



Healthy Schools - Healthy People

Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuuchahnulth: Pacheedaht Nation.

We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.



In the SENĆOTEN language, the word T'Sou-ke is the name of the Stickleback fish that live in the estuary of the river.

Exposure to Europeans through the Hudson's Bay Company saw the name changed first to Soke and then Sooke. That English name is now common and is used for many things including the name of our neighbouring town, the river and basin, the main road.

- T'Sou-ke Nation



The Sc'ianew (Cheanuh) First Nations' main community is on Beecher Bay in East Sooke, 30 km southwest of Victoria (capital city of British Columbia). They can trace their ancestry to people who spoke four different languages. The English translation of the name means "salmon people".

**- Scia'new Nation
(Beecher Bay)**



Pacheedaht territory includes the lands and waters along the southwest coast of Vancouver Island between Bonilla Point and Sheringham Point. The name "Pacheedaht" translates to English as "People of the Sea Foam".

-Pacheedaht Nation

Healthy Schools - Healthy People

The **Why**, The How, The **What**

Golden Circle



Our Shared “WHY?”

We, the school district and our community at large, believe that the health and well-being of people is critical to their lifelong learning and success.



Healthy Schools Healthy People: Vision and Mission

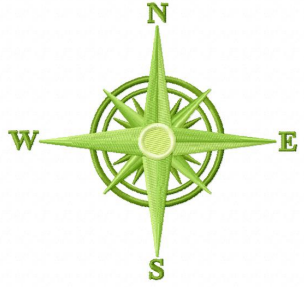
Our Vision

Healthy and thriving children, youth and adults across the Sooke School District catchment.

Our Mission

The Healthy Schools/Healthy People Collaborative Framework is a collective forum for reflection, sharing, identification of common challenges and the creation of collective solutions of relevance to achieving our vision.





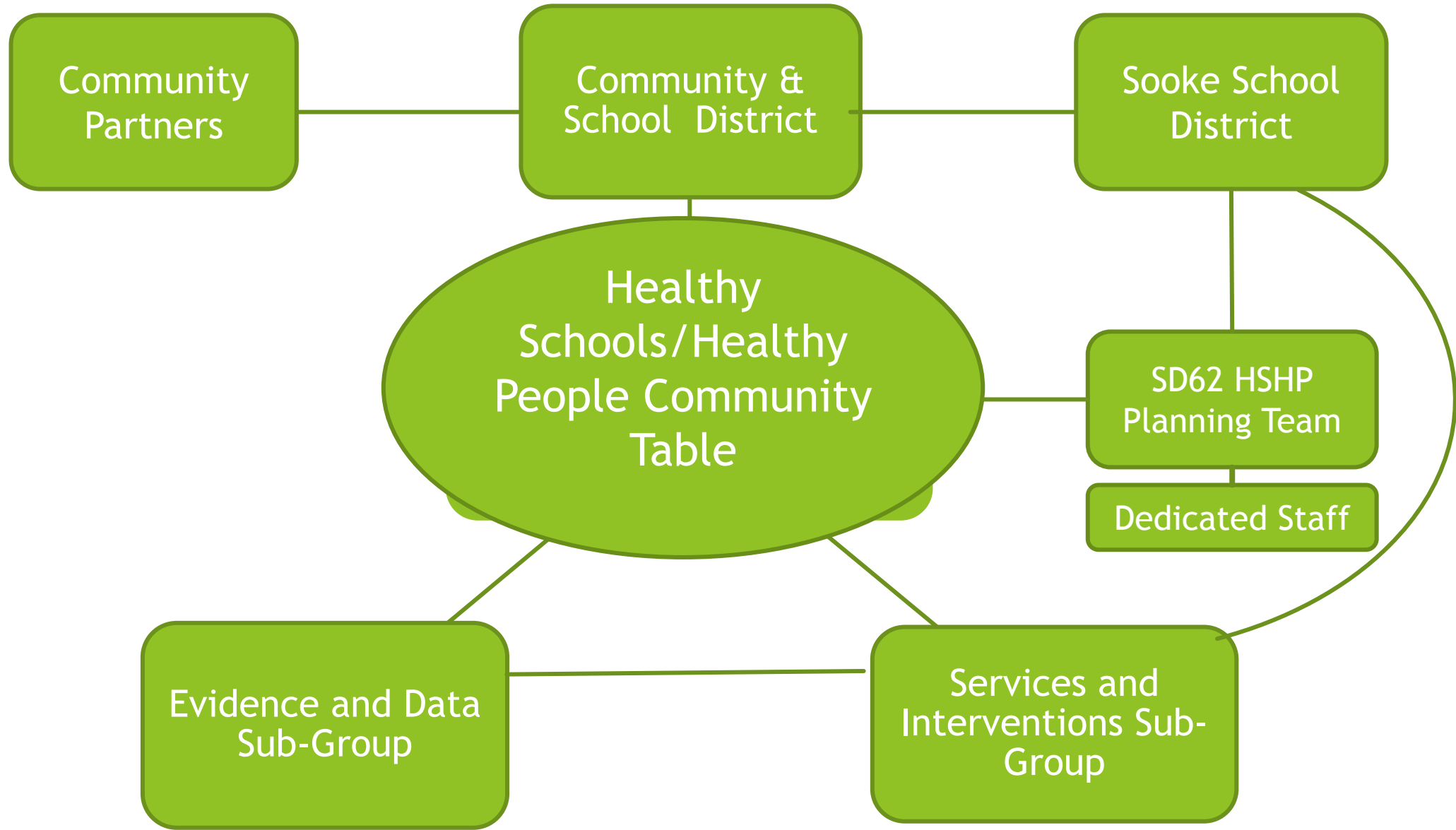
Our Guiding Principles

- ▶ Health and well-being is critical to lifelong learning and success for children and adults
- ▶ Our work is guided by the best available evidence
- ▶ We will build on existing strengths and priorities
- ▶ We are committed to the whole person through a whole, school-centered comprehensive school health (CSH) approach
- ▶ We value relationships and recognize collaboration is critical to achieve our vision.

Our Shared “HOW”

Healthy Schools/Healthy People Collaborative Framework





Healthy Schools/Healthy People Community Table



- ▶ Boys & Girls Club of Greater Victoria
- ▶ Capital Region Food and Agriculture Roundtable Initiative
- ▶ CRD (Health & Capital Planning Strategies, Active Safe Routes to Schools)
- ▶ CUPE 459
- ▶ Edward Milne Community School Society
- ▶ Island Health (Public Health, Discovery, Queen Alexander)
- ▶ Island Sexual Health
- ▶ MCFD Child and Youth Mental Health
- ▶ MCFD Aboriginal Team
- ▶ Pacific Centre Family Services
- ▶ Pacific Institute for Sport Excellence
- ▶ SEAPARC Leisure Complex
- ▶ Sooke Family Resource Society
- ▶ Sooke Principals Vice-Principals Association
- ▶ Sooke Teachers Association
- ▶ South Island Division of Family Practice
- ▶ SPEAC
- ▶ UVic (School of Exercise Sc., PHE)
- ▶ West Shore Parks & Recreation
- ▶ YMCA-YWCA

HS/HP Evidence and Data Sub-Group

The group will be:

- **catalyst** for data utilization (to set up a system which makes data more accessible and to provide data sources and analysis).
- **facilitator** (to support those who need data to aid decision-making but may not have the time to access data in detail)

Focus areas for action:

- Consolidate information about data sources, including Ministries of Education and Health, HELP, McCreary Centre Society, local community agencies, etc.
- Provide a general overview of data, getting to know what's there as a global picture
- Facilitate data access/interpretation for any interested parties in schools and in the network
- Consider how data might be used to promote Inquiry into specific areas of focus
- Access data to answer a specific question
- Access external expertise (Island Health, HELP, McCreary etc.) in accessing data
- Consider possible gaps in information needed for decision making and assess possible avenues to getting this information

HS/HP Partnerships and Services Sub-Group

The group will be:

- catalyst for helping us all get a better handle on the current situation
- facilitator for helping identify opportunities for strengthening our efforts to ensure that services are being optimized and address the needs of children, youth and adults across the SD 62 serviced area.

Focus areas for action:

- Consolidate information of relevance
- Provide a general overview of the services thereby helping us all get to know what's there as a global picture
- Consider how well services are being accessed and used at individual school sites and across the district
- Facilitate awareness and access of services by interested parties (including child, youth, adults, intermediaries such as counsellors, parents et al)
- Optimize underutilized existing services
- Identify and recommend helpful next (e.g., United Way funding to support mapping process)
- Reduce duplication and/or competing efforts
- Be a resource to be called on as and when needed

SD62 HS/HP Planning Team



Research tells us:

- ▶ Bringing effective, sustained health and well-being practices to life across our district requires a team effort.
- ▶ School districts and schools benefit from having a dedicated health and well-being team to develop and implement an overall strategy and action plan.

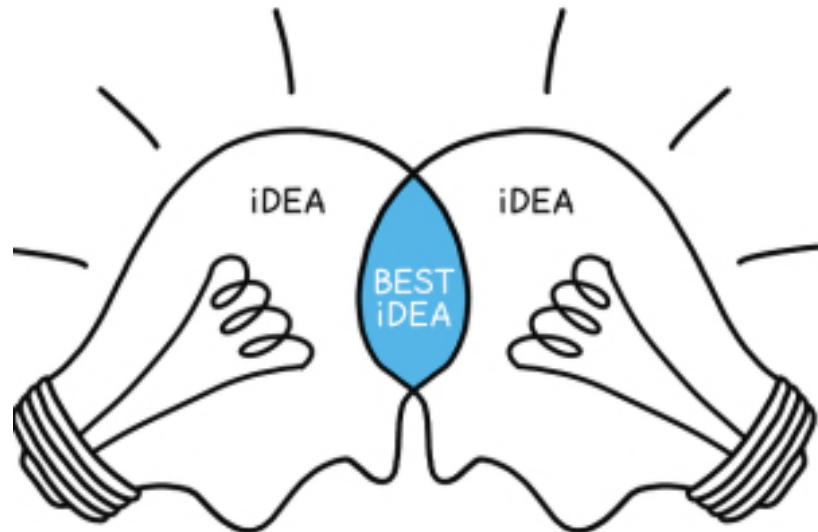
- ▶ CUPE 459
- ▶ Sooke Principals and Vice-Principals' Association
- ▶ SPEAC
- ▶ Sooke Teachers Association
- ▶ SD62 Youth Representatives
- ▶ Aboriginal Education
- ▶ Student Support Services
- ▶ Curriculum and Learning Team
- ▶ Early Years
- ▶ Safe Schools
- ▶ SOGI District Lead
- ▶ Executive and Exempt Group Representation
- ▶ Island Health

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Dedicated SD62 Staff and Budget

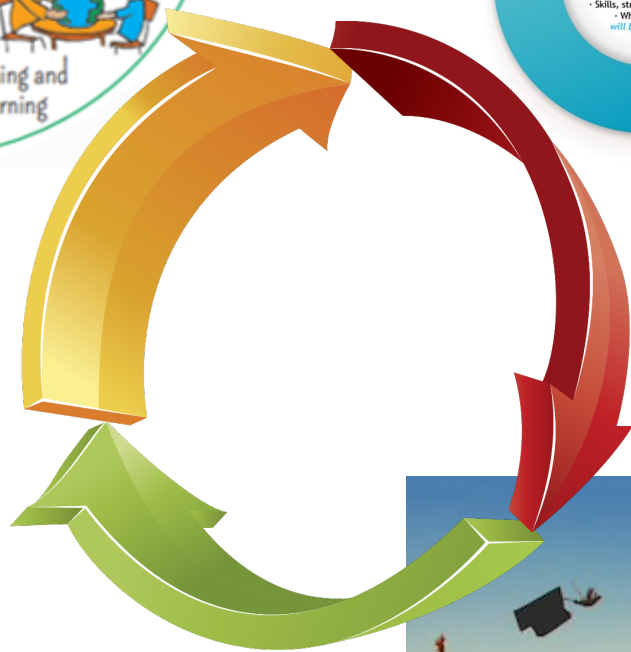


For 2018-19 the Sooke School District has allocated significant staffing and budget resources to support our vision and mission

- ▶ Karen DeCicco - Healthy Schools/Healthy People team member and District SOGI Lead
- ▶ Kristin Wiens - Healthy Schools/Healthy People Coordinator
- ▶ Cindy Andrew - Healthy Schools/Healthy People Lead
- ▶ David Strange - Associate Superintendent



Our Shared “WHAT”



SD62 Strategic Plan Alignment



Our Purpose: to embed health and well-being into district cultures, priorities, and structures so that all schools support health and well-being, in keeping with our SD62 Strategic Plan to:

- ▶ develop adaptable learners who are creative, critical and social thinkers with the capacity to be global citizens
- ▶ foster a collaborative and healthy environment through effective engagement and communication
- ▶ accommodate growth and changing demographics by creating healthy, safe and respectful environments that inspire learning.

Some HS/HP highlights

- ▶ Establishment and stewardship of HSHP Collaborative Framework
- ▶ Strengthened strategic community partnerships
- ▶ 2018-19 CSH Budget
- ▶ 2018-19 Dedicated CSH Staffing
- ▶ 2018-19 Mindfulness Cohort offerings for SD62 Staff
- ▶ Sound Field Investment in Elementary Schools
- ▶ “Fostering Resiliency through Physical Activity” & “Physical Literacy for Communities” funded projects - includes mentoring of 43 teachers at 3 elementary schools
- ▶ Action Schools BC equipment kits for all elementary schools
- ▶ Sport for Life funded “Physical Literacy for Communities” project
- ▶ WellAhead/Healthy Schools BC Coaching and grant to support mental health literacy
- ▶ “Farm to Schools” planning
- ▶ Naloxone Kits and Staff Training
- ▶ Wellness Center @Belmont, Wellness Outreach Clinics at RBSS and EMCS
- ▶ Island Sexual Health Clinic sessions at RBSS, Educational programming K-12
- ▶ Updated Community services resource related tool
- ▶ Mindfulness related investments for staff and youth
- ▶ Restitution
- ▶ Child, Youth and Family Mental Health services and learning opportunities



Thank you!

Hych'ka

Kleco Kleco

ʒekoo ʒekoo

Marsee or Miigwich