

Growing Health Promoting Schools

CSBA Congress 2015

July 4, 2015

WELCOME!!

Please head over to the Graffiti wall and share:

What does student well-being
look like in your schools?

#HPS #CSBA2015



@HPSProgram



Health Promoting Schools Program

Growing Health Promoting Schools

*“Health is a state of complete physical,
mental, and social well-being and not merely
the absence of disease or infirmity”*

~World Health Organization

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School board trustees identify
safe and caring schools as priority in study

“School Boards Matter”

- Sheppard, Galway, Brown & Wiens 2012

Growing Health Promoting Schools

I belong to a Health Promoting School



Anita Verlangen, HPS Program Coordinator,
Saskatoon Health Region

Clavet Students

Flo Woods, Director of Programs, Saskatchewan
Ministry of Education

Sandi Urban-Hall, HPS Project & KDE Coordinator

What is HPS (Health Promoting Schools)?

- Whole school approach
- Students, teachers, parents, school staff, community groups
- Collectively identify key priorities for improving learning and health



HPS: Evidence-based

- Physical activity, healthy eating and positive mental health programs using HPS model are the most effective at changing health behaviours of school children (WHO 2006).

International Union for Health
Promotion and Education –
Achieving Health Promoting Schools



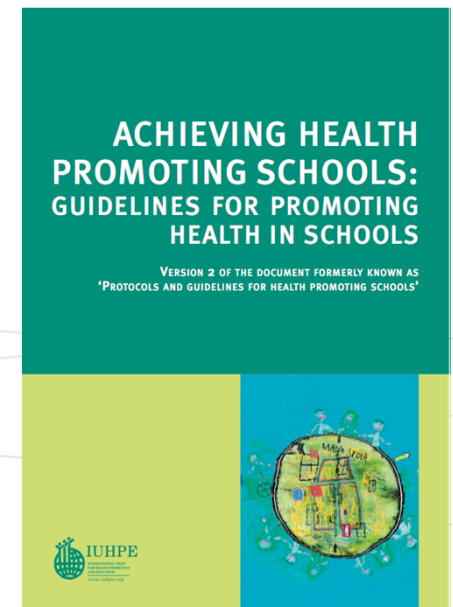
Physical Activity



Positive Mental Health



Healthy Eating



HPS Framework

- Social and Physical Environment
- Teaching and Learning
- Partnerships and Services
- Healthy School Policy



Adopted from the Joint Consortium for School Health

History of HPS

- Partnership with four school divisions
- Facilitators are public health nurses aided by engagement facilitators/community builders
- 20 SHR schools involved: 6 rural, 14 urban
- 8 IH schools: urban, remote, independent FN, CSF
- Schools invited to the program are complex needs schools
- Currently in Phase II of funding from the Public Health Agency of Canada's Innovation Strategy for Achieving Healthier Weights (4 years of funding)

The Importance of School Context

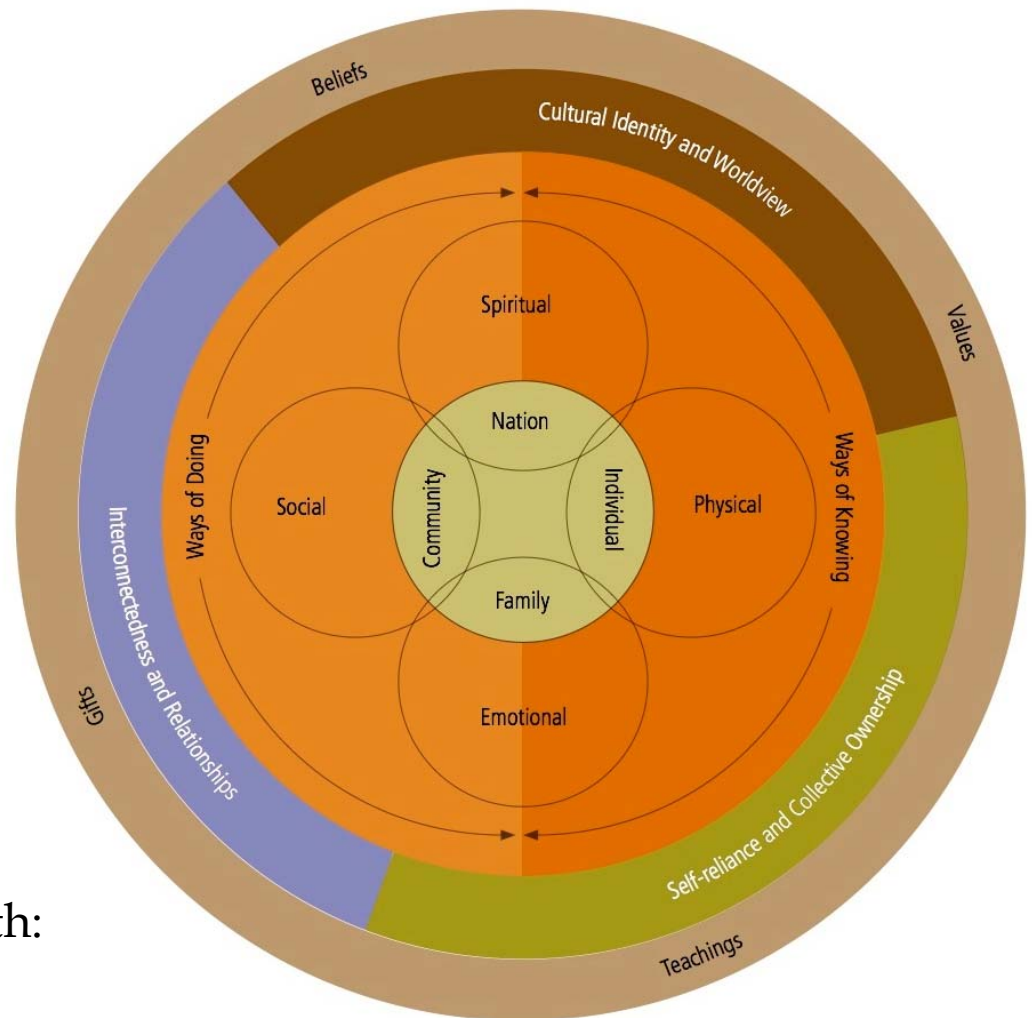
- Grassroots approach
- Focus on the needs and assets of each school
- How best can health be integrated into how a school does business?



Indigenous School Health

Cultural Adaptations

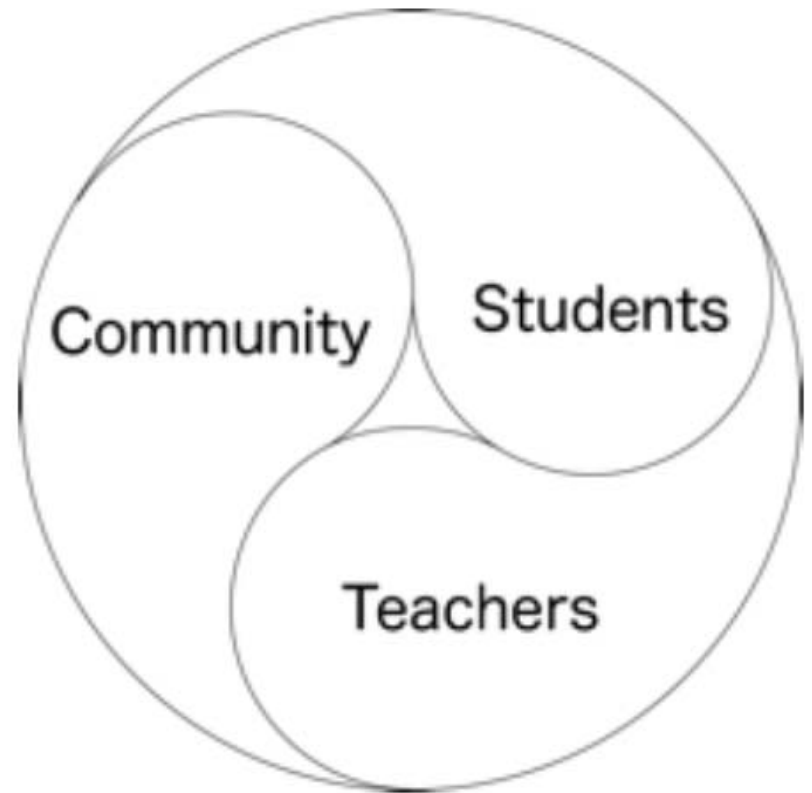
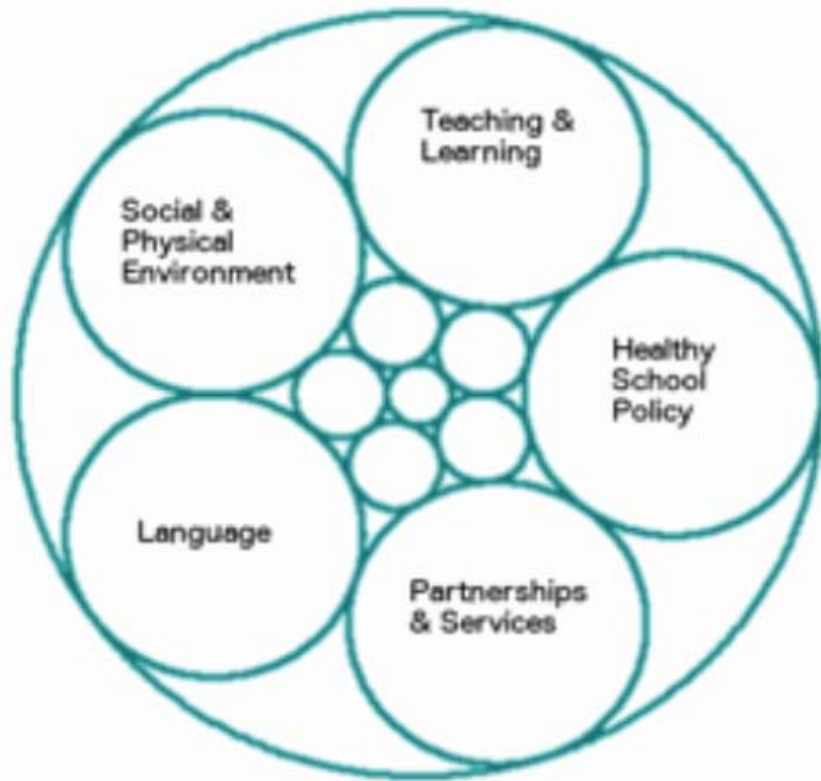
Indigenous School Health: Framework



A Framework for Indigenous School Health:
Foundations in Cultural Principles
NCCASH

An Example: Haahupaayak

How Culture Shapes HPS



Our overall goal is to develop a culturally- sensitive learning environment that embraces an ongoing promotion of health and wellness at its foundation.

Key Components of a Culturally Responsive HPS Program



- Traditional languages
- Incorporation of important ceremonies
- Relationship with students and families is key
- Strengthen relationships between students and families
- Acknowledge the effects of colonization
- Create welcoming environments for all students
- Create welcoming environments for parents and caregivers

Key Components of a Culturally Responsive HPS Program

- More traditional forms of physical activity
- Community-driven initiatives
- Health and body not separate from the land
- Inclusion of spiritual health
- Focus on diversity
- Involvement of Elders
- Cultural competency training for staff



Saskatoon Examples

Culture and Mental Health

Outcome(s): Describe what the Health Promoting School Program is aiming to achieve (Specific, Measurable, Achievable, Relevant, and Time-based) in the health focus

"To Create a school climate for all stakeholders that promotes positive self-identity, community connectedness, and authentic engagement."

Target one or two outcomes:

- ✈ *(Belonging): Vibrant kokum's group with regular attendance and engaged participation*
- ✈ *(Mastery): By the end of the school year, school attendance will indicate that we are above community school attendance rates*
- ✈ *(Independence): We will see an increase in students' ability to engage in classroom regulation*
- ✈ *(Generosity): Develop youth leaders that can develop positive initiatives for themselves, their community, and the world around them*



Saskatoon Examples

Culture and Mental Health

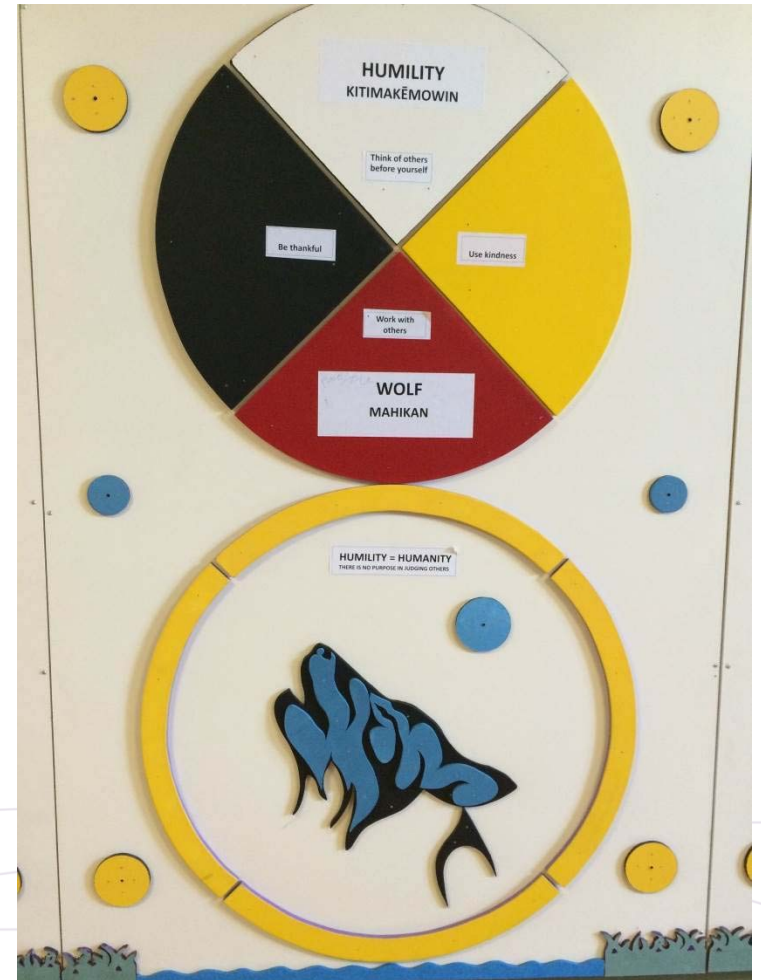
+Health Focus:

Comprehensive School Community Health Pillars	Existing Actions that support Comprehensive School Community Health	Actions (one or two) that build on existing actions (The current best and promising practices at your school)	Data	How are/will youth be engaged? (targeted & measureable)
Effective Healthy Schools include action in each of the four foundations.	What would your school like to continue, enhance, and revise to address health in a comprehensive manner to support your school goal? (Current best and promising practices)	What actions will lead to your goals? Please provide a brief description of action(s) now and possibly additional actions (event, activity), if needed.	Identify indicators that can be measured to indicate success.	How will youth be involved in planning, organizing, leading, assisting and providing feedback?
Social and Physical Environment (Belonging)	<i>Kokum's group Bi-monthly assembly</i>	<i>-Create display case to celebrate students' engagement in the circle of courage -Facilitate/increase opportunities for kokum's group</i>	<i>At year end , facilitate group discussion to gauge feedback</i>	<i>-connect <u>kokums</u> with students -engage youth during assemblies</i>



Saskatoon Examples

Culture and Mental Health



Saskatoon Examples

Culture and Mental Health



Saskatoon Examples

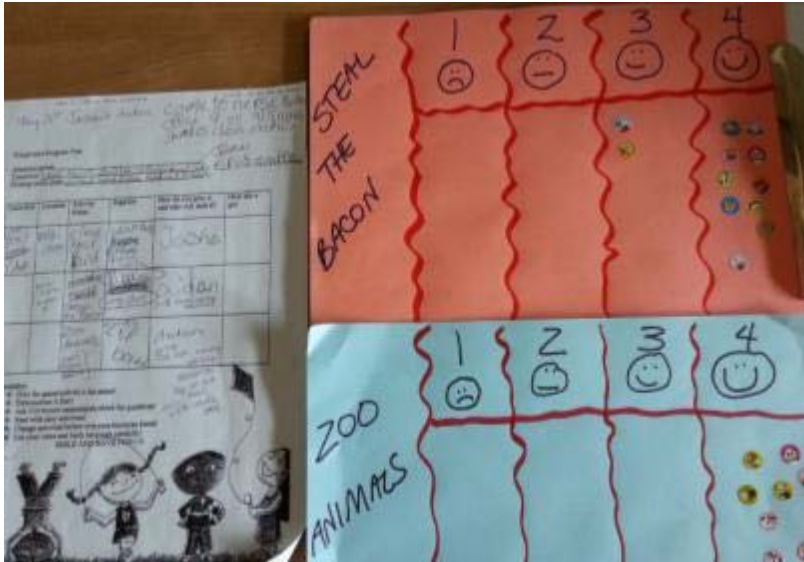
Culture and Mental Health

- Student leaders create their own lesson about the Grandfather teaching (grade 7/8) in student advisor groups
- Groups carry out a “give back” project of their choice to help foster citizenship and team work
- Teaching is showcased at an assembly through a skit, song, dance, or activity of their choice.



Physical Activity in Rural & Remote

The Importance of Partnerships



School Examples: Healthy Eating Needs in Rural



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Clavet Composite



Mindless Eating

Clavet School Nutrition Program

May 2015

Good nutrition supports healthy learning!!

Free smoothies made with yogurt, fresh fruit and juice were available for all students on May 6th thanks to the generous donations of the Stonebridge Co-op.

CO-OP Sponsorship Appreciation Day...

...and Nutritious Snacks

...sandwiches, Caesar salad, nachos, chocolate milk and various other snacks are available daily to students for \$2 for \$1 at the Cougar Nation Fuel Up.

Grade 2C Poster

Grade 2C class created a special Thank-You poster for the Stonebridge CO-OP for their ongoing support of the Clavet Nutrition Program featuring student self-portraits on paper plates.

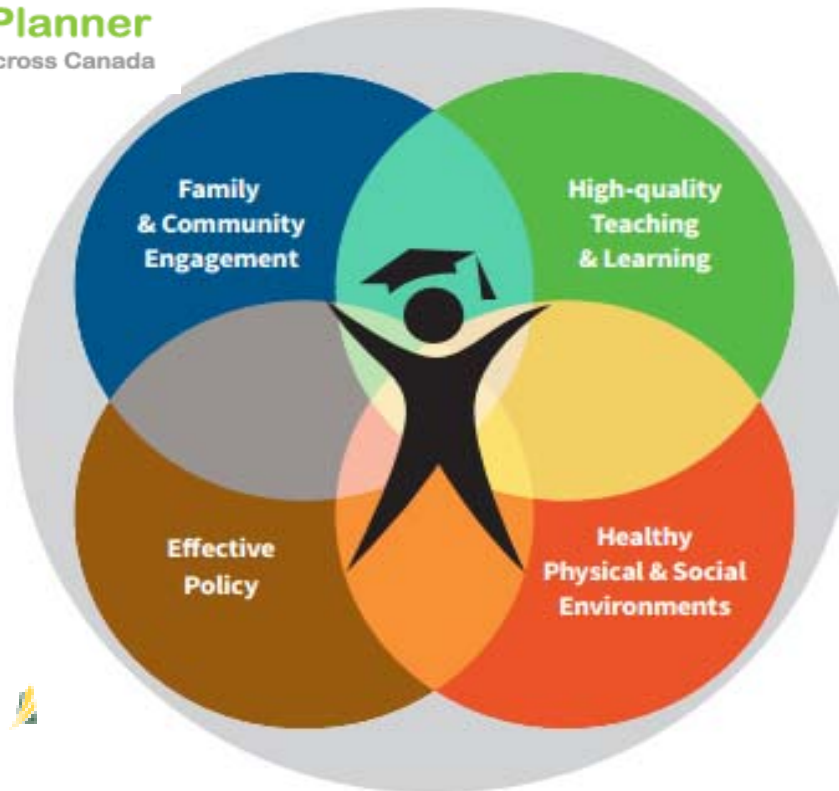
CSCH – HPS

(same principles)

JCSH Healthy School Planner
Building Healthier Schools Across Canada



 **Student First**



<http://www.education.gov.sk.ca/comprehensive-school-community-health>

CSCH - HPS

(different words/same meaning)



Why?

- Better Health = Better Learning
- Encourages student voice
- Invites families and community members into the life of the school

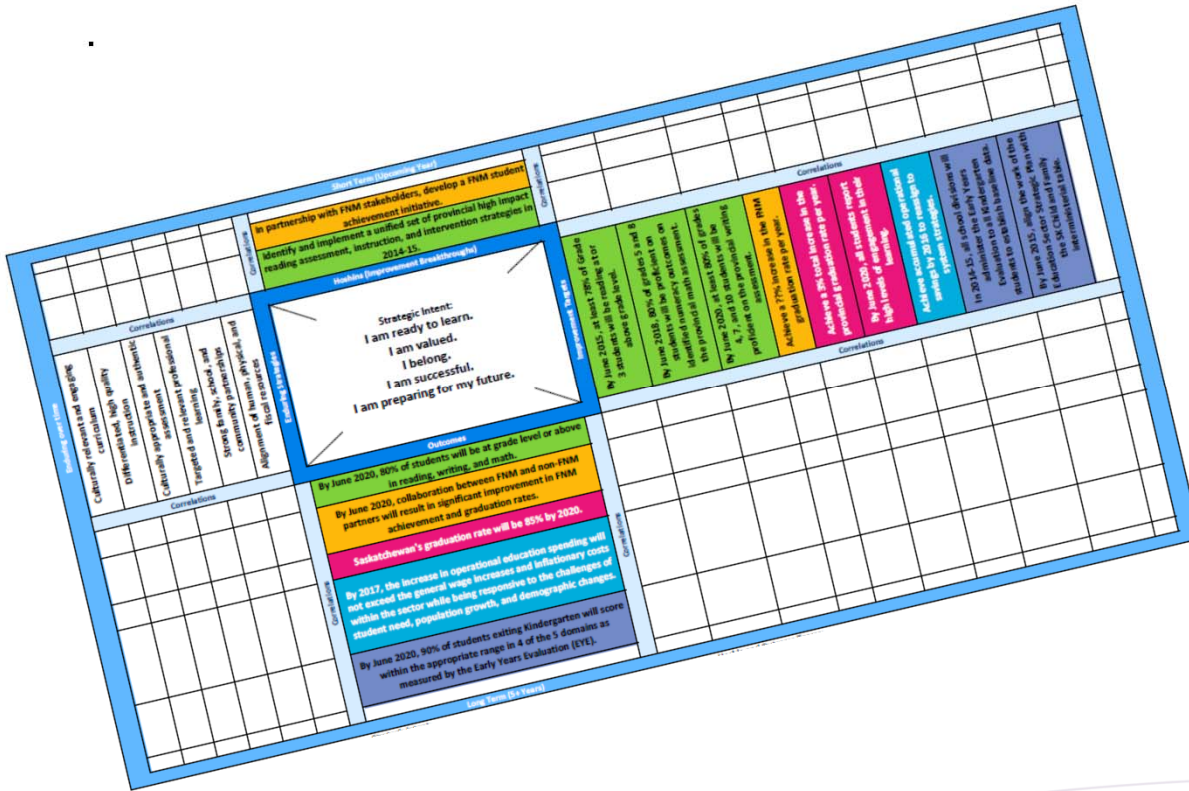
What?

- Curricula and related resources
- Access to and support of healthier options
- Welcoming, caring and inclusive environment;
- Align resources to promote well-being
- Policy documents to promote safety and well-being
- Evidence

How?

- Whole School - Community Approach
- Leadership
- Education & Health work together
- Strategic planning, continuous improvement and a plan for sustainability

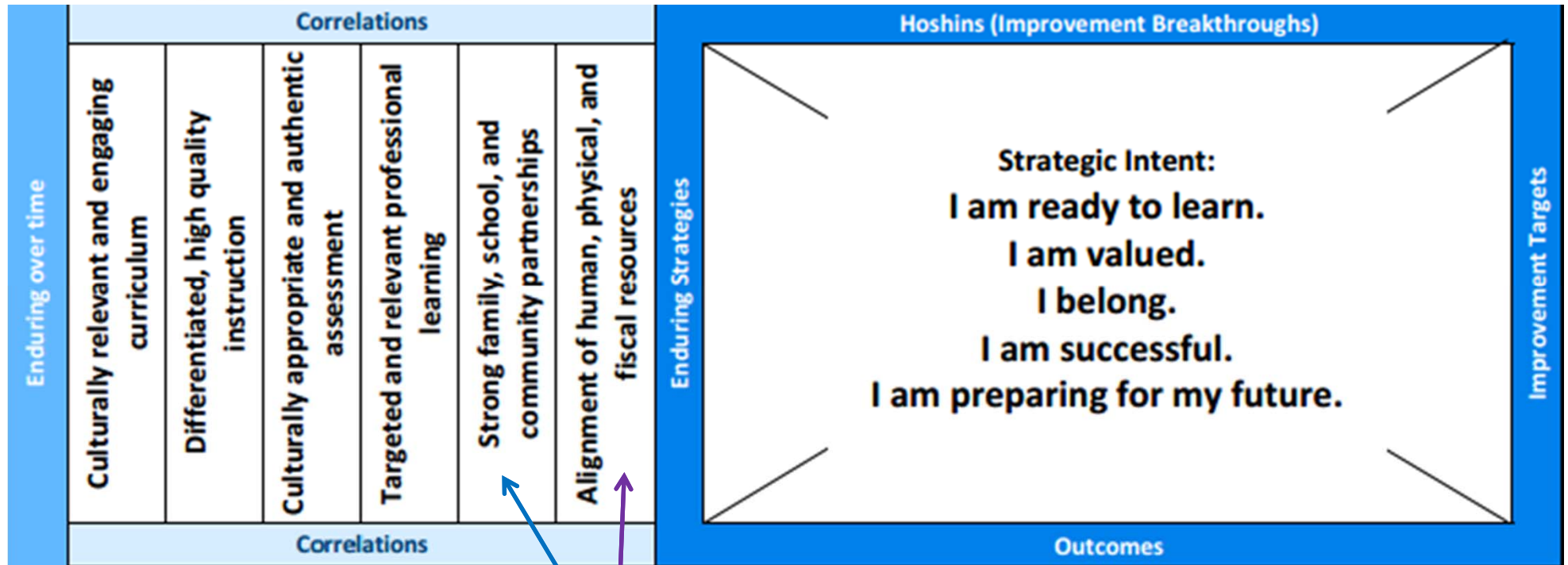
CSCH – HPS



Ministry of Education
Education Sector Plan
School Division Plan
School Plan
HPS Action Plan

Health Sector directions (4 Betters)

CSCH - HPS



How does CSCH - HPS support the outcomes in
The Education Sector Plan?

CSCH - HPS



Health Promoting Schools is a comprehensive partnership built on relationships, shared vision and leadership, cultural responsiveness, and student/community centered engagement. Working together we create conditions that support opportunities for all students regardless of where they live or their personal circumstances to learn, feel ^{motivated} safe, and thrive. We embrace the idea that healthy students are better learners.

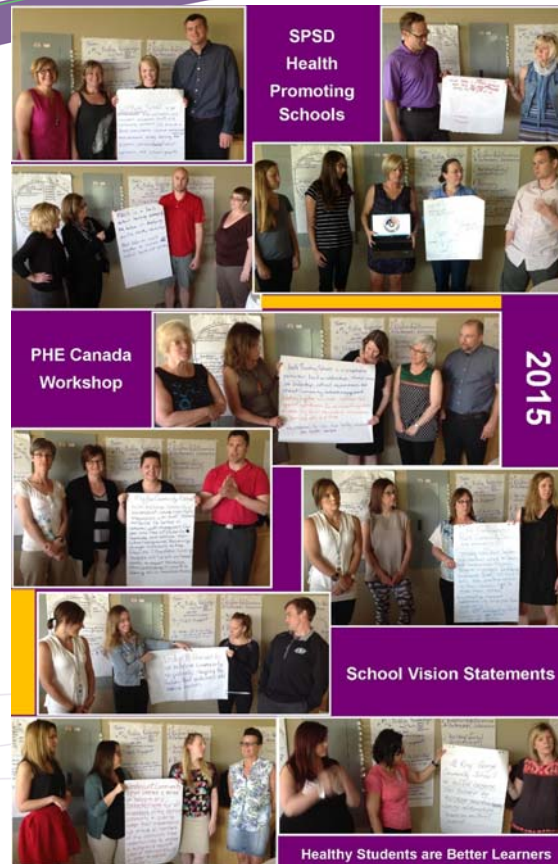


HPS Project Team's strategic intention & 2015-2016 goal - **Sustainability**

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SPS Communities of Practice

Saskatoon Public Schools had the opportunity to work with PHE Canada in partnership with the Saskatoon Health Region to create “Possibility Statements” (vision statements) aligned with school action plans.



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SPS Communities of Practice

School teams were challenged to represent their draft Possibility Statement & Action Plans visually.

Themes:

- Culturally Responsive
- Shared Leadership
- Student Engagement
- Relationships



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In their words....

“It is a priority at our school because of the priorities they made in their frame work, that they need, student engagement, parent engagement and health looked at regularly and planned for regularly.”

“It would be nice for all schools to know this is a normal culture and that HPS isn’t an added on extracurricular..... It should be happening in every single school.”

“my students feel like they have a voice....one student ran down the hallway to meet me saying – we need to have a meeting because I have stuff I need to say.”

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In their words....

“We need our principal on board, not just lip service, that would be big I think.”

“If the administration right it works -- if your administration doesn't then staff won't buy in or gives up...if admin doesn't buy in HPS becomes non existent”

“seeing adults make healthy choices is important”

“it (HPS Digital Storytelling Project) was the first time he (a student) produced any written output this school year”

**Engagement Facilitators/
Community Builders**

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In their words....

“It would be nice for all schools to know this is a normal culture and that HPS isn’t an added on extracurricular, it isn’t about this school has it and this school doesn’t, it is about this is school culture and everybody knows about it. It should be happening in every single school.”

“[There is] a knowledge gap regarding why health is important and links between poverty/access to healthy and health outcomes. People need to learn about these connections and the broad picture as it pertains to education

“It has changed the culture in our building. Kids are seeing change; leading change. They see opportunity.”

Principals

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In their words....

“I can be silly and have fun without people caring.”

“I love it so much!”

“I didn’t know that food tasted good.”

“Food is important.”

“I can wear jeans now.”

“I know how to make healthy choices.”

“I feel better when I move.”

“I learned to say how I feel”.

“I really like how a lot of adults appreciate us potential leaders.”

Students

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In their words....

“If the Board says it is important, it will be important throughout the system.”

“Can the Community Builder / Engagement Facilitator and Public Health Nurse positions be sustained if HPS isn't a priority, right now school health is trendy, ... if this idea can be sustained at the policy level the program can be sustained even when health isn't trendy.”

“Communities, parents and kids will help – it's tangible for them. They want to help. Engage them.”

“No one else shows me how”

“ ...need to entrench that good health equals good learning.”

....to You.

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CSBA supports in principle the Global School Health Symposium response to the World Health Organization's "Health in All Policies Initiative"

~CSBA website

Discussion

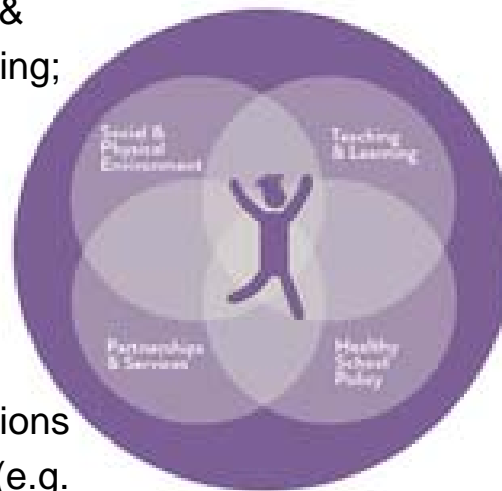
1. If you were to “action” the Health in All Policies Initiative – what would it look like? Where would you start?
2. If you believe Healthy Kids = Better Learners, what is your responsibility in creating “Healthy Kids”?
3. What types of policies and procedures are required to support your schools becoming health promoting schools?
4. What is your Board already doing to promote / support student health & well-being? Gaps?

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Health in Every Policy

Effective Healthy School Policy characteristics:

- Protocols for collaboration on policy development & related protocols & practises for health and wellbeing;
- Ongoing evaluation and monitoring of needs and effectiveness of efforts to improve well-being;
- Promising practices that enhance health and well-being; and
- Clear practices, procedures, protocols and regulations regarding health and safety of children and youth (e.g. nutrition, anti-bullying, physical activity, pandemic planning, recycling, air quality)



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What's your Policy Promise?

Health Promoting Schools

Better Health = Better Learners

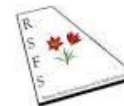


Public Health
Agency of Canada

Agence de la santé
publique du Canada



Government
of
Saskatchewan



Saskatoon
Public
Schools



GREATER
SASKATOON
CATHOLIC
SCHOOLS



HORIZON SCHOOL
DIVISION #205

"A Community of Learning and Achieving"



PRAIRIE SPIRIT
SCHOOL DIVISION