification in terms of race, ethnicity, gender, sexuality, sexual orientation, ability, and other unique qualities and ways of being, we create conditions to support and nurture welcoming, caring, respectful and safe, learning environments.

Diversity and inclusion take the form of creating anti-racist environments, increasing representation in texts and resources, eliminating unnecessarily gendered language and spaces, and recognizing that ableism is a barrier to inclusive environments. Culturally responsive approaches to teaching and learning support the development of a Culture of Well-Being. We seek to celebrate the diverse backgrounds of all those who comprise the CBE (CBE School Culture & Environment. n.d).



Dimensions of Wellness

In building a Culture of Well-Being, it is important to identify areas of strength, growth, and measures to assess effectiveness in achieving desired outcomes. This culture must encompass the whole person, and is built with a consideration of all dimensions of wellness. These dimensions are embedded in Alberta Education Physical Education and Wellness curriculum, and drive our pedagogy:



“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, [heart], body, and spirit, students are empowered to experience success at school, with their families, and in their communities” (Physical Education and Wellness, 2022).

Health education is a formalized part of what we do within an education setting through various programs of study such as Health and Life Skills, Physical Education and Wellness, Career and Life Management, and Physical Education. However, all curricula provide key opportunities to discuss and elevate topics related to well-being by integrating

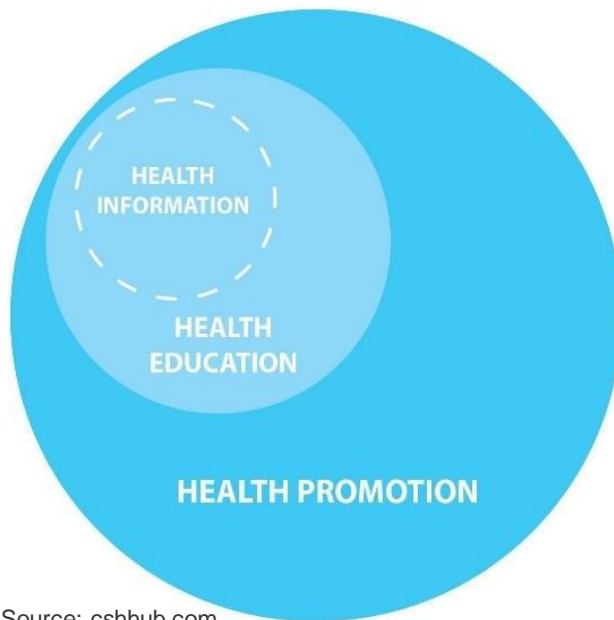
health and well-being ideas across core and complementary programming (Canadian Healthy School Standards, 2022). For example, this could include exploring well-being through creation and performance in the Arts, writing prompts related to well-being in English Language Arts and

identifying the importance of well-being strategies in relation to preparation for learning and assessment in Mathematics. Intentional implementation of well-being goals within CBE School Development Plans (SDPs) establishes the integration of well-being across curricula and is a key component that contributes to a whole-school Culture of Well-Being.

Within CBE, well-being is a long-term investment, which directly influences lifelong student success. It is a collective effort, which requires well-being to be a priority when making decisions to enhance student learning. Together with the [Literacy, Mathematics](#), and [Indigenous Education Holistic Lifelong Learning](#) Frameworks, the Well-Being Framework informs schools in achieving desired outcomes to support all learners. All employees are responsible for creating a welcoming, caring, respectful, and safe culture. In 2021, CBE made a commitment to advance equity, anti-racism, and inclusion through [CBE CARES](#). This commitment is vital; creating a sense of belonging directly influences a student’s feeling of well-being.

Student Learning

Moving Beyond Health Education



Source: cshhub.com

Health promotion is a collection of a broad range of activities that consider environmental aspects of the school community. Health education combined with environmental changes will maximize positive well-being. (Comprehensive School Health: In Practice, 2022). According to the World Health Organization (2022), “A health promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning, and working.”

Health education and health promotion are critical concepts in educational settings. Relying only on sharing health information, for example, is not enough to change the health behaviours needed to increase well-being in schools. Health education involves learning experiences intended to improve an

individual’s knowledge and awareness of health. This concept is characterized by information plus action towards health and healthy behaviors (Comprehensive School Health: In Practice, 2022).

Well-being positively influences student learning outcomes, and success in learning enhances student well-being. Since good health contributes positively to learning, health must be addressed in education. Teaching and learning contribute to student well-being and achievement of key outcomes (Comprehensive School Health – Joint Consortium for School Health, n.d.; Canadian Healthy School Standards. 2022).

“Well-being is at the heart of our educational ecosystem. Teaching and learning thrive when we take care of the heart. It is our collective responsibility to intentionally uplift well-being for all. Teachers and students are happier and healthier when every member of our community is made to feel safe, supported and valued” (CBE Teacher, 2022).

School Connectedness and Sense of Belonging

An effective strategy to improve student achievement and well-being is to focus on improving relationships within the school community: “For students in particular, healthy relationships are the foundation for all positive social interactions; they help students feel connected to others and to the school community. Experiencing healthy relationships also contributes to students’ sense of belonging, engagement with learning and academic success. In addition, healthy relationships are reciprocal. They benefit not only students, but also the adults who participate in them.” (Relationships Matter, 2021).

School connectedness is the belief by students that adults and peers in the school care about their learning as well as about them as individuals. Research in school connectedness suggests that investing in healthy relationships in schools lead to improved learning and life outcomes (Relationships Matter, 2021). “Students who feel connected to their schools are also more apt to have better academic achievement, to maintain better school attendance, and to stay in school longer” (Joint Consortium for School Health- Positive Mental Health Toolkit, 2016, p.4).

Social Emotional Learning



Source: Allstate Foundation, CASEL Wheel, 2022

The SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Using SEL approaches consistently within school and classroom settings is an evidence-based strategy to increase student well-being. The benefits of SEL are wide-ranging and research-informed. Universal SEL approaches are consistent with all demographic groups suggesting "social and emotional assets promoted in SEL can support the positive development of students from diverse family backgrounds and geographic contexts"(Taylor et al., 2017). This underlines the inclusivity of an SEL approach in schools. Additionally, benefits of SEL have led to improved academic success, prosocial behaviours, and improved long-term outcomes in the areas of well-being and mental health. (Taylor 2017; Durlak et al. 2011; Jones et al. 2015)

By prioritizing SEL, CBE works with all interest-holders to create welcoming, caring, respectful, and safe learning and working environments that support all persons in reaching their full potential.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has developed a framework to support the implementation, and understanding of, social and emotional learning (SEL). According to CASEL, SEL is the “process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL, 2023).

The CASEL Framework underlines the importance of a school-wide approach and connections made between students, schools, families and communities (key settings). CASEL centers SEL around five competencies. These competencies are interrelated, can be taught at various developmental stages and across diverse contexts.

Resilience and Mental Health

Students require skills of emotional regulation in order to cope with stress and be able to plan and problem-solve. Research indicates the foundations of such resiliency skills allow children to navigate challenges and develop positive mental health (Alberta Family Wellness Initiative, n.d.). Therefore, in a Culture of Well-Being, schools must consider how to positively impact the resilience of their students.

In the presence of adversity, Dr. Michael Ungar (2019) defines resilience as the ability to navigate available resources in order to sustain individual and collective well-being. The emphasis is on utilizing resources; psychological, social, cultural and physical resources, in order to bounce back after experiencing stress. Resilience is not an inherent quality; rather, it can be learned, and is a collective endeavor.

The Alberta Family Wellness Initiative (n.d.) provides a clear and succinct summary of the importance of resilience in life. The following excerpt assist in understanding the contributions we can make to support the development of resilience:

...The foundations of resilience are the skills and abilities that allow children to cope with significant challenges...We all have a role to play in helping build resilience in children: while parents and extended family are a key source of this support, other adults can also act as supportive caregivers to a child. A responsive childcare worker, teacher, or coach can make a world of difference in buffering a child from the toxic effects of ongoing stress. (para. 9-10)

Source: albertafamilywellness.org



A person's resilience scale is a good predictor of health outcomes. When there are more experiences that fall on the positive side of the scale, a person is more likely to experience good health, academic success, strong relationships, and economic security. Key actions outlined by the Alberta Family Wellness Initiative (n.d.) that foster resilience in youth include supporting responsive relationships, providing safe environments, engaging in core skills building (emotional

regulation, problem solving, and coping), and seeking ways to reduce stressors. These actions are part of a continuum of supports, which enhance the individual and collective well-being of students. These protective factors can "shift the fulcrum", providing leverage for further positive experiences (para. 4).

The Alberta Child and Youth Well-Being Action Plan (n.d.) makes recommendation to recognize and enhance the essential role of schools in interdisciplinary, wraparound services and supports for mental health and well-being of students. The objective of this particular recommendation is to re-affirm and improve the ability of schools as an important avenue to provide essential mental health and well-being supports for Alberta children.

Why Well-Being is Important in Education

The determinants of health are defined as a “broad range of personal, social, economic and environmental factors that determine individual and population health” (Social Determinants of Health and Health Inequalities, 2022, para.1). Education is a determinant of health and is what schools directly influence. There is considerable interdependence between academic success and student well-being. In addition, other factors influencing students, such as their lived experiences, physical environments, social supports, behaviours, gender, culture, and race are also vital health determinants. Working towards a balanced state of well-being supports students to reach their full potential and flourish in life (Canadian Healthy School Standards, 2022).

Teachers know that how students feel impacts how they learn. Students who are healthy, safe, rested and cared for are ready to learn. Acknowledging health as a precondition for learning locates well-being within the universal scope of practice of the education system. Schools are settings where child and youth well-being can be learned, modelled, and practiced. This, in turn, improves health literacy, student achievement, and well-being outcomes (Barnekow et. al., 2006; Canadian Healthy School Standards, 2022).

Well-being and achievement should not exist in two different worlds, with different specialists populating them – mathematics and literacy people on one side, mental health specialists on the other. At every level, from the school up to the whole system, it is important to establish clear structures that unite those who have portfolios and responsibilities in curriculum and learning with those who have expertise in well-being and mental health. Leaders themselves need to create, articulate, and repeat clear and compelling narratives that bring achievement and well-being together (Hargreaves & Shirley, 2022, p.150).

Given the relationship between health determinants, educational environments, and social contexts, it is appropriate that intentional actions to promote well-being have become a focus in schools over the last few decades. Research supports the importance and positive impact of preventative, comprehensive health approaches that are applied in school settings (Social Determinants of Health and Health Inequalities, 2022.; Boost Student Success with Comprehensive School Health, n.d).

Welcoming, caring, respectful and safe learning and working environments contribute to the well-being of all, and are foundational to our organization. As delineated in [Administrative Regulation 6031](#), “CBE is committed to providing all students and staff with a welcoming, caring, respectful and safe learning and work environment consistent with the Education Act, the Canadian Charter of Rights and Freedoms, and the Alberta Human Rights Act.” In addition, many evidence-based supporting strategies promote and build positive environments and fosters the advancement of skills, such as trauma-informed practices, restorative justice, resiliency skills, and social-emotional learning (Safe and Caring Schools, 2022).

“It is health that is real wealth, not pieces of gold or silver” (Mahatma Gandhi).

How to Advance a Culture of Well-Being

To achieve a Culture of Well-Being, CBE promotes engagement through Comprehensive School Health (CSH), which is an evidence-based whole-school approach. CSH is “for building healthy school communities that support students in reaching their full potential as learners—and as healthy, productive members of society. The CSH approach can be used to include other evidence-informed practices into the school environment” (Comprehensive School Health: Overview, 2022, paragraph 1-2).

The [Joint Consortium for School Health](#) defines Comprehensive School Health as an internationally recognized approach that seeks to address well-being in education environments in a planned, integrated and holistic way, in order to improve both health and learning outcomes.

The CSH approach positively influences well-being in many ways. For example, it can improve academic achievement, increase positive behaviours, improve well-being, build social-emotional skills, strengthen motivation to learn, improve attendance, and develop self-regulation (Boost Student Success with Comprehensive School Health, n.d.).

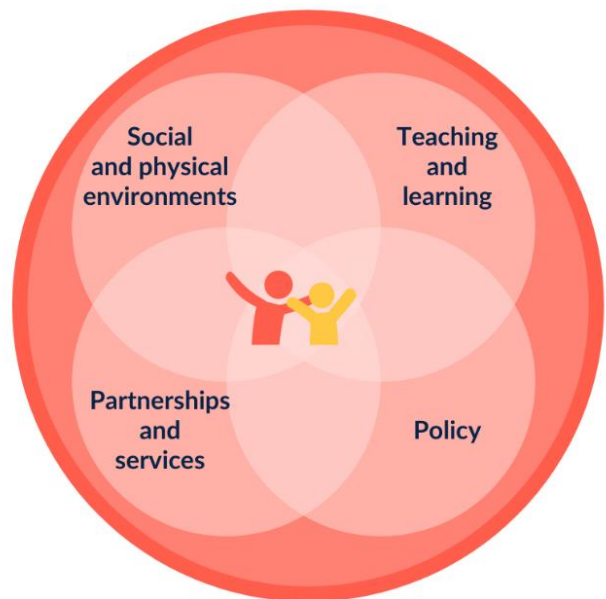
holders, important for student success. It focuses on student health promotion, embraces student voice, participation, and engagement, and is reciprocally beneficial for employees.

Furthermore, CSH engages a variety of interest-

The four components of CSH are:

- Teaching and learning
- Policy (e.g. guidelines and regulations)
- Partnerships and services
- Social and physical environment

In CBE, the CSH approach provides schools with a solid understanding and clear processes of how to support a thriving Culture of Well-Being. Specifically, these tools will support School Development Plan goals and a variety of well-being related initiatives in schools. There are many assessment strategies and measures for evaluating the effectiveness of well-being goals and outcomes connected to these tools. In creating SDP's, the CSH implementation process will be essential.



Source: School Health and Wellness
Alberta Health Services

Comprehensive School Health: Implementation Process

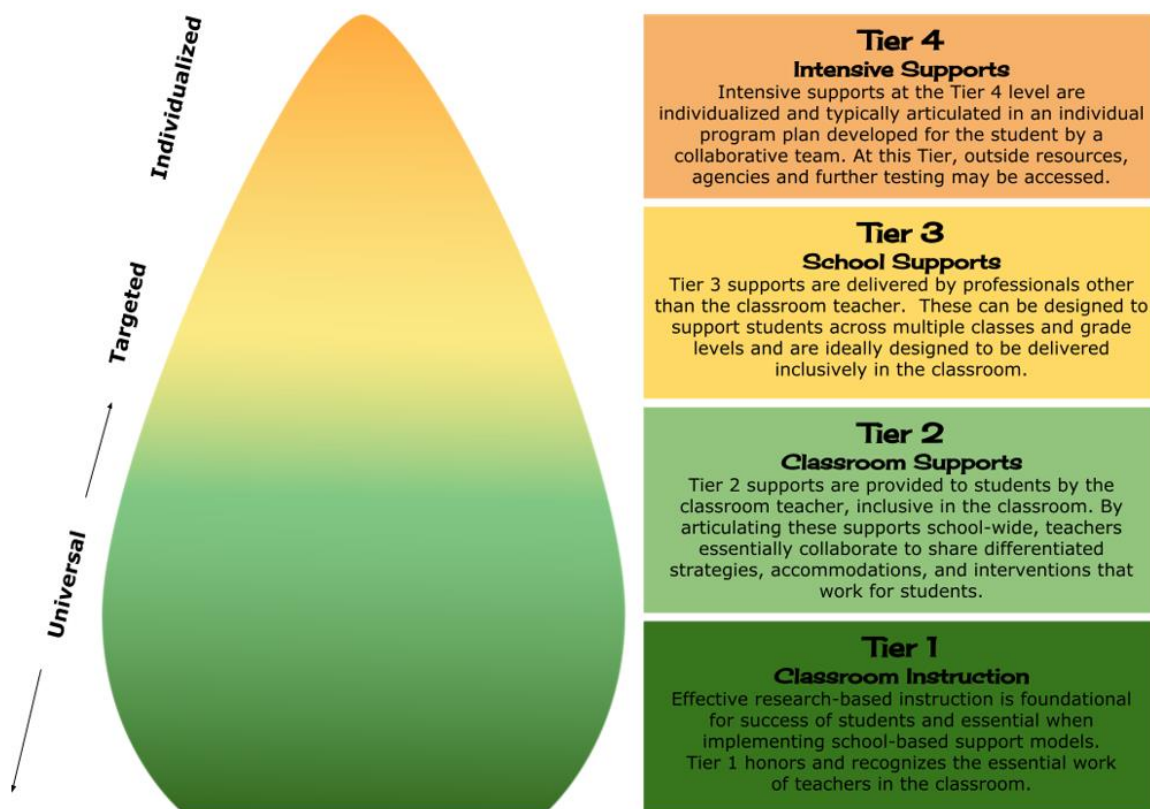
- I. **Prepare.** Identify well-being facilitators, and form a wellness committee with community partners. Plan to include wellness into the school culture using the comprehensive school health approach.
- II. **Create a shared vision.** Brainstorm how the school can become a happier and healthier place to live, [learn], work and play, and be ready to communicate this vision to the school community.

- III. **Determine priority issues.** Use assessment tools and strategies to identify issues, start with the easiest priority to gain momentum and communicate identified priorities with the school community.
- IV. **Develop an action plan.** Develop goals, strategies, and actions to address priorities. Identify resources available, clarify roles and responsibilities, discover links to curriculum and plan to share with the school community.
- V. **Implement and monitor.** Continue communicating with the school community, track progress and revise plans as needed.
- VI. **Reflect, evaluate, and celebrate.** Bring closure to activities and determine whether goals were reached. Gather data from the whole school community, consider what worked, what did not, and analyze why. Celebrate successes and plan for next steps (Comprehensive School Health: In Practice, 2022).

Continuum of Supports for Student Well-Being

Schools and school authorities in Alberta currently have a robust continuum of mental health and well-being supports and services, reflective of their context, and the strengths and needs of their school community (Four Tier Support Overview, 2021). Similarly, a continuum of supports (see figure below) focuses on simultaneously promoting well-being for all students, while providing interventions for those experiencing significant well-being concerns. By increasing the protective factors and reducing risk factors through this continuum of supports and services, students can thrive.

The following figure identifies and shows the continuum of supports to ensure the success of all students:



Courtesy of Jigsaw Learning Inc.

Universal Supports (Tier 1 & 2)

Universal supports are the focus of this framework. School-based staff are ideally positioned to inform, educate, and promote well-being by creating universal conditions for all students to thrive. Schools are optimal settings to support the health and well-being of students. School-based staff are critical in supporting student well-being; however, it is not their role to provide health interventions beyond the Tier 2 level of support. Rather, targeted, and individualized supports rely on the expertise of other professionals and centralized multidisciplinary teams. As referenced earlier, Indigenous ways of being, belonging, doing, and knowing detailed in the Indigenous Education Holistic Lifelong Learning Framework also offer universal, proactive approaches to the well-being of all students.

Tier 1 & 2 examples include:

- Using a Comprehensive School Health approach to build welcoming, caring, respectful and safe learning and work environments (e.g., positive behaviour supports, restorative practices, trauma-informed practices, focus on social-emotional learning).
- Using instructional strategies and learning experiences that contribute to social-emotional learning, and support healthy relationships (e.g., culturally responsive tasks, encourage creativity, cooperative learning, project-based learning, collaborative problem-solving, Indigenous land-based learning).
- Prioritizing school connectedness and healthy relationships, including mentoring between students and other school-based staff.
- Using natural supports (Natural Supports: In Conversation with Dr. Erik Carter, n.d.) that occur in everyday life, which can include family members, friends, Elders, clergy or other spiritual leaders and coaches.
- Invite Indigenous Elders and community members to share knowledge with all students across learning disciplines (Math, Science, Language Arts, Social Studies, Fine Arts, etc.).
- Creating a positive learning and working environment that promotes respect, provides mutual support, and honours equity, diversity, and inclusion which values differences and eliminates discrimination.
- Create physical spaces where students and staff can engage in spiritual and sacred ways of being, belonging, doing, and knowing (e.g., smudge).
- Design student learning tasks that intentionally activate their spirit (connecting to self).
- Using Talking Circles creates balanced opportunities for students to get to know one another, share feelings and their unique stories, and build communication skills. Talking Circles can also be used to create opportunities for problem solving together about general classroom or school issues.
- Providing co-curricular opportunities to develop and support healthy relationships (e.g., interdisciplinary work, reading buddies, cross-age groupings, service learning, and community volunteering).
- Providing leadership opportunities for students (voice and choice).

School Supports (Tier 3)

Professionals other than the classroom teacher can also provide supports. At this level, these supports can reach across multiple classes and grade levels and are ideally designed to be delivered inclusively in the classroom. The School Learning Team is the structure that allows teachers to bring forward all students who may require additional strategies and interventions for them to be successful. These strategies and interventions are delivered in the classroom, outside of the classroom, or in small group settings (Hewson & Hewson, 2022).

Tier 3 examples include:

- Providing small group support to teach resiliency skills
- Engaging with a school resource teacher/counsellor to provide individualized support for a student
- Creating and providing support to diverse groups and Gay-Straight Alliances (GSAs) within the school setting.
- Organizing staff mentorship and connection opportunities
- Providing after school peer support opportunities identifying and using transitional supports, which are purposeful, coordinated, and outcome-oriented. These approaches are designed to help students successfully transition from grade to grade, school-to-school, or school to post-secondary education or employment (Managing School Transitions: Promising Practices in Alberta's Schools, 2009)

Intensive Supports (Tier 4)

Intensive supports are individualized and typically articulated in an individual program plan and/or a student support plan developed for the student by a collaborative team. Outside resources, agencies, and further testing may be accessed at this tier, relying upon support and expertise from staff outside the school (Hewson & Hewson, 2022).

Tier 4 examples include:

- Accessing community agencies to connect with a family for additional support
- Collaborating with a School Family Liaison or a Diversity & Learning Support Advisor to support students' success
- Collaborating with an Indigenous community agency to offer support with any of the four tiers
- Referring a student for psychological services for observation and support
- Bringing in a member of the CBE multi-disciplinary team to provide direct support for a student and their family

“A health promoting schools approach integrates the curriculum, a healthy school environment, health services, and parent and community involvement in a coordinated fashion for the benefit of both students and staff. [...] the health promoting schools approach aims to contribute to improved learning. Furthermore, in a dynamic and vibrant health promoting school, participation, empowerment, equity, and democratic processes are emphasized. Students and staff take active responsibility for their own health and that of the school environment. In so doing, they are practicing citizenship in their school community and contributing directly to the core mission of schools” (Roberts, G., 2009).

Strategic Actions to Advance Student Well-Being

Each of the four blades of the pinwheel represents a key element in promoting a Culture of Well-Being within CBE. Students are central to this framework, and to our daily work in CBE. The Student Well-Being Framework is designed to be realized by focusing on strategic actions that connect all schools and service units to support the achievement of well-being in CBE. Each of these actions plays a vital role for all interest-holders of CBE and are interwoven throughout our everyday work to advance student achievement. They provide the infrastructure to leverage existing strengths as a system and identify growth opportunities. These strategic actions are realized in:



- **System Coordination** | CBE is Western Canada's largest school board with many service units, and strategic initiatives providing leadership and support to our schools. As a result, broad knowledge, understanding, and strong communication channels of well-being support and available resources are critical to effectively support the four goals of the Education Plan: Learning Excellence, People Excellence, Strategic Resourcing and Collaborative Partnerships. For example, coordinated assessment through an adjustment cycle of well-being across CBE supports a Culture of Well-Being (The Data Wise Improvement Process, 2016). CBE's Well-Being Steering Committee, CBE's Well-Being Stewardship Group, and well-being professional learning networks support well-being in each of the essential elements.
- **Professional Learning and Development** | Employees need to be well in order to cope with life's challenges and to positively influence student health and well-being. Research demonstrates that when employees are healthy and experience well-being, students benefit. The same actions often support employee and student well-being. For example, whole school actions to improve student well-being, such as social and emotional learning, are also proven to positively impact the well-being of school-based employees (Barnekow et. al., 2006). Building employee professional capacity relies on professional learning. To advance student well-being, employees must have access to professional learning to develop a common language and understanding of well-being concepts and strategies, which results in providing equitable access to this learning throughout the CBE. As such, the professional learning and well-being of all employees must be a priority.
- **Schools** | CBE schools are focal points that locate and connect large populations of educational interest-holders. The School Development Plan (SDP) is a key entry point for supporting a Culture of Well-Being. Intentional implementation of well-being goals, integration of well-being across all curricula, and establishing school well-being teams, which include student voice, work together to build CBE's Culture of Well-Being. In schools, developing, implementing, and assessing an evidenced-based SDP provides one measure of accountability in supporting a Culture of Well-Being.
- **Strategic Resourcing** | The allocation of time and resources for well-being is necessary to achieve system and school leadership priorities. In utilizing a whole-system approach to well-being, resources must be carefully and strategically aligned to ensure success. CBE optimizes available financial, technical, human, and physical resources in support of student and system success. As emphasized throughout this Framework, welcoming, caring, respectful and safe learning and work environments need to be embedded in the organizational culture of each school/worksites in order for students and staff to thrive.

- **Collaborative Partnerships** | CBE has a long-standing history of collaborating with non-profit organizations, businesses, and government agencies to enhance and support student learning and well-being. Our partners provide programs, services, learning opportunities, resources and expertise in a variety of fields that align with the Alberta Programs of Study, CBE's Education Plan and support the complex facets of our work in the development of a Culture of Well-Being. By developing strong mutually beneficial partnerships focused on well-being, CBE is enhancing each student's ability to thrive both in and out of the classroom.

"A healthy school centers holistic health and well-being in its policies, its curriculum, its people, its relationships and its environment" (Canadian Healthy School Standards, 2022).

Next Steps

This Framework **advances** a Culture of Well-Being within CBE, **explains why** it is important and suggests **how** to achieve it. In addition, the Student Well-Being Companion Guide (Spring 2023) will support staff in implementing Comprehensive School Health and provide specific, strategic actions for schools to advance student well-being.

"We don't need each other, we are each other. And without each other, we cannot succeed" (Pueblo, 2022).

References

- Allstate Foundation. (2022, August 3). *What is the Casel Framework?* CASEL. Retrieved February 15, 2023, from <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- A mental health and well-being continuum of supports and services. (2021). Government of Alberta. Retrieved September 22, 2022, from <https://open.alberta.ca/dataset/4b48bd28-e044-4b38-8f90-98d61b1540d5/resource/adf59695-7302-4a92-99ec-43a6a98d78bc/download/edc-mental-health-wellbeing-continuum-supports-services-2021-2022-school-year.pdf>
- Alberta Child and youth well-being action plan. Alberta Child and Youth Well-being action plan - Open Government. (n.d.). Retrieved December 13, 2022, from <https://open.alberta.ca/dataset/alberta-child-and-youth-well-being-action-plan/resource/8451bbc3-97e2-468b-97b7-c9ce6c0bea69>
- Barnekow, V, et. al. (2006). Health-promoting schools: a resource for developing indicators. European Network of Health Promoting Schools. Retrieved October 5, from https://www.euro.who.int/_data/assets/pdf_file/0017/240344/E89735.pdf
- Boost student success with comprehensive school health. (n.d.). Healthier Together. Retrieved September 22, 2022, from <https://schools.healthiertogether.ca/media/resources/boost-student-success-with-csh.pdf>
- Canadian healthy school standards. (2022). Healthy School Alliance. Retrieved September 22, 2022, from <https://www.healthyschoolsalliance.ca/en/resources/canadian-healthy-school-standards>
- CBE CARES What We Heard Report. (2021). Calgary Board of Education. Retrieved July 5, 2022 from <https://cbe.ab.ca/aboutus/school-culture-and-environment/Documents/CBE-CARES-What-We-Heard-Report-2021.pdf>
- CBE education plan 2021-2024. (2021). Calgary Board of Education. Retrieved September 22, 2022, from <https://cbe.ab.ca/FormsManuals/Education-Plan.pdf>
- CBE Policies and Regulations. Calgary Board of Education. Retrieved September 22, 2022, from <https://www.cbe.ab.ca/about-us/policiesand-regulations/Pages/default.aspx>
- CBE School Culture and Environment. Calgary Board of Education. N.d. Retrieved September 22, 2022, from [School Culture & Environment | About Us | Calgary Board of Education \(cbe.ab.ca\)](https://www.cbe.ab.ca/about-us/school-culture-and-environment)
- Comprehensive school health: In practice. (2022). Government of Alberta. Retrieved September 22, 2022, from <https://education.alberta.ca/comprehensive-school-health/in-practice/everyone/fictional-examples/>
- Comprehensive school health – Joint consortium for school health. (n.d.). Pan-Canadian Joint Consortium for School Health. Retrieved July 5, 2022, from <http://www.jcsh-cces.ca/en/concepts/comprehensive-school-health/>
- Comprehensive school health: What is comprehensive school health? (n.d.). Government of Alberta. Retrieved September 22, 2022, from <https://education.alberta.ca/comprehensive-school-health/?searchMode=3>

- Comprehensive School Health. (2022). Alberta Health Services. Retrieved November 14, 2022, from <https://schools.healthiertogether.ca/en/learn/the-csh-framework/>.
- Constitution of the world health organization. (1946, July 22). World Health Organization. Retrieved July 5, 2022, from <https://www.who.int/about/governance/constitution>
- Delorme, M. (2021, April). CBE Cares: What we heard report. Calgary Board of Education. Retrieved September 7, 2022, from <https://www.cbe.ab.ca/about-us/school-culture-and-environment/Documents/CBE-CARES-What-We-Heard-Report-2021.pdf>
- Developing healthy school communities handbook. (2011). Government of Alberta. Retrieved July 5, 2022, from <https://open.alberta.ca/dataset/509cc46f-b716-4eaf-b36b-3ca522b2f6b0/resource/9b19188f-d4ec-4ad0-9720-3ef7a1f0c801/download/2011-11-developing-healthy-communities-handbook.pdf>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based Universal Interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Four tier support overview. (n.d.). Jigsaw Learning. Retrieved July 5, 2022, from https://docs.google.com/document/d/1ZeiaY_XB8zmoPpi1L90C2qXY5XuToPDX00WCMW-h2r8/edit
- Framework for kindergarten to grade 12 wellness education. (2009). Alberta Education. Retrieved July 5, 2022, from https://education.alberta.ca/media/160218/framework_kto12well.pdf
- Hargreaves, A., & Shirley, D. (2022). Well-being in schools three forces that will uplift your students in a volatile world. ASCD.
- Halbreigh, U. et. al. (2019). Partnerships for interdisciplinary collaborative global well-being. World Health Organization.
- Health Promoting Schools. (n.d.). World Health Organization. Retrieved October 5, 2022, from https://www.who.int/health-topics/health-promoting-schools#tab=tab_1
- Healthy school planner. (n.d.). Pan-Canadian Joint Consortium for School Health. Retrieved July 5, 2022, from <http://healthyschoolplanner.com>
- Hewson, K., & Hewson, L. (2022). Collaborative response: Three foundational components that transform how we respond to the needs of learners. Corwin.
- Holdsworth, M. A. (2019). Health, wellness and wellbeing. *Revue Interventions Économiques. Papers in Political Economy*, 62, Article 62. Retrieved July 5, 2022, from <https://journals.openedition.org/interventionseconomiques/6322>
- Indigenous education holistic lifelong learning framework. (2022, March). Calgary Board of Education. Retrieved September 22, 2022, from <https://www.cbe.ab.ca/about-us/policies-and-regulations/Documents/Indigenous-Education-Holistic-Lifelong-Learning-Framework.pdf#search=Indigenous%20Framework>
- Incorporating Aboriginal Perspectives: A Theme-Based Curricular Approach to Cultural Concepts. (n.d.). Government of Manitoba. Retrieved September 7, 2022, from <https://www.edu.gov.mb.ca/k12/abedu/perspectives/concepts.html>

- Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between Kindergarten Social Competence and Future Wellness. *American Journal of Public Health, 105*(11), 2283–2290. <https://doi.org/10.2105/ajph.2015.302630>
- Managing school transitions: promising practices in Alberta’s schools. (2014). Government of Alberta. Retrieved July 5, 2022, from <https://open.alberta.ca/dataset/509cc46f-b716-4eaf-b36b-3ca522b2f6b0/resource/9b19188f-d4ec-4ad0-9720-3ef7a1f0c801/download/2014-11-managing-school-transitions-handbook.pdf>
- Natural supports: In conversation with Dr. Erik Carter. (n.d.). Engaging All Learners. Retrieved July 5, 2022, from https://www.engagingalllearners.ca/sal/peer-mentoring/documents/erik_carter_learning_guides.pdf
- Ottawa charter for health promotion. (1986, November 17). Government of Canada: Public Health Agency of Canada. Retrieved July 5, 2022, from <https://www.canada.ca/content/dam/phac-aspc/documents/services/health-promotion/population-health/ottawa-charter-health-promotion-international-conference-on-health-promotion/charter.pdf>
- Physical education and wellness. (2022). New LearnAlberta. Retrieved July 5, 2022, from <https://curriculum.learnalberta.ca/curriculum/en/s/pde>
- Positive Mental Health Tool Kit. (2016) Joint consortium for school health. Pan-Canadian Joint Consortium for School Health. Retrieved February 15, 2023, from <https://wmaproducts.com/JCSHModule2/>
- PISA 2015 results (Volume III): Students’ well-being. (2017). Organization for Economic Cooperation and Development. Retrieved September 7, 2022, from <https://www.oecd-ilibrary.org/docserver/9789264273856-6-en.pdf?expires=1657169721&id=id&accname=guest&checksum=04253A215B23CF57176D306FD5E8F63C>
- Policy priorities for child & youth well-being. PolicyWise for Children & Families. (2021, November 15). Retrieved September 14, 2022, from <https://policywise.com/resource/making-child-youth-well-being-a-priority-an-election-primer/>
- Programme for international student assessment. (n.d.). Organization for Economic Co-Operation and Development. Retrieved July 5, 2022, from <https://www.oecd.org/pisa/Well-being-Infographics.pdf>
- Pueblo, Y. (2022). *Lighter: Let go of the past, connect with the present, expand the future.* Harmony Books.
- Resilience: Why do some of us bounce back from adversity better than others? (n.d.). Alberta Family Wellness Initiative. Retrieved July 5, 2022, from <https://www.albertafamilywellness.org/what-we-know/resilience-scale>
- Roberts, G (2009). *Faster alone, farther together: A recommended direction for Nova Scotia’s Health Education Curriculum.* Government of Nova Scotia. Retrieved September 22, 2022, from <https://www.ednet.ns.ca/psp/equity-inclusive-education/relationships-community/health-promoting-schools>

- Rouse, M. H. (2023, January 19). How Can We Help Kids With Self-Regulation? Retrieved February 14, 2023, from <https://childmind.org/article/can-help-kids-self-regulation/>.
- Safe and caring schools. (2022). Government of Alberta. Retrieved September 22, 2022, from <https://www.alberta.ca/safe-and-caring-schools.aspx>
- Social determinants of health and health inequalities. (2022, June 14). Government of Canada. Retrieved September 22, 2022, from <https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health.html>
- Resilient schools. (2022). Ever Active Schools. Retrieved July 5, 2022, from <https://everactive.org/projects/resilient-schools/>
- Results 3E: Citizenship Reasonable Interpretation and Indicators. (2018). Calgary Board of Education. Retrieved October 5, 2022, from <https://cbe.ab.ca/GovernancePolicies/R-3E-Reasonable-Interpretations-and-Indicators.pdf#search=the%20full%20range%20of%20uniqueness%20within%20humanity>
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
- The data wise improvement process. (2016). Harvard University: Graduate School of Education. Retrieved July 5, 2022, from <https://datawise.gse.harvard.edu/data-wise-improvement-process>
- Toulouse, P. R. (2016, March). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. People for Education. Retrieved July 5, 2022, from <https://peopleforeducation.ca/report/what-matters-in-indigenous-education/>
- Ungar, M. (2019). Change your world: The science of resilience and the true path to success. Sutherland House.
- Welcoming, Caring, Respectful and Safe Learning and Work Environments. Calgary Board of Education. Retrieved September 22, 2022, from <https://cbe.ab.ca/GovernancePolicies/AR6031.pdf>
- Well-being and resiliency. (2019, March). Government of Alberta. Retrieved September 23, 2022, from <https://open.alberta.ca/dataset/520981c4-c499-4794-af55-bc932811cb1e/resource/7fda0ae8-8d97-49e7-b94b-7f0088cd767d/download/well-being-resiliency-framework-march2019.pdf>
- Willms, J. D. (2020, May). The learning bar's framework for assessing student well-being. The Learning Bar. Retrieved September 7, 2022, from https://thelearningbar.com/downloads/Thriving_%20The-Learning-Bars-framework-for-assessing-student-well-being_May-2020.pdf
- Wellness Wheel. (2022). World Health Day - Wellness Wheel, Yale School of Medicine as cited from University of Alberta. Retrieved November 14, 2022, from <https://www.ualberta.ca/current-students/wellness-supports/community-engagement/days-of-action/world-health-day.html>