



Developing Healthy School Communities

HANDBOOK



UNIVERSITY OF ALBERTA
SCHOOL OF PUBLIC HEALTH

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The purpose of this handbook is to support practitioners in gaining an understanding of comprehensive school health. It provides guidance and practical ideas on the process of developing a healthy school community, based upon the learnings from Wellness Fund projects.

This handbook along with the resources listed within are accessible on **www.wellnessfund.ualberta.ca**.

Acknowledgments

First and foremost the Wellness Fund would like to thank our projects across Alberta. Their enthusiasm, drive and commitment in developing healthy school community initiatives with a range of stakeholders and community partners across the province is contributing to a provincial culture of wellness for children and youth.

Partnerships and community collaborations have played a critical role in the success and sustainability of Wellness Fund projects. In addition to the School of Public Health, Alberta Health, Alberta Education and the Alberta Coalition for Healthy School Communities, other key partners who contribute to the development of healthy school communities in Alberta include Alberta Health Services, Ever Active Schools, Be Fit for Life Centres and the Joint Consortium for School Health.

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Why We Need Comprehensive School Health

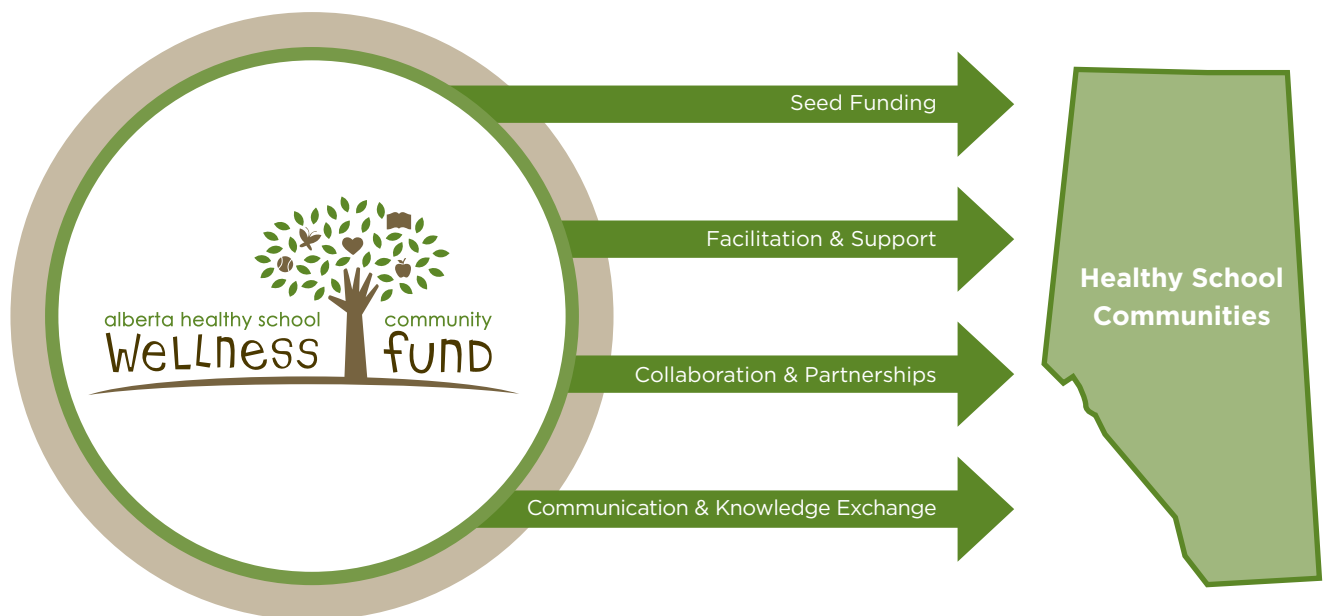
Overview

The Alberta Healthy School Community Wellness Fund is a joint initiative between the University of Alberta's School of Public Health, Alberta Health and Alberta Education.

The Wellness Fund advances comprehensive school health by funding projects that enhance health and wellness among school-aged children and youth to create sustainable healthy school communities.

The Wellness Fund enables school communities to infuse wellness into the culture of their schools by focusing on the provincial priority areas of healthy eating, active living, and positive social environments which includes healthy relationships.

We Provide:



Understanding the Relationship between a Healthy School Community and a Comprehensive School Health Framework

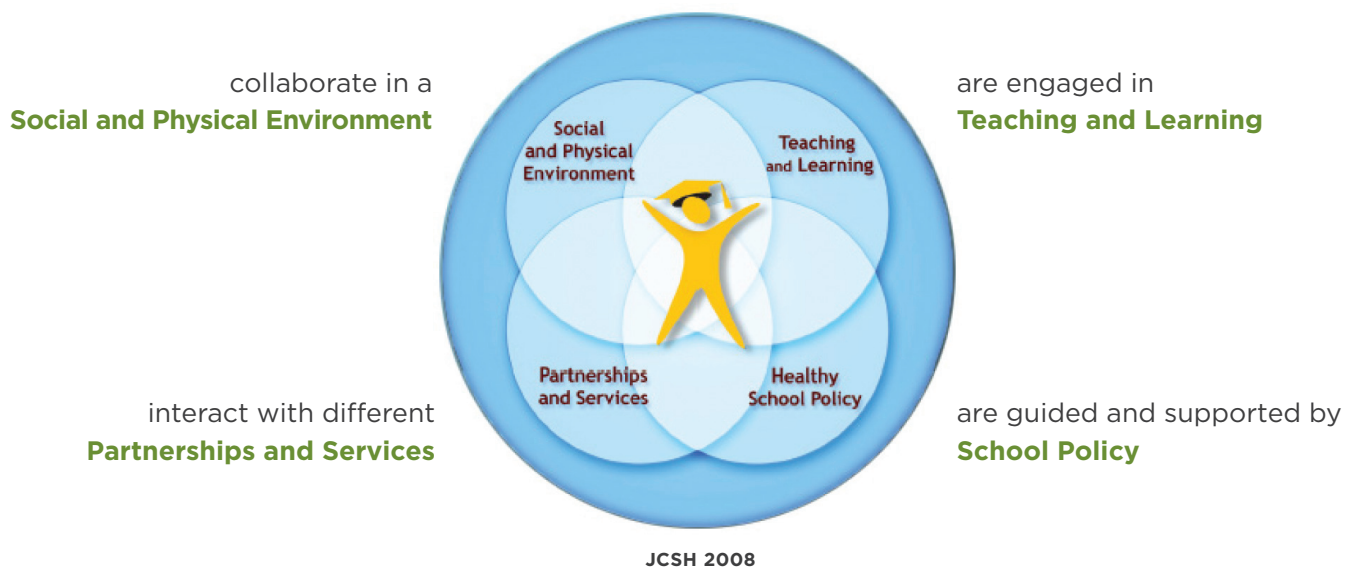
Background

A **healthy school community** embeds a culture of wellness for the entire school community using a comprehensive school health framework to create an **inclusive, collaborative and connected** environment.

A school community uses a comprehensive school health framework to develop a healthy school community, using a whole school approach.

Canada's Joint Consortium for School Health (JCSH) states that CSH is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school wellness in a planned, integrated and holistic way. It is not just about what happens in the classroom. Rather, it encompasses the whole school environment with actions addressing four distinct but inter-related pillars that provide a strong foundation for a healthy school community (JCSH, 2008).

Using a Comprehensive School Health Framework, School Communities...



Please refer to the Joint Consortium of School Health website for further details <http://jcsh-cces.ca>

Why Do We Need a Comprehensive School Health Framework?

A comprehensive school health framework develops healthy school communities. Research has shown that healthy students are better learners. One way to support the health of students is to implement a comprehensive school health framework in school settings.

In the classroom, a comprehensive school health framework helps to improve academic achievement and can increase positive behaviours (Deschesnes et al., 2003). In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life (WHO, 2007).

The World Health Organization (WHO) recognizes the need for education and health to work together to develop a healthy school community.

Addressing Provincial Priority Areas

Alberta has defined priority areas upon which school communities should focus. It is important not to confuse these priority areas with the 4 pillars of a comprehensive school health approach.

Healthy Eating

Although the nutritional requirements of young people vary with age, sex and activity level, all children and youth benefit from a well-balanced approach to eating.

Active Living

Canada's Physical Activity Guide recommends at least 60 minutes of daily physical activity. Promote active living to help children stay healthy and learn better by scheduling active living programs during the school day.

Positive Social Environments to Include Healthy Relationships

Create an environment to support social-emotional learning where every child is physically safe, emotionally secure and psychologically enabled to learn.

Healthy relationships are pivotal in all schools and are a key component of a healthy school community.

Healthy Students Learn Better - Research to Practice

Share the research below to explain why we need to adopt a comprehensive school health framework, then consider how the practice of previous Wellness Fund projects can be used to support a change in the practice in your school community.

	Research	Practice
Healthy Eating Research shows that students who are well nourished perform better in school	Fruit and vegetables consumption and dietary fat intake is important to academic performance. Further, overall diet quality and academic performance are associated with each other. (<i>Florence al. 2008</i>) Improvement of the physical eating environment can lead to an increase in student engagement and attentiveness in the classroom. (<i>Storey et al. 2011</i>)	Consider the whole nutrition landscape when addressing Healthy Eating by: • Making the healthy choice the easy choice by making nutritious food more accessible • Providing non-food rewards • Sourcing healthy vending and change cafeteria offerings • Encouraging healthy choices at celebrations • Organising healthy fundraisers and hot lunch programs • Linking to outcomes in the curriculum and model what is taught
Active Living Research suggests that physical activity improves cognitive performance and academic achievement in children	Physical activity can: • contribute to the school climate by creating a sense of togetherness and acceptance • create positive self-perceptions of competence • create positive body-image perceptions • build social skills such as teamwork, fair play and tolerance • builds self-esteem • reduce the likelihood of smoking and drug use behaviors • improve academic performance (<i>WHO Promoting physical activity in schools: An important element of a health-promoting school, 2007</i>)	Many schools find that daily physical education or opportunities to be active work best when scheduled each day. Consider: • Each student's ability • Using resources within the school and larger community • Allowing students to have a choice in what activities they do • Providing opportunities for brain breaks and student-led DPA activities • Meeting the learning outcomes with alternative activities • Promoting active transportation to schools

Positive Social Environments Research describes significant effects of positive social environments	A healthy psycho-social school environment can enhance the social and emotional well-being of students, making a critical contribution to academic achievement. (<i>Creating an Environment for Emotional and Social Well-being al. 2003</i>) A variety of studies have shown that social- emotional learning programs have led to increased academic performance. (<i>Zins et al. 2011</i>) “A school-wide approach to positive behavior effectively promotes a safe orderly and predictable environment for learning and teaching.” (<i>Supporting Positive Behavior in Alberta Schools, Alberta Education, 2008</i>)	When students feel connected to their school community they have higher levels of emotional well-being. This feeling of connectedness can be especially important during times of stress. Consider: • Establishing peer support and mentoring teams • Ensuring each child is connected to a significant adult • Developing positive transition experiences • Encouraging student voice • Focusing on mental wellness and healthy relationships
Healthy Relationships Research indicates that relationships and social behaviours are linked to school success	Violence, substance abuse and other disruptive behaviours are all linked to student's values, character and academic performance (<i>Fleming et. al.,2005; Malecki & Elliot, 2002; Wentzel, 1993</i>). Engagement in multiple high-risk behaviours (violence, substance use, sex, delinquency) interferes with students school performance and hampers potential for success in life (<i>Centers for Disease Control and Prevention,2008; Dryfoos,1997</i>). Relationships with peers, family and teachers are keys sources of either support or stress in students' lives at school (<i>Murray-Harvey & Slee,2010</i>). Resiliency to high risk behaviours can be fostered through an attachment to a caring adult, independence and competency, high aspirations and effective schools (<i>Dryfoos, 1997</i>).	Provide professional learning opportunities to teachers to support increasing students' knowledge and awareness around identified areas, and utilize peer education or mentorship strategies. Delivery methods vary, but can include: • Play or drama productions • Media campaigns • School posters • Website development (www.free2choose.ca) • Sharing circles • Developing public service announcements • Speaker presentations • Gay Straight Alliance networks • Peer mentoring programs • After school programs

Building Sustainable Practice

In order to sustain any changes made to practice, school communities need to consider how to build capacity within their community by:

- Building skills and knowledge in staff and students
- Communicating that wellness is everyone's responsibility
- Connecting to information, experts and appropriate resources
- Embedding wellness into both the culture and curriculum
- Ensuring everyone understands that healthy students learn better

Build capacity as a wellness setting for living, learning and working using a comprehensive school health framework.

New Education Act

Section 45(8) A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours. p43

Alberta Education states: "A school-wide approach to positive behavior effectively promotes a safe, orderly and predictable environment for learning and teaching. This approach has significant effects within the school community: it creates a positive school culture that students, parents and staff perceive as safe and caring."

<http://www.qp.alberta.ca/documents/acts/s03.pdf>

MINISTERIAL ORDER #001/2013

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How to Implement Comprehensive School Health

Student Voice

Wellness Fund projects have reported that students are engaged more readily in changes to their school's culture when they are leading the change. Providing students with an opportunity to gain greater control over decisions and actions that affect them, creates a sense of belonging and ownership within the school community. Including students' perspectives can help develop their skills to become lifelong learners and allows students to be at the centre of decisions that affect them.

Student voice includes both engagement of students and leadership by students; both are essential but different. Students can be engaged in school-led change either actively or passively, student leadership involves students initiating and leading the change. Student voice is just the beginning of engaging students, but you need to ensure that every student is heard.

Allowing students to share their opinions, talents and passions helps them to flourish and see the potential in others. Student voice should be all inclusive providing opportunities for everyone's opinions and thoughts to be heard creating more meaningful and powerful learning environments.

To see examples from across the province please use the link below.

Link to video: <http://www.wellnessfund.ualberta.ca/en/Videos.aspx>

Some Thoughts to Consider:

- Foster an environment where all students are encouraged to voice their opinion
- Involve students on school and jurisdictional committees
- Engage students in policy creation where they will be directly impacted
- Encourage students to seek out partnerships with local businesses to provide healthy nutrition
- Support student-led partnerships with community organisations
- Facilitate student mentorship opportunities
- Advance wellness through student led and organised health symposia
- Allow students to deliver DPA or physical activity sessions
- Seek student opinion on how to address learning outcomes
- Nurture an interest in the physical environment by allowing students to design the space
- Promote student led after school clubs and activities
- Re-engage the disengaged by hearing their voice

Positive Social Norms

Wellness Fund projects have come to understand that students often perceive their peers may be involved in unsafe practices and feel pressure created by misconceptions and urban myths. Promoting conversations about fact verses fiction can support students in making safe and healthy choices. Utilising confidential surveys about what is happening verses perceptions can provide material for discussions.

Healthy Relationships

Wellness Fund projects have begun to recognise that healthy relationships are pivotal in schools and are a key component of a healthy school community; this is especially true among students considered to be at-risk and without other positive adult interaction. Many issues identified by schools have a relationship element and one of the principal ways to address these issues is to consider relationships between students and adults, and among students themselves.

A focus on healthy relationships can explore a range of issues such as responsible sexual behaviour, self-esteem, boundaries, domestic violence, addictions and/or healthy choices using a comprehensive school health approach. The planning and implementing of activities should rely heavily on student voice and involvement, as students are more readily engaged in work that is led by their peers, particularly with regard to healthy relationship subject matter.

The school community should support responsible lifestyle choices for students and help them to take ownership of their own emotional, intellectual, physical, spiritual and social well-being. By linking to the curriculum, healthy relationships will not become an “add on” but will support students in developing lifelong skills. Links can be made to drama, art, CALM, CTS, HPE, computer technology, biology, religion and language arts, as well as media which supports the exploration of feelings and intuitions through music, storytelling, cinema, film, and video.

Areas Addressed through a Healthy Relationship Focus:

- Setting boundaries - dating violence, forms of assault and the cycle of violence, prevention and intervention strategies for violence, relationship violence
- Impact of technology - sexting, sex and social media, cyber bullying
- Sexuality - LGBT inclusiveness, Inter-gender communication
- Self-esteem - body image, talking to teens
- Connectedness - positive peer pressure, student mentorship and leadership, sense of belonging in school and community
- Addictions - binge drinking, driving under influence, legal implications
- Sexual health and well-being - birth control, sexually transmitted infections

Student Engagement

Studies suggest that in a typical Alberta school about 25% of students are disengaged. This means that school staff need to connect with these students regularly. Every child needs an advocate, someone at school who consistently provides encouragement and whom they can turn to for advice. Research suggests that:

- The percentage of students classified as engaged decreased considerably between Grade 7 and 12
- There are large inequalities in engagement outcomes associated with students' socioeconomic background and First Nations, Metis and Inuit status
- Schools vary considerably in their levels of engagement

- Levels of student engagement are related to 5 key items:

- quality instruction
- teacher-student relations
- classroom learning climate
- student advocacy
- expectations for success

http://www.ccl-cca.ca/pdfs/otherreports/WDYDIST_National_Report_EN.pdf

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five interrelated sets of cognitive, affective and behavioral competencies.

www.casel.org/social-and-emotional-learning/core-competencies

Self-awareness starts with us - Model and act in ways that promote healthy behaviours and relationships among children and youth

Self-Management - create a welcoming classroom environment for all through:

- appropriate tone, actions, facial expressions and body language
- not misusing power to respond to behaviours
- explicit teaching and advice

Social awareness - empathize with the perspective of others from diverse backgrounds and cultures

Relationship skills - establish and maintain healthy and rewarding relationships with diverse individuals and groups

Responsible decision making - through constructive and respectful choices about personal behavior and social interactions

Key Learnings

- Promoting healthy relationships starts with us, as adults
- We need to be aware of our use of power in relationships and the messages we send
- Children and youth need to be taught healthy relationship skills
- Adults are responsible for developing positive group dynamics
- Healthy relationships depend on healthy climates and systems



The Importance of a District/Division Perspective

Projects are reporting that one of the best ways to ensure the sustainability of a healthy school community is to take a jurisdictional approach to creating a culture of wellness. This approach supports the premise that principals, teachers, staff and students can all play a role in infusing wellness both through the curriculum and into the culture of the school community.

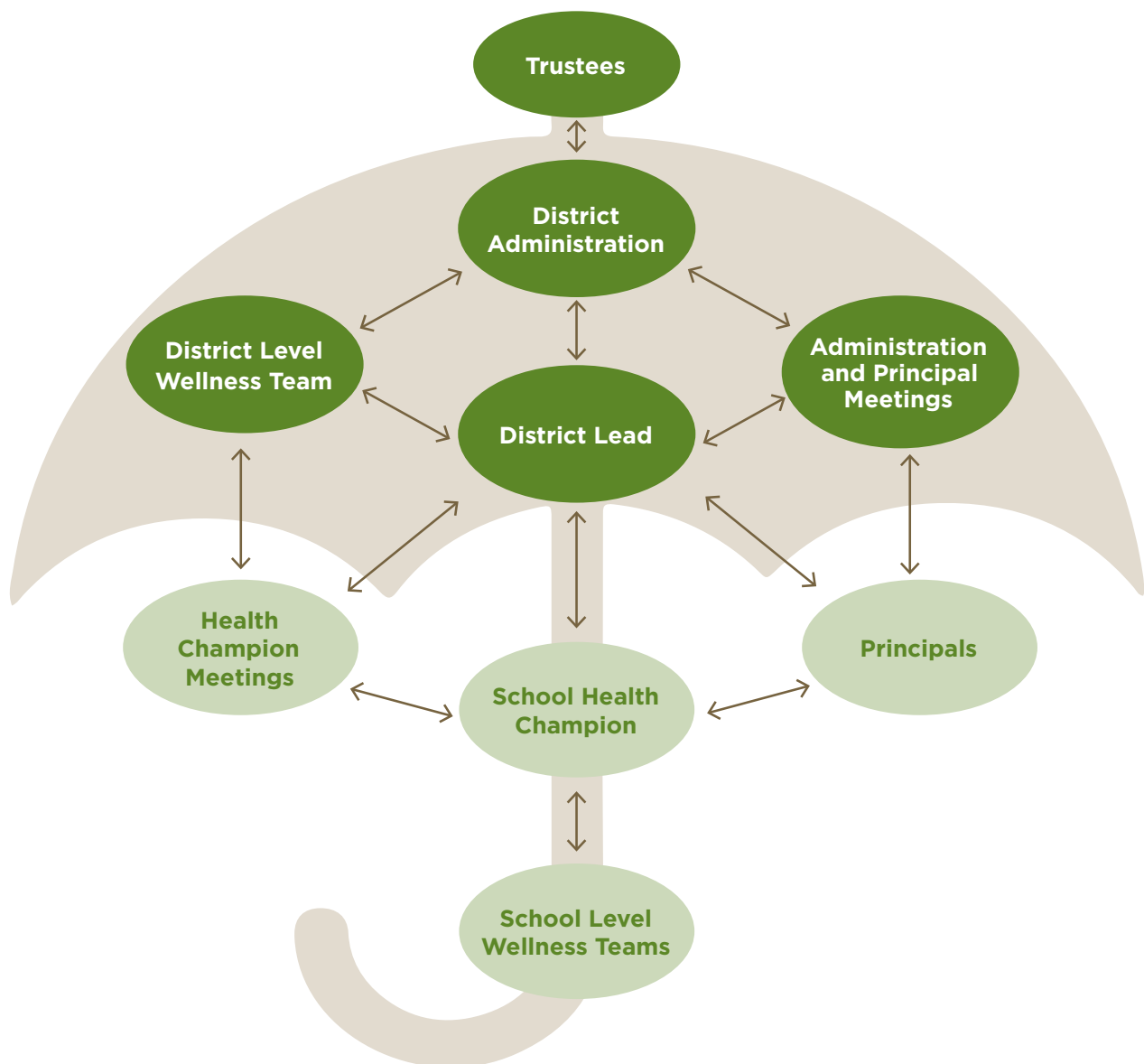
Having an identified health champion at the jurisdictional level ensures that there is a purposeful approach to moving comprehensive school health forward, but as with a school, the work cannot be sustained effectively if there is not a wellness committee or team in place.

What it Can Look Like

The diagram on the right highlights the central position played by a district lead in connecting the work at both the school and district level. It illustrates the need for buy-in from all stakeholders and how the different groups are connected. By developing an 'umbrella' strategy, the district can take a holistic approach while supporting individual schools to address self-identified needs. Some key points to consider are:

- Make wellness part of the jurisdictional strategic plan (refer to page 3.7)
- Ensure the district lead has 'visible' support at the district level
- Complete a scan to identify what is already happening around wellness in each school as well as in the district (refer to page 3.6)
- Use data and research to support direction and achieve buy-in
- Develop committees with volunteers not 'voluntolds'
- Ensure wellness is on the agenda for staff meetings at all levels
- Focus on changing culture and practice rather than making wellness an add-on
- Let change in practice inform policy and consult with a range of stakeholders
- Everyone has a responsibility for Wellness

District Model



A School Perspective

Schools can embrace wellness individually or as part of a jurisdictional comprehensive school health approach. Another way Wellness Fund projects have addressed wellness is to partner with feeder schools; this avoids mixed messaging for students and can be an excellent medium to support transition. In small or rural communities partnerships can be formed between community schools from different jurisdictions.

One of the best ways to ensure sustainability is to create a wellness committee to work with an identified health champion, as the work cannot be sustained effectively if there is not a wellness committee or team in place. The committee should contain a range of stakeholders and partners and should be flexible to allow different people to leave and join depending on the actions or activities being undertaken. Student voice should be a key aspect of the work undertaken and can aid parent and family buy-in.

Complete an assessment to identify what is already being done around wellness and identify the gaps. Use this information to inform your action plan. (Refer to page 3.1)

Accessing local services and forming partnerships with community members and businesses will enhance your project by providing much needed support, resources and expertise. Many of these supports can often be obtained free of charge, provide mutually beneficial experiences and can develop positive community relationships.

Embrace the school council and harness the skills of parents and families to support your wellness initiative. Identify and encourage the keen gardeners, nutrition experts and those interested in wellness to become a part of your culture change. Find a role for all interested family and community members.

Things to Keep in Mind

- Everyone has a responsibility for wellness
- Wellness is not an 'add-on', it is a change in practice
- Embed wellness into the culture of the school by incorporating health as a priority in education plans
- Plan for sustainability not just activities
- Identify where wellness is already in the curriculum and link to real life
- Be purposeful in finding teachable moments
- Make cross-curricular links to enrich the learning and support each other in meeting learning outcomes
- Model what is taught throughout the school
- Ensure wellness is on the agenda at all staff and parent council meetings
- Use your data to identify areas of need
- Take small steps and focus on what is easiest at the start
- Utilise planning tools to record what you want to do and who will be involved

To see examples of cross-curricular practice across the province, please visit:

<http://wellnessfund.ualberta.ca/en/Videos.aspx>

A Process Model that Supports the Development of a Healthy School Community

This 6-step process should be followed when planning and developing wellness initiatives. The process is cyclical and should be reviewed on an on-going basis. (Queensland Government. 2005; *Health Promoting Schools Toolbox*, JCSH 2008)

6. Reflect, Evaluate and Celebrate (refer to 3.5)

Bring closure to activities even as next steps are planned and take time to reflect:

- Were the planned goals reached?
- Review the action plan and record results
- Gather input/data from the whole school community
- Consider what worked and what did not and analyze why
- How were the 4 pillars of a CSH approach impacted?
- Be proud of the achievements and celebrate them

1. Prepare (refer to 3.9)

Careful planning is key – don't lose momentum:

- Identify health champions
- Form a wellness committee with a cross-section of stakeholders
- Plan how to embed the initiative into the culture of the school from the start!
 - Understand that not everyone will be on board in the beginning

5. Implement and Monitor (refer to 3.5)

The more comprehensive the action plan, the easier the implementation will be:

- Hold a launch; let everyone know each time an activity is taking place and exactly what is going to be happening
- Keep open lines of communication between all individuals involved
- Continuously track progress so that amendments or changes can be made to the plan as necessary
- Ensure everyone is aware of any changes being made

2. Create a Shared Vision (refer to 3.7)

What is the ideal situation – what is the project trying to achieve?

- Involve a range of stakeholders
- Consider what a healthy school community should look like
- Brainstorm how the school can become a happier and healthier place to live, work and play
- Be ready to communicate the vision to the school community

4. Develop an Action Plan (refer to 3.1 & 3.8)

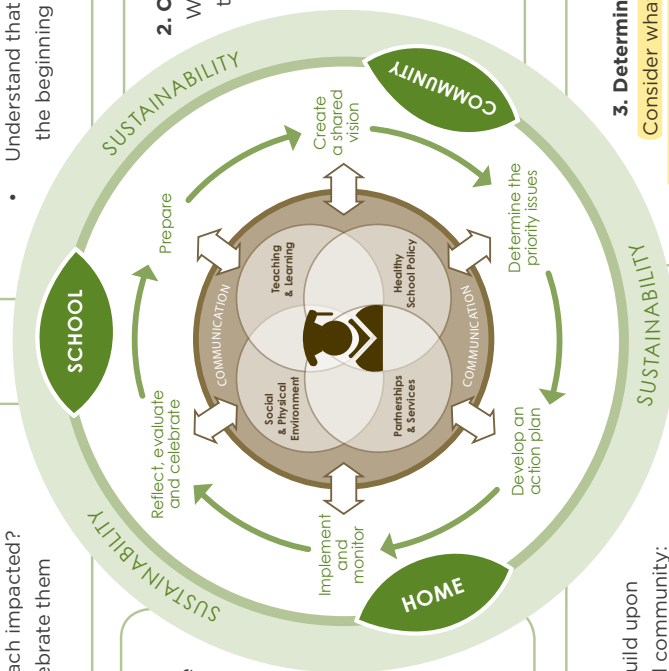
Develop a plan to continue moving forward to build upon the good things already happening in the school community:

- State each identified goal – make it SMART (Specific, Measurable, Achievable, Realistic & Time-related)
- Identify strategies and actions required
- List human and material resource requirements and specify a budget as required
- Specify roles and responsibilities
- Identify links to the curriculum
- Plan to share with the school community

3. Determine the Priority Issues (refer to 3.6)

Consider what has already been achieved and identify which priorities issues to address:

- Use assessment or planning tools such as JCSH or TTFM survey and engage as many stakeholders as possible in process
- Target issues for which there are already resources – start with the easiest priorities to gain momentum
- Communicate the determined priority areas with the school
- Accept that change will take time



Assessing, Tracking, Evaluating and Reflecting

Wellness Fund projects have recognised the importance of using evidence to inform practice. Assessment, tracking, evaluation and reflection can provide school communities with a structured plan for moving forward.

Assessment can help identify the current situation and highlight areas of need, providing an organised and thoughtful approach to addressing wellness in the school community. It can also:

- Help with the decision-making process on what actions to take
- Help increase support for change and engage stakeholders in a prioritisation process
- Identify strengths and what is already being accomplished
- Provide a means by which progress can be measured and demonstrated over time

Schools and districts already have a large amount of student and school data, such as the Accountability Pillars, TTFM surveys, etc., which can be accessed to inform an assessment.

Tracking ensures that the goals identified in the action plan are addressed. Tracking identifies the purpose, actions, method and impact of the activities undertaken and can be used to inform both the direction of the project and its evaluation, as well as to provide updates on your project in newsletters, staff meetings, parents council meetings and through announcements.

Evaluating provides the information needed to make judgements about the project and improve its effectiveness. It also informs decisions about future direction. Evaluation provides information about:

- Relevance of the project to the community's needs
- The operation, strengths and weaknesses of any actions or activities
- Attainment of goals and objectives
- Issues and impacts

Reflecting brings closure to activities and informs future direction and next steps. It encourages:

- Review of actions and results
- Feedback from the whole school community
- Analysis of what has worked and what was not successful
- Consideration of how the 4 Pillars of CSH have been impacted
- Informs next steps

Tools available to support this process can be found at the links below or on the following pages

- Joint Consortium for School Health <http://www.jcsh-cces.ca>
 - Foundational Module
 - Mental Health express Module
 - Healthy Eating
 - Physical Activity
 - Tobacco
- Tell Them From Me Surveys <http://www.thelearningbar.com>
- Tracking Tool (below)
- Rubric <http://www.albertahealthservices.ca/csh.asp>

What Can I Track?

This sheet works together with the “Tracking Table” (refer to pages 3.4 - 3.5) to give you some ideas of what you can track in your school, how you can track it and where you can record the information. The information you gather can be used in school newsletters, staff meetings, announcements or parent council meetings to monitor your progress and help you celebrate the successes in your healthy school community!

1

FIRST, THINK ABOUT WHAT YOU MIGHT ALREADY BE TRACKING...

Does your school record when a student is late? Absent? Disciplined? Or perhaps your school has a reward system for good behaviour? Take a minute to think about what tracking systems your school already has in place.

2

HERE ARE SOME IDEAS FOR TRACKING NUMERICAL EVIDENCE/IMPACTS:

Remember to only track information that you plan to use – don't go too crazy! Begin with the end in mind...

- Volunteers (numbers, hours)
- Partnerships (with local community, businesses, other schools)
- Late/Absences
- Behavioural Incidents
- Rewards program
- Academic achievements
- PD session attendance
- Equipment sign out
- Food sales

3

ANECDOTAL AND TESTIMONIAL EVIDENCE/ IMPACTS

Have you noticed a difference in behaviour since the changes have been made? What are the students saying? Staff? Parents? Have they noticed any changes in the school community? Don't know? Ask them!

Have you noticed a difference in...

- Attentiveness/concentration
- Behaviour
- Cooperation/teamwork skills
- Leadership skills
- Morale (student and staff!)
- Sense of belonging
- Cohesiveness
- Sense of ownership

Essential Elements to Develop and Sustain a Healthy School Community

Through a series of focus groups, Wellness Fund projects from across the province have provided evidence for elements that, they perceive as essential for success when developing and sustaining a healthy school community. The identified essential elements can be broken into two categories:

Resources and **Buy-In**.

Resources

- Funding
- Human Resources
- Time
- Professional Development
- Physical Resources/Equipment
- Policy

Buy-In

- School District/Board
- School Principal
- Teachers/staff
- Students
- Parents/Family
- Community
- Province

Resources are foundational to facilitate the work of creating and sustaining healthy school communities. Funding is not always a requirement as many resources can be obtained through community partnerships and activities can be undertaken for little or no cost. The most significant element is time, as people need time to develop the skills and knowledge to effectively implement a comprehensive school health framework and it takes time for sustainable change to occur.

Buy-in: Initiatives to support the development of healthy school communities are more likely to be successful when there is engagement from all stakeholders. Begin with those interested and motivated and strategize ways to engage other stakeholders.

To view examples from across the province please go to the video link below.

Video link: <http://www.wellnessfund.ualberta.ca/en/Videos.aspx>

Also see Wellness Fund journal article:

Developing and Sustaining a Healthy School Community:

Essential Elements Identified by Health Champions

<http://hej.sagepub.com/content/early/2014/07/17/0017896914541818.full.pdf>

Wellness Policies

Many school communities in Alberta are creating and implementing policies and procedures designed to improve the health and wellness of their school community. Policy, in a healthy school community setting refers to the management of practices, decision-making processes, rules, procedures and regulations at all levels that promote health and wellbeing, and shape a respectful, welcoming and caring school environment.

While policy is not essential, it can help create sustainability by ensuring that practice becomes embedded within the culture of the school community. The most successful way to develop policy is through consultation with all stakeholders; a top-down, bottom -up approach is more likely to achieve buy-in especially when policy is created from practice rather than by dictating policy. Any policy should be supported by an Implementation Plan to ensure the following is in place:

- communication plan
- monitoring system
- appropriate resources

Follow this link for examples of wellness policies in Albertan school jurisdictions.

www.wellnessfund.ualberta.ca

Once the importance of a healthy school community is recognised, the process of developing that community can begin using the comprehensive school health framework. This framework is more effective when the perspective of both district and school is considered, and can be guided by using the process model outlined below.

3

Tools to Support Comprehensive School Health

Action Plan & Tracking Tool

PROJECT NAME:													
PROJECT TEAM MEMBERS:													
KEY GOALS, ACTIONS & ACTIVITIES All Goals should be SMART Specific, Measurable, Action oriented, Realistic and Time limited E.g., By May 2012 to reduce behaviour-related incidents during recess by 30% amongst elementary students through the implementation of the Positive Playgrounds Program ACTIONS & ACTIVITIES: List the actual actions or activities that will take place to achieve you goals.		Who will run/organise the activity?		Who is responsible for each information gathering step?		What information gathering strategies will you use to determine whether or not you have achieved your goals? <i>Include any assessment e.g., JCSH Healthy School Planner, evaluation, tracking tools, surveys, informal interviews, observation, focus groups, comment boxes, etc.</i> Be selective with the information you gather to ensure you are providing evidence that the GOAL has been met		When will you gather your PRE & POST information? Gathering information at the beginning and end of your project will help you determine if any change you see in the target population is a result of your project		What are the results of your information gathering strategies? Include specific changes measured. E.g., "The Healthy School Planner showed that we can improve our eating environment by increasing involvement by students and parents in planning", "There were 20% fewer behaviour-related incidents during recess by end of project"		What learning has taken place and/or what changes have been made?	
		NAME		NAME				PRE		POST			
Goal 1:													
Date	Actions & Activities												
Goal 2:													

Pillars and Indicators: The Characteristics of a Healthy School Community

The table below provides examples compiled from participants at the Shaping the Future Conference 2013 which support schools in identifying characteristics of a healthy school community within the 4 pillars of comprehensive school health.

Social & Physical Environment	Definitions of the Pillars of Comprehensive School Health	Indicators of a Healthy School Community
Social	• The culture within the school community • The quality of relationships among and between staff and students in the school community • The sense of belonging and connectedness within the school community • The emotional well-being of students and staff • Relationships with families and the wider community	• Successes are celebrated and published/shared with the community. • Positive social interactions are visible. • There is an accepted culture of wellness in the school. • Language used is inclusive and supportive. • The school community promotes a sense of belonging, safety and lifelong learning. • There is evidence of student character building, including respect, acceptance and empathy. • All stakeholders within the school community are engaged co-creators and take ownership of the healthy learning environment. • Avenues are provided to nurture the mental health of individuals and the “wellbeing” of the school community. • Students are engaged and take leadership roles to increase the sustainability of wellness initiatives moving forward. • There is a decrease in negative behaviours.
Physical	• The buildings, grounds, play space, and equipment in and surrounding the school and school community • Available choices that affect health and wellness • Basic amenities such as sanitation and air cleanliness	• Healthy practices are visible to people outside of the school community. • Values and mission statements involving wellness are displayed. • Visual campaigns on health topics are displayed throughout the school community with student participation in the making of signage, stickers and posters. • Visible healthy food choices are made available and students consistently come to school with healthy lunches and snacks. • Facilities are safe and cared for. • Children are awake, alert, and not hungry during school. • Children are engaged in their learning and attendance rates are high. • Lots of physical activity can be seen happening at regular intervals • Existence of indoor/outdoor spaces encourage

Teaching and Learning	- Resources, informal practices, activities and provincial/territorial curriculum where students gain age-appropriate knowledge and experiences, helping to build the skills to improve their health and well-being. - Opportunities for staff to build knowledge and develop skills to support and influence change that improves the wellness of the school community	- Adults that enter the school building model positive behaviour in all three provincial priority areas. Positive impacts on educational outcomes are demonstrated. - Learning experiences are engaging and enjoyable for the whole school community. - Students are leaders and help drive programs and activities. - Teachers are provided with professional development around wellness. - Consistent messaging is used, and the importance of health is conveyed to staff, students and parents.
Healthy School Policy	Practices, decision-making processes, rules, procedures and regulations at all levels that promote the health and wellbeing of all members of the school community	- Wellness is always on the agenda and included in school and district plans, values and mission statements. - A holistic view and approach to wellness is taken which includes staff wellness. - The school culture is accountable to following wellness practices including active living, healthy eating and positive social environments. - Wellness initiatives foster positive educational outcomes. - There is policy in place to support wellness, and data is used to inform the decision making process.
Partnerships and Services	- The give-and-take relationships between the school, the students, their families and the wider community - Supportive working relationships within schools (between staff and students), between schools, and between schools and other community organizations and representative groups - Health, Education and other sectors working together to advance school community wellness - Community and school based services offered to assist in the promotion of student, staff and community wellbeing	- School community needs and gaps are met through partnerships involving multiple organizations. - Strong partnerships with outside agencies are established and fostered, with evidence of community engagement and buy in.

Tracking Table Example

Below are some examples of what to track and how to record the impact on your school community.

Purpose (Why are you doing it?)	Actions & Activities (What are you doing? When?)	Tracking Method (How will you measure the impacts?)	Impacts (What has changed as a result?)	Testimonials (What are people saying? What have you noticed?)
As a rural school with long bus commutes children are hungry by the time they get to school – even if they have eaten	Introduce a school breakfast program (every morning before class)	- Teacher observation - Observation of numerical data - Track and record food consumed weekly	- Students are no longer hungry and are more attentive in class in the mornings (anecdotal) - A partnership with a local grocery store has been established and our school receives a 10% discount on bread and cereal (numerical) - Students eat 15 loaves of bread and 10 boxes of cereal per week (numerical)	“Now that the kids have something to eat before class, I find them to be less fidgety and restless.” - Grade 3 teacher
Students are inactive during breaks, mostly sitting and talking or using handheld devices	Organize an intramural program (M,W,F @ lunch)	- Teacher observation - Student observation - Track and record signup sheets or attendance to events	- Students are playing organised games at lunch (anecdotal). - Students from different grades are playing together (anecdotal). 30% of the student population have signed up for intramurals held at lunch (numerical)	“It’s fun because we have floor hockey tournaments at lunch now, and you know, everyone really gets into it. Like, from every grade even. We all play.” - student
Staff have been feeling consistently stressed at school	Offer staff yoga classes (every other Wednesday after school)	- Staff feedback – either verbal or written - Staff feedback – either written or verbal - Track and record signup sheets or attendance to events	- Staff feel valued and appreciated (anecdotal) - Staff report feeling calmer and having more patience in class with their students (anecdotal) 70% of staff have been attending the weekly sessions (numerical)	“Since we started having yoga classes made available to us, I’ve felt much more relaxed at work and have enjoyed having the time to bond with other staff members.” - Staff member
Teachers want to embed wellness throughout the curriculum	Develop a school garden	- Teacher observation - Teacher observation - Student and staff observation	- Students are learning about nutrition and science as well as being active by being part of creating and maintaining the garden (anecdotal and numerical) - Students are learning personal and social responsibility (anecdotal) - The physical environment has been improved due to the plants in the 12x12 garden and the 5 flowers boxes (anecdotal and numerical)	“It’s neat to see where food actually comes from, because when we buy food now it’s always in cans or packaged, you know? I like eating the food fresh from our garden.” - student

Tracking Table

Purpose (Why are you doing it?)	Actions & Activities (What are you doing? When?)	Tracking Method (How will you measure the impacts?)	Impacts (What has changed as a result?)	Testimonials (What are people saying? What have you noticed?)

District Healthy School Scan

What activities are your schools already doing to create a culture of wellness .Consider how these activities can be linked to curriculum or learning outcomes to develop sustainable change.

School Name	Healthy Eating	Active Living	Positive Social Environments
School Name A	- Breakfast Program - Healthier choices in vending machines - Celebrate "Nutrition Month"	- Daily PE - Intramurals - Activities during assemblies - Brain Breaks	- Active School Council - Celebrate student & staff birthdays - Principal to recognise good behaviour and citizenship
School Name B	- Fresh Fruit Fridays - Healthy Snacks - Nutrition Bulletin Board - Healthy Eating Announcements	- Walking Club - Jump Rope for Heart - Public Swimming - Running Club/Archery Club	- Citizenship assemblies - Music performances in the community - Community picnic - Volunteer Appreciation Lunch - School Grounds Clean - up
School Name C	- No pop, no energy drinks - Healthy diet – component of health curriculum in junior high	- Gym open every day at lunch for students - Inclusive extracurricular intramural program	- Lunchtime clubs - Student led assemblies - Buddy Reading - Pre-Exam Stress Busters
School Name D	- Canteen follows AHS Nutrition Guidelines - Only water sold in vending machines - Farm to school project	- New programming such as outdoor ED - School dances - DPA Bins	- School Talent Shows - Theme days/Smile Days - Teachers role model healthy behaviours - Peer Mentorship – link between junior high and elementary

Health and Wellness Strategic Plan

Make wellness part of the jurisdictional strategic plan

Date:

Vision:

Outcome	Target(s)	Strategies	Who	Expected Results	Timelines
Over the next 3 years, what are the positive and meaningful changes that we hope to see in our school division?	Who are our activities intended to reach?	Which of your current activities will help you realize this outcome? Are there other activities/broad strategies that need to be doing for this outcome? CHECK: Do the activities fit the Outcomes?		We will know we have reached our goal when we observe...	When will we do those measurements?
Outcome #1 Divisional Coordination					
Outcome #2 Staff will strive to be positive role models with healthy eating, active living and positive relationships.					
Outcome #3 Focus on Nutrition/Healthy Eating					
Outcome #4 Encourage active lifestyles in and outside of school					
Outcome #5 Creative positive social environments - relationships					
Outcome #6 Have a coordinated approach to engaging community partners					

Activities and Actions within the Pillars of a Comprehensive School Health Framework

This table highlights some of the activities and actions completed by Wellness Fund Projects

PILLARS OF A COMPREHENSIVE SCHOOL HEALTH APPROACH					
Healthy School Policy		Partnerships & Services	Teaching & Learning	Social Environment	Physical Environment
Healthy Eating Initiatives 	- Foods and beverages sold are consistent with the Alberta Nutrition Guideline - Prohibit energy drinks and pop on school grounds - Students are consulted and engaged in writing a nutrition policy	- Connect with a dietitian to make informed food related decisions - Invite grocery stores and restaurants to sponsor a food program - Seek out local partnerships with grocery stores for healthy food fundraisers	- Incorporate healthy eating knowledge into subjects such as science and math - Provide PD opportunities for staff members to gain information on healthy eating	- Consider a breakfast program which provides opportunities for students to interact with each other - Facilitate a sense of ownership by students and other school community members by seeking their input into changes to the school environment that facilitate healthy eating options,	- Grow a vegetable garden - Provide equipment that supports healthy breakfast/lunch programs and cooking clubs - Include healthy options in food menus and offset the cost by raising the prices of less healthy options - Replace vending machine offerings with healthy choices
	- Commit to DPA for every student and facilitate DPA related training for all new teachers - Prioritize Physical and Health Education in timetables	- Connect with community centres to increase opportunities for active living - Utilize the school's existing infrastructure and open it up to the school community after learning hours	- Create non-instructional time active living opportunities and incorporate teachers - Provide PD opportunities to enhance DPA and Physical and Health Education	- Incorporate students into fundraising initiatives to create a sense of ownership - Create activity options that increase the diversity of alternatives to team/traditional sports - Encourage opportunities for students to plan and implement intramurals	- Create an equipment sign-out program for evenings and weekends - Facilitate recess activity with tarmac markings - Provide easy access to DPA bins
	- Implement a social-emotional curriculum (eg. The Fourth R) and support on-going training for the school community - Instill a sense of belonging and connectedness among staff, students and families	- Partner with the local seniors home to create a reciprocal mentoring program - Partner with the larger community to support anti-bullying initiatives - Invite families to participate in the classroom	- Integrate social issues into Physical and Health Education, CALM and leadership curriculums - Provide staff training to promote and support positive social environments	- Form peer support groups and cross grade mentoring groups - Create and support leadership classes - Form a wellness committee that incorporates members from the school community	- Use gardens and socializing areas to promote positive interactions between school members - Utilize artistic talent to create murals and art installations in the school
WELLNESS PRIORITIES					
Positive Social Environments Initiatives 					
Active Living Initiatives 					

Parent and Parent Council Ideas

Projects have reported on how their parents are key stakeholders in their children's education and should be actively included in wellness initiatives.

Parents/ Parent Council	Healthy School Policy	Partnerships & Services	Teaching and Learning	Social Environment	Physical Environment
	- Ask questions and encourage your school or division to develop policy - Be part of the policy development process - Research existing school and/or district policies in the province and present applicable ideas to the committee - Work to ensure that all stakeholder voices are represented and heard during the policy development process - Ensure that policy is followed during parent council sanctioned events	- Become a member of the school Wellness Committee or school community action groups - Use your own network to link applicable people or businesses with the school - Link community league activities with the school - Participate in the local Healthy Active School Symposium (HASS) - Facilitate relationships between the school and local seniors	- Offer your skills as a teaching resource - Support extracurricular activities - Participate in school wellness events - Participate in take home wellness initiatives - Share your cultural diversity in the school through healthy food and physical activity (such as cultural dance)	- Host healthy fundraisers - Create a healthy hot lunch program - Be a good role model: pack a healthy lunch, walk your child to school, model healthy behaviour at home, encourage unstructured play and physical activity - Organize a "Walking School Bus"	- Participate in the creation of a community garden and invite community members - Work with the school to beautify the grounds by painting murals, planting shrubs and flowers or organizing a cleanup - Support improvements to play areas such as painting tarmac games on sidewalks - Donate (gently used) equipment your children have outgrown

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