

# Copperhaven School

## Newsletter



April 6, 2021

### Principal's Message

I hope everyone enjoyed the break with a little bit of rest, some extra time outside and whatever else brings you happiness. Teachers prepared report cards and they were made available in Power School on March 25th. If you encountered difficulties accessing your child/ren's report card I would like to apologize for your inconvenience. We encountered some technical issues which took some time to resolve. One of our Division administrators, Mrs. Kathy Mann took time away from her break to help us. Thanks, Kathy! Please be sure to reach out to teachers if you have any questions or concerns after having reviewed your child/ren's report card.

**Linda Simmonds**



### Dates to Remember

- April 6 Professional Development Day-staff only
- April 7 Students return to school
- April 7 Last day to transition into or out of in-person learning

### School Start Time and Drop Off

The bell rings daily at 8:55 with morning adult supervision beginning at 8:45 a.m. Students should not be on the school site before supervision begins at 8:45. Thank you for your cooperation.

### 2021-2022 School Registration--New and Returning Students

While the March 25th re-registration deadline has passed with assurance of accessing a bus seat, regular registration continues. Please be sure that you have updated your information and registered your child/ren for the 2021-2022 school year.

## Copperhaven School Counsellor

Copperhaven School staff includes a school counsellor, Ms. Rhonda Harbert. Ms. Harbert began working at Copperhaven School as a school counsellor in the 2019-2020 school year. As a school counsellor, Ms. Harbert is a trained teacher with some counselling courses. She is intuitive and a good listener which are the personality traits that help her build trust with students.

We are finding that the demand for the services of our school counsellor are outstripping her availability. At times, we are finding that the type of support requested is beyond what a school counsellor can offer. Below is a bit of information to help you better understand what level of support would be best suited to the needs of each student.

Group Supports	School Counsellor-short term support	Mental Health Support-long term, targeted intervention
<ul style="list-style-type: none"> <li>● Rainbows-Grief and Loss</li> <li>● Play Groups</li> <li>● Social-Skills Groups</li> <li>● Family and Community Support Services</li> </ul>	<ul style="list-style-type: none"> <li>● Short Term opportunities for someone to talk through a problem</li> <li>● Learning Strategies to deal with school-related anxiety</li> <li>● Restorative Circles</li> <li>● Conflict Resolution</li> <li>● Instruction in Health classes</li> <li>● Social-emotional learning</li> <li>● Providing links to outside agencies and supports for families and students</li> </ul>	<ul style="list-style-type: none"> <li>● Children's Mental Health</li> <li>● Children's Helpline</li> <li>● Therapists (private access)</li> <li>● Psychologist (private access)</li> </ul>

If you have any questions about what might be the right fit for your child/ren's needs please call the school for more information.



Wednesday, April 7, 2021 from 8-7pm ET

<https://live.webcastcanada.ca/webcast/registration/210740fc-8ac9-43cd-b180-8afb81e15341>

### **High School Transition**

Grade 10 Course Selection Forms were distributed to students in grade 9 on March 25th. On the form teachers indicated the core course recommendations. Students and parents, please be sure to complete the complementary/elective selections, sign off on the form and return it to the homeroom teachers. Following the return of the signed course selection forms, Copperhaven School staff will assign students to the selected courses. The information will then be transferred to Spruce Grove Composite High School for formal course assignments and timetabling.

### **French as a Second Language at Copperhaven**

Bonjour à toutes et à tous!

We have been participating in Manie Musicale this month and will finish it up on April 16 with our final projects. For those who are unfamiliar with Manie Musicale, it was created by two middle school French teachers in Maine, USA in 2017 and is based on the idea of a playoff bracket for the NCAA March Madness playoffs. This year there were over 1934 schools participating worldwide and many of the artists have taken notice and have responded to messages on social media. At Copperhaven, we have not voted in the international votes but we have been voting at a school level and comparing our results to the international results. We began by completing our predictions for which songs would move on in each round. Then, before Spring Break, we were able to complete Round 1 and 2/4 votes for Round 2. This week we will finish up the Round 2 votes to see which of our favourite songs will be moving onto the finals next week. Points are being collected for all of the correct predictions and those students who received the most points will receive a gift card of their choice worth \$10. Stay tuned for the winners of these gift cards in the next newsletter!

## **Update from your Parent Council**

We look forward to seeing everyone again at our next meeting, Wednesday April 21st at 6:30 p.m. At this point, we are planning another virtual meeting and will advise if Alberta Health restrictions allow for an in-person meeting. Please email your intent to attend the Virtual meeting to [copperhaven@psd70.ab.ca](mailto:copperhaven@psd70.ab.ca)

Sean, Andrew, Kim, Erin, and Shayna  
Copperhaven School Council.

## **TBRA Update**

Family Pizza Day:

Thank you to everyone who ordered pizza on Family Pizza Day, we raised \$200.

Hot Lunch:

Our new Hot Lunch program, through Bite to Eat, continues to be very popular among students and staff at Copperhaven. May Hot Lunch orders are due by Friday, April 30th. If you are registering for the first time use the access code BITE (case sensitive).

<https://copperhaven.hotlunches.net/admin/>

Apparel:

Thank you to everyone who ordered apparel, orders should be arriving soon and will be sent home after being quarantined at the school.

Write-On Stationery: Coming soon!!

Save yourself the hassle of shopping for school supplies, and order through Write-On Stationery. Orders can be customized, and will be shipped directly to you. (Not to the school). Once we have confirmation, we will be posting the link for ordering on Facebook so be sure to follow our page.

Our next meeting is on Wednesday, May 5th @ 6:30pm. If you are interested in joining us please send us an email and we will send you the link for our virtual meeting.

As always, follow our Facebook page for all up to date fundraisers. And please contact us at [theboundaryridge@gmail.com](mailto:theboundaryridge@gmail.com) if you have any questions or concerns.



# Stronger Together

## Parkland School Division Family Supports Newsletter March 19, 2021

Dear parents and caregivers,

The newsletter theme this month is all about emotional regulation. The added stressors that come from coping with a Pandemic can play havoc with the way we are able to cope emotionally. This is true for us and for our kids. The good news is that there are skills we can all learn to help regulate our emotions more effectively. As parents it is important for us to understand ourselves and our children's emotional responses before we react. This will help with our kid's behaviour, mood and even learning.

Take care, Vicky Mamczasz -Family Support Facilitator, Dena Davis- Sunrise Supports Program Liaison

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### Family Tips for Emotional Regulation with Joel Pukalo - Family Life Psychology - Stony Plain 780-963-7451

- Free online webinars
- Low cost counselling for children and adults

Creating an environment of emotional empowerment requires that parents work collaboratively with their children to help them grow in emotional awareness and emotional regulation. Emotional awareness means that I understand *how* I'm feeling. Emotional regulation means

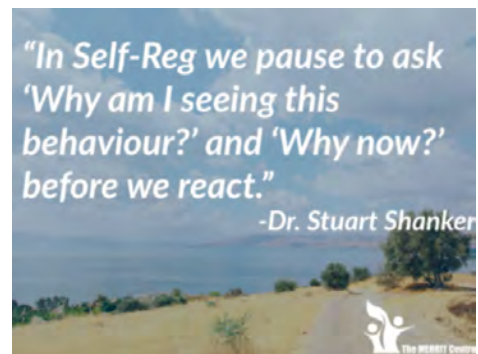
knowing *what to do* to manage *how* I'm feeling. Understanding *how* I feel is essential to figuring out *what to do* about how I feel. Emotional regulation requires emotional awareness. Therefore, the first step in putting children in the driver's seat of their own emotional management is to help children understand *how* they are feeling. In a parent-driven approach, parents may tell their children how to feel. Consider the following examples:

- o Johnny, don't get angry. It's a small problem stop making it such a big deal.
- o Jill don't cry. Everything is going to be okay.
- o Jack, you should be happy right now. Think of all the good things in your life and stop being so gloomy.

In a child-driven approach parents value relationship and keeping their child happy so they have difficulty providing appropriate parameters for emotional expression. Children may also use their feelings to try to get what they want. Consider the following examples:

- o Johnny is having a tantrum over not getting a toy in the store, so the parents break down and buy the child a toy.
- o Jill is having a crying meltdown about accidentally dropping her phone at school so her parents go out and buy her the newest iPhone.
- o Jack is really frustrated about losing technology privileges for the day so he fluctuates between extreme anger and extreme sadness until his parents give him back his device.

Connection-based parents teach their children to communicate *how* they are feeling while providing them with tools and strategies to help children manage their emotions. Consider using a circle of responsibility, a core value of connection-based parenting. Within my circle, I am responsible for my emotions, words, actions, and behaviors. I am also responsible for how my emotions, words, actions, and behaviors impact other people around me. I am allowed to feel the way I do AND I am responsible to communicate it in a healthy way that does not negatively impact the people around me. I need emotional awareness to know what I'm feeling and I need emotional regulation to communicate how I'm feeling in a constructive manner. But before I can figure out *what to do* with my emotions, I need to understand *how* I am feeling first.





## SELF-REG for PARENTS



### What is Self-Reg all about?

Shanker Self-Reg® is a process for enhancing self-regulation by understanding and dealing with stress. In Self-Reg we consider both our responses to stress and our underlying state of energy and tension when we encounter a stress.

### Self-Regulation

- Self-Reg is based on the original, psychophysiological definition of self-regulation, which refers to how we respond to stress.
- We all self-regulate, though sometimes in ways that are maladaptive: i.e., that don't help us recover from stress and actually lead to even greater stress down the road.
- Adaptive (effective and helpful) self-regulation promotes growth and learning as well as helping us recover from stress.
- Self-regulation is not the same as self-control. Self-control is about inhibiting troublesome impulses. Effective self-regulation reduces the stress-induced feelings that cause impulses.
- Self-regulation is about understanding, not "monitoring and managing," emotions, thoughts and behaviour in ourselves and others.

Shanker Self-Reg® looks at stress across five domains of experience: biological, emotion, cognitive, social, and prosocial.

### There are five practices in The Shanker Method®:

1. Reframe the behaviour.
2. Recognize the stressors across the five domains.
3. Reduce the stress.
4. Reflect and enhance stress awareness.
5. Respond with personalized ways to support restoration and resilience.

Self-Reg includes recognizing what calm feels like for yourself as well as what it feels like to become overstressed.

The ultimate, long-term Self-Reg goal is to help children acquire the necessary understanding of when and how to manage their own energy and tension, so they can adapt to the various stresses of life. But Self-Reg is also personal. If we are going to support our children's self-regulation we first have to understand our own stress and know how to manage our own energy and tension.

Self-Reg can help us understand and respond positively to the roots of many behaviour, emotion and social challenges that affect children and families.



## The Seeds of Self-Reg Parenting

### SAFETY

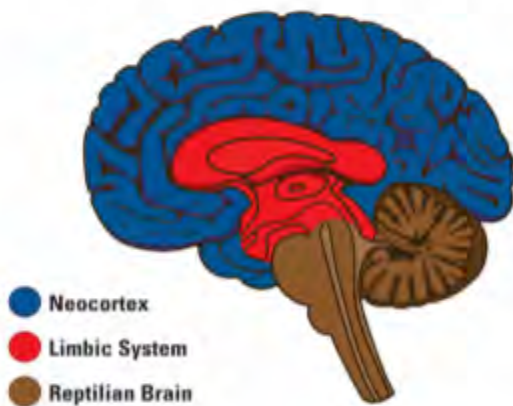
- Helping children feel safe, in every way—physically, emotional and socially—provides the foundation for their mental, social and emotional wellness.
- Excess stress affects brain-body stress systems in ways that can make children feel unsafe, even if we think they are safe (and should feel safe).

### RELATIONSHIPS

- Self-Reg parenting starts with relationships. Dr. Stuart Shanker says. "The foundation of self-regulation is the feeling of calmness and safety that children experience with their parents."
- Children learn to self-regulate through "co-regulation" with parents.
- Co-regulation: When two people adjust to and regulate one another's behaviour (mood, emotions, language) via bi-directional interactive signals and behaviours.

### ENVIRONMENTS

- Factors such as too much screen time, not enough physical activity, visual clutter, lack of sleep and excess junk food are "hidden stressors" for some kids.
- Create spaces in your home where children can go to feel more calm or more energized as needed.
- Unstructured, non-electronic play, especially outdoor play, are great stress relievers for children.



### BECOME A STRESS DETECTIVE

- Learn to "reframe" children's behaviour (see and understand it in a different way)
- Many behaviours that adults think of as misbehaviour—tantrums, for example—are actually "stress behaviour," caused by too much stress.
- When a child "misbehaves, ask "Why?" and "Why now?" Look for stressors that may be causing the behaviour.

### IT'S PERSONAL

- Self-Reg is personal and it begins with you. Consider your own stress and how it affects you and, in turn, your children. You will be most able to build your children's self-regulation, if you take care of your own.
- Self-Reg can help you understand your children's behaviour better and help you be less angry and more patient and understanding.

### SELF-REG PARENTING IS A LEARNING JOURNEY

- Learn about the connections between stress, energy and tension and how they affect children's behaviour, mood and learning.
- Read Dr. Stuart Shanker's book *Self-Reg*.
- Consider taking one of our [online](#) courses, such as *Self-Reg in Parenting* or *Self-Reg Foundations*.

Courtesy of the Mehrit Centre [https://self-reg.ca/wp-content/uploads/2020/06/Infosheets\\_Self-Reg\\_for\\_Parents.pdf](https://self-reg.ca/wp-content/uploads/2020/06/Infosheets_Self-Reg_for_Parents.pdf)

Consider taking one of the Self Reg for Parents courses <https://self-reg.ca/parents/>



# WHY DOES MY CHILD'S BEHAVIOR TRIGGER ME?

(AND WHAT SHOULD I DO IN THE MOMENT?)

YOU ARE TAKING THEIR BEHAVIOR PERSONALLY

YOU HAVE UNREALISTIC EXPECTATIONS

IT MAKES YOU FEEL LESS CONFIDENT AS A PARENT

YOU FEEL DISRESPECTED

YOU WERE ALREADY TIRED OR STRESSED

IT TRIGGERS A TRAUMA RESPONSE

YOU WERE PUNISHED FOR THE SAME BEHAVIOR AS A CHILD



## RESPONDING IN THE MOMENT TO YOUR TRIGGERS

### Step 1

#### STOP WHAT YOU'RE DOING

Unless someone is hurt, stop what you're doing. (If someone is hurt, attend to their needs.)

### Step 2

#### DROP TO YOUR CHILD'S EYE LEVEL OR LOWER

Getting eye level or lower will signal to your child that you aren't showing up to fight. If you need to reset, lay down on the floor and focus on breathing.

### Step 3

#### TAKE DEEP BELLY BREATHS

Breathe in for the count of four, allowing your belly to blow up like a balloon, then breathe out slowly through your nose for the count of four.

### Step 4

#### PRACTICE A DIFFERENT RESPONSE

Don't worry about having the right response. Just be willing to practice a different one. You can say, "I'm not sure what to do right now."





### What Can Parents Do As Co-regulators?

1. Recognize signs of dysregulation in your child
2. Identify the stressors or environmental cues that trigger dysregulation for your child
3. Teach your child how to recognize and communicate his or her feelings, and to become more aware of their response to stress
4. Help your child find a way to become more alert (if idling on low) or more calm (if revved up too high)

It's best to introduce and practice the following regulation techniques when your child is feeling *calm*. Doing so will help your child to strengthen these skills and be more apt, in kind, to using them in moments of struggle. For a time, however, your ongoing support will be needed to help your child use these strategies when feeling dysregulated.

### Calming Techniques

When your child's body, mind, or mood is *revved up*:

- Take slow, deep breaths to help calm the body and the brain
- Use progressive muscle relaxation activities: tense then relax key muscles in your body, moving from head to toe
- Take a squeeze – use a stress ball or hug a stuffed animal
- Listen to calming music
- Distract with a fun activity or game (non electronic)
- Block out noises, sights or smells that are overstimulating
- Take a break – go for a walk or splash cool water on your face

Practice mindfulness - focus your mind on an activity to get back to the present. For example, eat a small piece of fruit - focus on the taste, the smell and the feel of it

### Alerting Techniques

When your child's body, mind, or mood is *idling on low*

- Get their body moving through play and physical activity
- Use a fidget toy or wiggle cushion
- Chew gum
- Eat chewy, crunchy, or sour foods
- Drink cold, citrus-infused water

### Staying Regulated

Be sure to spend time setting up your child or teen for success:

- Encourage positive self-talk – tell yourself things like “this will pass” or “I can do this” or “my turn will soon come, I can wait”
- Ensure your child gets enough quality sleep · Eat well. Promote a healthy diet of wholesome foods
- Engage in regular physical activity – minimum 60 min/day
- Have and maintain a regular routine at home and at school
- Reach out to social supports – talk to a friend, family member, teacher, coach, or trusted adult



From - Alberta Health Services

# Learning to Think Helpful Thoughts

Have your child explain what unhelpful and helpful thoughts are to all family members.

Sharing out loud some of your own thoughts helps your child or youth to recognize whether thoughts are helpful or unhelpful.

Encourage your child to focus on the positives of any situation and realistic thoughts.

## Changing Unhelpful Thoughts, Increasing Helpful Thoughts



From the BC Children's Hospital

## 20 Things Every Parent of Kids with Special Needs Should Hear

By Dr. Darla Clayton, PsyD, The Mobility Resource See the full article at <https://www.abilities.com/community/parents-20things.html>

- 1) You are not alone.
- 2) You too deserve to be cared for.
- 3) You aren't perfect—and that's ok!
- 4) You are a superhero.
- 5) Therapy is play.
- 6) Play is therapy.
- 7) Make time to enjoy your kids
- 8) You will be obligated to make heart wrenching decisions.
- 9) You won't always get it right.
- 10) Forgive yourself.
- 11) Being a parent is hard. Being a parent to a child with extra needs is *extra* hard.
- 12) Parenting a child with extra needs is like a marathon.
- 13) Don't lose yourself.
- 14) Keep your sense of humor.
- 15) Celebrate the little things!
- 16) Don't let typical parents get you down.
- 17) Don't compare.
- 18) You don't have to be "THAT" parent.
- 19) Make time for your marriage.
- 20) Trust your instincts.





APR  
07

### Supporting Emotional Regulation with Children on the Autism Spectrum

by Alberta Parenting for the Future Association

[Follow](#)

Free



[Register](#)

This workshop is intended to give caregivers tools & strategies to deal with emotional regulation for their children on the Autism Spectrum.

#### About this Event

Presenters: Larissa Predy & Ashton Parker from [Little Oaks Psychology](#)

In partnership with Parkland School Division

#### Date And Time

Wed, April 7, 2021  
6:00 PM - 8:00 PM MDT  
[Add to Calendar](#)

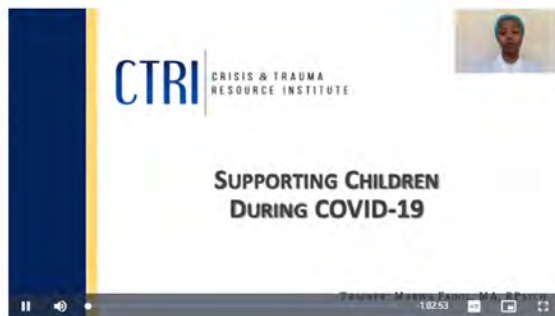
#### Location

Online Event

#### Register here:

<https://www.eventbrite.ca/e/supporting-emotional-regulation-with-children-on-the-autism-spectrum-registration-131635817273?aff=ebdsoporgprofile>

## Supporting Children During COVID-19



<https://ca.ctrinstitute.com/covid-19-videos/supporting-children-during-covid-19/>

# WISE-MIND WEDNESDAYS FOR YOUTH



WEDNESDAYS FROM 4-5:30PM

This spring, Spruce Grove FCSS and Stony Plain Youth Centre have partnered to offer virtual programs for youth every Wednesday from 4:00pm-5:30pm. The programs are free, but registration is required. Once registered, youth will be able to access any or all of the Wise-mind Wednesday programs.

- Understanding Anger March 24
- Setting Boundaries March 31
- Effective Listening April 7
- Respectful Assertiveness April 14
- Navigating Change & Loss April 21
- Super You - Learning to Self Empower April 28
- Understanding Stress May 5
- Social Emotional Skills & Strategies for Self-Regulation May 12

To register visit [www.sprucegrove.org/onlinereg](http://www.sprucegrove.org/onlinereg)  
or call 780-962-7618.



parkland  
county





# WISE-MIND WEDNESDAYS FOR YOUTH



## WEDNESDAYS FROM 4-5:30PM

### UNDERSTANDING ANGER - MARCH 24

Learn to understand the emotions of anger and how it can affect decision-making. By learning practical skills youth will be better able to communicate when they are upset. Understanding Anger is one of the four programs that is required for the Collaborative Communication certificate.

### SETTING BOUNDARIES - MARCH 31

Setting boundaries with yourself and others allow you to increase your personal power and build healthier relationships. In this session, learn how to establish and effectively communicate their boundaries to others. Setting Boundaries is one of the four programs that is required for the Collaborative Communication certificate.

### EFFECTIVE LISTENING - APRIL 7

Being able to understand what others are communicating will help you to respond in a healthier and effective way. Youth will learn skills to improve their ability to listen and better understand where communication breakdowns can happen. Effective Listening is one of the four programs that is required for the Collaborative Communication certificate.

### RESPECTFUL ASSERTIVENESS - APRIL 14

Learning to be assertive will help youth to be confident in their communication, while still being respectful of others. This session will help recognize how you can express yourself in a positive and effective way. Respectful Assertiveness is one of the four programs that is required for the Collaborative Communication certificate.

### NAVIGATING CHANGE & LOSS - APRIL 21

Change can be overwhelming at times, especially if we don't give ourselves time to process and understand our emotions. Learn practical skills to help navigate through times of loss and to know when to ask for help.

### SUPER YOU - LEARNING TO SELF EMPOWER - APRIL 28

When we eliminate negative self-talk and doubt we increase our ability to live a meaningful and healthy life. Youth will learn to break down their limiting beliefs in order to build confidence and improve self-esteem. Focusing on what makes each of us special and the importance of valuing self.

### UNDERSTANDING STRESS - MAY 5

Stress can affect you physically, emotionally, and mentally. Knowing how to plan ahead by using daily tools can help to prevent unnecessary stress. This program focuses on teaching healthy ways to cope during stressful times and recognizing when you may need help from others.

### SOCIAL EMOTIONAL SKILLS - MAY 12

Learn the tools on how to identify emotions and express yourself in a healthy way. By focusing on practical skills to self-regulate youth will be better able to communicate effectively when they are feeling overwhelmed.





Lighthouse Church added a new photo.

Lighthouse Church



Lighthouse Church added a new photo.

Lighthouse Church



### Lighthouse Church

Just a reminder that our free community outreaches will be running this Saturday, March 20 from 10:00 - 1:00 pm.

Our outreaches are located in the house directly behind the Church at:

49 Boulder Avenue, Stony Plain

Hope lives at Lighthouse Church, everyone is welcome!

Garments of Praise (the free store) has their spring clothing out, come and find a new to you outfit, for you and your family.

Food for the Store will be providing free community bag lunches. Don't forget to register for the Easter of Hope, free community Easter dinner - registration closes March 28, 2021. To register go to [www.lhpc.ca](http://www.lhpc.ca)

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## Caregiver Education Series - Alberta Health Services

Topic	Caregiver Education Session - Technology and the Teenage Brain - CYF Caregiver Education
Description	Digital Wellness for Families / Take a look at the teen brain and the risks and benefits of technology use. Tips on effective communication and limit setting are also shared. Note: Caregivers and their youth (grades 7-12) are welcome to attend this session together.

**Time: March 24 at 6:00pm**

**Register here: <https://www.cyfcaregivereducation.ca/virtual-education/caregiver-series-registration>**

Topic	Drop-In Series - Anxiety Part 4: Overcoming Avoidance - CYF Caregiver Education
Description	<p>In this session, we will discuss how avoidance of stressors can increase our child's stress responses. By encouraging our children to face manageable stressors, caregivers can help their child foster effective coping skills. For caregivers of children in grades K-12.</p> <ul style="list-style-type: none"><li>• This session is for adults only unless otherwise indicated.</li><li>• Please do not take screenshots, or share content from this session.</li><li>• Session resources and links will only be sent to participants who attend the session.</li></ul> <p>For information about upcoming sessions and more caregiver resources, go to <a href="http://www.cyfcaregivereducation.ca">www.cyfcaregivereducation.ca</a></p>
Time	Mar 25, 2021 06:00 PM in <a href="#">Mountain Time (US and Canada)</a>

**Register here: [https://albertahealthservices.zoom.us/webinar/register/WN\\_ItIVCbMTQu2c29DqYFeg9w](https://albertahealthservices.zoom.us/webinar/register/WN_ItIVCbMTQu2c29DqYFeg9w)**

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## Community Support



<https://adaptabilities.ca/parent-resources/>

T: 780-431-8446  
F: 780-669-5762  
E: [info@adaptabilities.ca](mailto:info@adaptabilities.ca)





<https://www.autismedmonton.org/programs>

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### Edmonton Fetal Alcohol Network

10320 - 146 Street NW

Edmonton, AB T5N 3A2

Phone: 780-919-0354

Website: [EdmontonFetalAlcoholNetwork.org](http://EdmontonFetalAlcoholNetwork.org)

### Understanding FASD - ERLC

<http://www.engagingalllearners.ca/il/supporting-students-with-fasd/>

### Supporting Students with Fetal Alcohol Spectrum Disorders

A key to supporting students with Fetal Alcohol Syndrome Disorder (FASD) is having a good understanding of FASD and how individuals with FASD are impacted.



The association offers a parent support group and has many resources on their website at [http://adhdedmonton.com/?page\\_id=25#.Xwz-jyhKhPY](http://adhdedmonton.com/?page_id=25#.Xwz-jyhKhPY).

<https://www.ldedmonton.com/>

## LD Edmonton



**Tuesday Evenings - 7:00 - Family Connection Centre**

**Register prior to attending.**



## Reach out for support...

Youth Mental Health (Westview Primary Care Network) - call in for an appointment - 780-960 - 9533 ext 221  
 Community Connector - Simonne Massner - 780-217-4146 Stony Plain and Prab Gill - Spruce Grove and Greater Parkland area 780-217-8701  
 Youth Mental Health - Northgate Walk In Clinic (AHS - now call in or virtual appointment) 780-342-2700  
 MOBILE/AFTERHOURS CRISIS TEAM: 780-407-1000  
 Mobile Addictions Support - Lisa Kimmerly - 780-868-1895  
 Parenting support (APFA) - Triple P Parenting - Rebecca Plante - 780-963-0549  
 Adult Crisis Response - 780-342-7777  
 Support Network Distress Line - 780-482-4357  
 Adult Mental Health Referral and Treatment - 780-424-2424  
 Parkland School Division - Family Support - Vicky Mamczasz - 780-668-7422  
 Sunrise Supports - Dena Davis - 780-977-6241

## HELP FOR HARD TIMES

### TRI-REGION SUPPORT GUIDE

**WHO CAN HELP, WHERE CAN I GO, AND HOW DO I GET SUPPORT?**

**I NEED TO TALK TO SOMEONE NOW (24H)**

Distress Line ..... 780-482-4357(HELP)  
 Addiction Helpline ..... 1-866-332-2322  
 Child Mental Health (8am-11:30pm) 780-427-4491  
 Kids Help Phone ..... 1-800-668-6868  
 Bullying Helpline ..... 1-888-456-2323  
 Seniors Abuse Helpline ..... 780-454-8888  
 Family Violence Info Line ..... 310-1818  
 Sexual Assault Center (9am-9pm) 780-423-4121  
 First Nations & Inuit Mental Health  
 Hope for Wellness ..... 1-855-242-3310

**I NEED IMMEDIATE HELP Call 911**

Emergency Financial Assistance ..... 780-644-5135  
 Access 24/7 (Adults)  
 Addictions & Mental Health ..... 780-424-2424  
 Westview Health Centre ..... 780-968-3600  
 Child Intervention Services ..... 780-422-2001  
 Kids Cottage Crisis Childcare .. 780-944-2888  
 Parkland RCMP ..... 825-220-2000  
 Poison Control ..... 1-800-332-1414  
 NeighbourLink Parkland (practical crisis help)  
 Monday-Friday 9am-4pm ..... 780-960-9669  
 Pay Forward Kindness (homeless supports)  
 ..... 587-286-4663

**I DON'T EVEN KNOW WHERE TO START?**



24-hour information and referral line connecting you to social, health and government services.



or download **HelpSeeker**, onto your phone to find local supports and resources.

**WHERE CAN I FIND A SAFE PLACE TO SLEEP AT NIGHT?**

George Spady (men, women) ..... 780-424-8335  
 Women's Emergency Accommodation Centre ..... 780-423-5302  
 Hope Mission (ages 16+, men, women) 780-422-2018  
 Youth Empowerment & Support Services (YESS)..... 780-468-7186  
 Salvation Army (Transitional Housing: 5124th) ..... 780-429-4274

**I NEED A DOMESTIC ABUSE SHELTER**

Alberta Council of Women's Shelters ..... 1-866-331-3933

**I NEED DETOX SUPPORT**

George Spady ..... 780-424-8335  
 AHS Detox Centre..... 780-427-4291  
 Youth Edmonton Detox ..... 780-422-7383

**I NEED A SAFE CONSUMPTION SITE**

Boyle Street Community Serv. .. 780-424-4106  
 George Spady Centre ..... 780-424-8335  
 Boyle McCauley Health Centre 780-422-7333

**I NEED HELP WITH MENTAL HEALTH AND/OR ADDICTIONS**

Access 24/7 Addictions and Mental Health (adults)..... 780-424-2424  
 Youth Addiction Services ..... 780-422-7383  
 Access Open Minds (youth 19-24) ... 780-415-0048  
 Child and Adolescent Mental Health Services ..... 780-342-2701  
 Westview PCN Youth Mental Health Clinic (ages 17-24) ... 780-960-9533

**I NEED HEALTH INFORMATION**

Health Link Alberta (24/7) ..... 811

**WHERE CAN I FIND FOOD?**

Parkland Food Bank  
 105 Madson Cres, Spruce Grove..... 780-962-4565  
 Auggies Café (Tuesday Free Lunch)  
 131 Church Rd, Spruce Grove ..... 780-962-5131

**Spruce Grove FCSS**  
 8405 - 505 Queen Street, Spruce Grove, AB  
**780-962-7618**

**Stony Plain FCSS**  
 2107, 4912 - 52 Avenue, Stony Plain, AB  
**780-963-8583**



