

DATE: June 17, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Report - Wellness of Students and Staff

ORIGINATOR: David Fraser, Executive Director, Corporate Services

RESOURCE STAFF: Diane Brunton, Debbie Jackson, Greg McNulty, Lynn Norris, Kent Pharis

REFERENCES: [Comprehensive School Health](#)
[Positive Mental Health Practices in Schools](#)

PURPOSE

To provide the Board of Trustees with an Annual Report outlining the supports and services provided to support the wellness of students and staff during the 2013-2014 school year.

BACKGROUND

- The information in this report outlines supports and services provided by or facilitated through Central staff to students and staff in relation to wellness for the 2013-2014 school year. This report also includes selected data that may provide further context of the work of district staff to support wellness. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be gathered during the Results Review process that occurs in the fall.
- During the 2013-2014 school year School Health Services, formerly Comprehensive School Health (CSH), has resided in Human Resources alongside Employee Health Services, under the umbrella of Health Services for the District.
- School Health Services supports are facilitated by 0.800 FTE staff and services provided align with the CSH approach, which is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way.
- Through Employee Health Services the District completed the two-year pilot project of the Healthy Living Program with the Alberta School Employee Benefit Plan (ASEBP). Upon completion of the two-part personal health assessment, participants are eligible for lifestyle coaching – a telephone-based program that could include access to a dietitian, an exercise expert and a counsellor.
- Accountability Pillar Data 2009-2013 shows the percentage of teachers, parents and students satisfied with the opportunity for students to learn about health and physical education (Attachment I). Survey results for the District as a whole, and district teachers, parents and students indicate an increase in satisfaction with the opportunity for students to learn about health and to participate in physical education.
- Tell Them From Me (TTFM) School Survey Data supports Alberta schools to understand students' perceptions in outcome areas proven to support student success including social-emotional health, physical health and academic achievement (Attachment II). The TTFM data reflects the responses of 26,808 district Grades 4-12 students relative to wellness outcomes such as participation in clubs and sports; sense of belonging; and, positive

relationships. Grades 7-12 data includes student responses relative to mental health problems such as anxiety and depression; positive behaviour in school; and truancy. This 2014 survey provides baseline data that can be used in the future to measure progress related to wellness outcomes. With future TTFM surveys there is an opportunity to add questions (two open ended and three to five multiple choice) to better assess the District's progress relative to Board Policy AEBC.BP – Wellness of Students and Staff, currently in draft form.

- The Raising Healthy Eating Active Living (REAL) Kids Alberta evaluation is a joint project of the School of Public Health, University of Alberta, and Alberta Health Services (AHS). It is intended to assess the impact of Alberta Health's Healthy Weights Initiatives and to provide some measurable behavioural and health outcomes for children in Alberta. Provincial data collection involved surveying nearly 4,000 Grade 5 students, parents, and principals from over 140 schools across Alberta. Twenty district schools participated in the survey and the results are summarized in the *REAL Kids Alberta – Your Jurisdiction Report* which provides information related to healthy eating and physical activity both at school and at home, compares district and provincial data, and provides suggestions as to what can be done to improve student wellness in these two areas. The *REAL Kids Alberta - Your Jurisdiction Report Summary* which went to the Executive Team in May 2013 provides an analysis of the data (Attachment III).

CURRENT SITUATION

District staff provide school health services and supports that align with the CSH approach, and target three focus areas (healthy eating, physical activity and emotional well-being) which have been identified in research as the most effective way to positively impact student health behaviours, and in doing so enhance student achievement. School health services are coordinated by a 0.500 FTE Supervisor in Human Resources. A CSH approach relies on stakeholders (government ministries, schools, families and communities) working together to create and sustain a culture of wellness. The wellness supports provided during the 2013-2014 school year relied heavily on pooled stakeholder resources and targeted the three focus areas with an emphasis on emotional well-being/mental health.

Outlined below is an update of the supports and services facilitated through or provided by central staff for both staff and students in relation to wellness. The update is presented in alignment with the District Strategic Plan 2014-2018.

Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal Three: Success Beyond Schooling

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

- Facilitated the opportunity for more than 920 students, Grades 10-12, representing seven district high schools, to participate in an Education and Career Fair held in Edmonton, March 11, 2014.
- School Health Services and the First Nations, Métis, and Inuit Unit coordinated and hosted a networking opportunity on May 2, 2014 for school counsellors and other interested staff to connect with 18 post-secondary and community partners around resources available to support successful transitions for First Nations, Métis, and Inuit students and families. Over 35 district staff members participated.

Priority 2: Provide welcoming, high quality learning and working environments.Goal One: A Focus on Well-being and Student Citizenship

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

- Board Policy AEBC.BP – Wellness of Students and Staff, currently in draft form (Attachment IV), is scheduled to go to the Board of Trustees for final approval in June, 2014. Regulations are under development.
- The District was awarded a \$50,000 Alberta Healthy School Wellness Fund Implementation Grant for the 2013-2014 school year to further the goal of implementing a CSH approach to wellness district-wide. These grant funds supported wellness initiatives such as the District Wellness Professional Learning Day, positive mental health learning opportunities and resource development.
- Coordinated district participation in *We Day Alberta*, a youth empowerment event that promotes active citizenship and awareness of local and global issues. *We Day Alberta* was held in Calgary on October 24, 2013 and 581 students, Grades 6-12 and educators representing 28 district schools participated in this event. Thirty-five schools and 5,017 students took local and global action throughout the year through the *We Act* program. Both opportunities are offered in partnership with Free The Children. Educators whose students participated in *We Act* indicated the following:
 - 80 per cent believe participation contributed to a greater sense of caring and compassion in their school.
 - 75 per cent believe participation contributed to their community viewing the school and students as a positive force, and an asset to their community.
 - 88 per cent stated that their students demonstrated increased confidence in leading social change.
 - *We Act* 2013-2014 Mid-Year Partnership Report, provides additional data (Attachment V). The final full year report will be available in September 2014.
- Through a partnership with the Alberta Project Promoting active Living and healthy Eating in Schools (APPLE Schools), 15 district schools provide welcoming, healthy environments. APPLE Schools is a research project funded by Allan Markin, an Alberta philanthropist. To date, APPLE Schools has supported the District with more than \$3 million in funding to support schools to implement CSH through in-school staffing of a trained school health facilitator and funding to implement a school specific action plan. Additional supports include research, expertise provided by the project and opportunities for professional learning. APPLE Schools is a strong partner, currently housed in the district central office, who provides knowledge and measurable health outcomes through supports such as school health facilitators and mentor facilitators, professional learning opportunities, weekly apple deliveries and an accountability system to achieve the goal of creating and sustaining a culture of wellness using a CSH approach (Attachment VI).
- Healthy Active School Symposium (HASS), a one day event to engage and empower student leadership to create a healthy school community was hosted by five community partners (Ever Active Schools, Alberta Healthy School Community Wellness Fund, APPLE Schools, Be Fit For Life, and AHS) on November 27, 2013 in Morinville. Representatives from 11 district schools attended.

- Running Room Games, formerly known as the Journal Games provided an avenue for approximately 4,000 students from 115 district schools to participate in a local athletics event which brought together athletes, students and families in the spirit of health, fitness and community at the Universiade Pavilion (Butterdome) from February 18 to March 15, 2014.
- Alberta Medical Association Youth Run Club, a free school-based running club for Kindergarten to Grade 12 students across the province is designed to get children and youth active. Twenty-six district schools participate in this running program.
- In support of Mental Health Awareness Week, May 5 to 11, a district [Mental Health Awareness](#) site was updated and promoted to support students and staff. The site includes lesson plans for Kindergarten to Grade 12, literacy lists, PA announcements, school-wide activities and video resources.
- Inclusive Learning social workers who are trained in risk assessment, support schools, families and students to access community resources when a student may need assistance related to emotional, behavioural and mental health issues.
- The Healthy Living Program is based on a collaborative partnership with the ASEBP resulting in a five-year district-wide implementation that commenced in January 2014. The approval and implementation demonstrates a district commitment to promoting wellness for all students and staff through the promotion of healthy eating, active living and emotional well-being.
- The Wellness Committee at the Centre for Education offered the following activities for staff in the past year:
 - Nutrition Lunch and Learn presented by ASEBP Health Advisor;
 - Living Wholeheartedly; Being in the Moment and the Power of vulnerability, Lunch and Learn presented by an Employee Family Assistance Provider (EFAP);
 - Zumba sampler;
 - Stair challenge;
 - Healthy aging, Lunch and Learn presented by Clinical Nurse Educator for Seniors' Health; and
 - Regularly scheduled sessions that included yoga, pilates, zumba, dynabands and seated massage. A total of 115 participants registered in these sessions.
- The Health Recovery Consultants worked with employees to promote staff health, safety and well-being. This includes programing and services to support wellness and regular attendance at work.

Goal Two: Quality Infrastructure for All

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.

Occupational Health and Safety (OHS) Consultants provide services such as the District Internal OHS Audit, regularly scheduled OHS information sessions for central staff, and provide site specific recommendations to improve safety across the District.

Goal Three: Building Capacity through a Culture of Collaboration and Distributed Leadership

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

- Beginning in January 2014, district monthly School Health Services information newsletters were made available to schools through the online StaffRoom Bulletin Board. The intent of the newsletter is to highlight current resources and opportunities that can support schools as they work towards creating and sustaining welcoming, inclusive, safe and healthy learning environments in their communities. It includes links to monthly newsletters and calendars from partners such as AHS and Ever Active Schools; professional learning opportunities for students, staff and parents; online resources and other supports; and grant opportunities (Attachment VII).
- In collaboration with community partners, a Wellness Professional Learning Day was held for district staff and students (Grades 9-12) on February 3, 2014. Participants could choose from sessions that focused on physical activity, healthy eating and emotional well-being. Twenty-three schools and seven partners were represented.
- Two catchment groups, Harry Ainlay (February 2014) and Queen Elizabeth (January 2014), offered professional learning days that included wellness sessions.
- Nutrition, Students, Teachers, Exercising with Parents ('NSTEP), a not for profit registered charity, provided hands-on nutrition and physical activity programs directly into classrooms in several district schools. Their *Eat Walk Live* program offers support to teachers, parents and students in a way that fosters professional development, collaboration with community stakeholders, and sustainable change to create healthy habits for life. In spring 2013, the Harry Ainlay catchment embarked on a partnership with 'NSTEP. Richard Secord launched 'NSTEP in November 2013 and other schools such as Sweet Grass, McKee and D.S. Mackenzie plan to launch in the fall of 2014. Harry Ainlay Titans football team completed the *Mission for Nutrition* program. This program helped students gain knowledge about how what they eat affects their academic and athletic performance, and included cooking classes.
- A professional networking opportunity for dance teachers was offered in partnership with Edmonton Catholic School District (ECSD) and Edmonton Sport Council on January 27, 2014.
- In partnership with ECSD and APPLE Schools, two half-day CSH networking opportunities were offered to staff on January 9 and April 24, 2014.
- A two-day Mental Health First Aid Training course was offered three times during the 2013-2014 school year. This year, 87 staff representing 49 district schools participated in the training.
- Through a partnership with the Centre for Addiction and Mental Health (CAMH), Fourth R and Fourth R Plus resources and two teacher training/information sessions were provided at no cost to secondary teachers on January 16, 2014. Twenty-one district staff members participated in these sessions. These school based programs support youth to develop healthy communication, conflict resolution and risk reduction skills.

Priority 3: Enhance public education through communication, engagement and partnerships.Goal One: Parents as Partners

Outcome: Parents are provided opportunities to be involved in their child's education.

Supports for parents:

Health Talk – AHS newsletter for teachers, school staff and parents is posted on School Zone.

Goal Two: Supports for the Whole Child

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

The School Health supervisor:

- Acts as a key contact and represents the District on various working groups and committees such as School Mental Health, Teaching Sexual Health Provincial Working Group, and Zone 2/3 Regional School Health Team.
- Facilitates connections and learning opportunities through collaboration with internal departments and external agencies that support physical activity, healthy eating and emotional well-being. For example, collaboration amongst School Health Services, the Inclusive Learning Unit and Regional Collaborative Service Delivery resulted in the creation and promotion of the *Caregiver Education Sessions* (Attachment VIII). These free sessions provide parents, caregivers, teachers and community members with basic information about addiction and mental health challenges that can impact children and youth. As well, collaboration with AHS Addiction and Mental Health - Edmonton Zone, facilitated the creation of a document (Attachment IX) that outlines how prevention and health promotion staff from this unit can support individual schools and catchment groups to prevent addiction and encourage mental health. Key agencies/partners are included in Attachment X.
- Develops resources such as “What Can We Do?” to support district staff in the area of positive mental health. It includes learning opportunities and resources to support staff, parents and students (Attachment XI).
- Applies for wellness grants such as the current district Wellness Implementation grant, and works with district staff and other stakeholders to create and implement a district wellness action plan.

Goal Three: Engaged and Effective Governance

Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.

- The School Health Services supervisor communicates with stakeholders as required. Responds to questions and concerns related to wellness and highlights important information in a variety of ways (e.g., emails, newsletters, phone calls, staff bulletin board, reports for District Support Team and the Board of Trustees).
- Provided an opportunity for stakeholder feedback on the draft Board Policy AEBB.BP - Wellness of Students and Staff. Responses were analyzed and feedback considered.

Challenges:

As illustrated in this report, through creative thinking, collaboration, strong partnerships and pooled resources, some targeted wellness supports have been provided for district students and staff. However, there remain challenges in promoting and sustaining a culture of wellness across a large district which has a diverse population, varied needs, and limited resources. With increased numbers of staff, students and their families impacted by mental health problems there is a need to provide increased and more strategic support in this particular area.

NEXT STEPS

The next steps outlined below are dependent on allocation/staffing in Human Resources and are subject to change.

- Implement Board Policy AEBC.BP – Wellness for Students and Staff.
- Develop an Administrative Regulation and create an implementation plan for AEBC.BP – Wellness of Students and Staff.
- Apply for an Alberta Healthy School Wellness Grant for the 2014-15. This grant would support the implementation of Board Policy AEBC.BP – Wellness for Students and Staff.
- Continue to coordinate Mental Health First Aid training for staff throughout the 2014-15 school year.
- Offer more coordinated and collaborative support using a CSH approach with a focus on Positive Mental Health.
- Identify a School Health Contact at each school.
- Utilize the Tell Them From Me survey data as one tool to measure outcomes that align with Board Policy AEBC.BP - Wellness of Students and Staff.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Accountability Pillar Data 2009 – 2013
ATTACHMENT II	Tell Them From Me (TTFM) School Survey Data 2014
ATTACHMENT III	Information Report, REAL Kids Alberta – School Jurisdiction Report Summary
ATTACHMENT IV	Draft Board Policy AEBC.BP – Wellness of Students and Staff
ATTACHMENT V	We Act 2013-2014 Mid-Year Partnership Report
ATTACHMENT VI	Alberta Project Promoting active Living and healthy Eating (APPLE)
ATTACHMENT VII	School Health June Newsletter
ATTACHMENT VIII	Caregiver Education Sessions
ATTACHMENT IX	AHS – How Prevention and Health Promotion can support schools and catchment groups
ATTACHMENT X	Edmonton Public Schools Collaboration with External Agencies that Support Physical Activity, Healthy Eating and Emotional Well-being
ATTACHMENT XI	What Can We Do?

DJ:cs

Accountability Pillar Data

All charts reflect aggregated positive responses. Teachers and parents responded to questions on Health and Physical Education opportunities based on a scale of Very Satisfied, Satisfied, Dissatisfied, and Very Dissatisfied. Percentages shown are combined responses indicating Very Satisfied and Satisfied. Students were asked to describe their response to questions on these topics as Very Good, Good, Poor or Very Poor. Charts from student respondents display cumulative responses of Very Good and Good.

	Year	Overall	Parent	Student	Teacher
Edmonton School District No. 7 Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	2009	81.9%	80.1%	77.0%	88.6%
	2010	82.0%	80.7%	76.8%	88.6%
	2011	82.1%	80.4%	77.2%	88.7%
	2012	81.9%	79.9%	77.1%	88.6%
	2013	83.1%	81.2%	79.4%	88.8%

		Combined percent of respondents indicating Satisfied or Very Satisfied				
		200	201	201	201	201
Parent All	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	86%	86%	87%	85%	86%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	90%	89%	89%	89%	90%
Parent Gr. 4	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	92%	91%	92%	91%	92%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	88%	89%	88%	88%	89%
Parent Gr. 7	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	90%	89%	90%	88%	91%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	92%	91%	91%	91%	95%
Parent Gr. 10	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	76%	74%	77%	74%	73%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	89%	88%	87%	88%	87%

		Combined percent of respondents indicating Satisfied or Very Satisfied				
		200	201	201	201	201
Teacher All	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	88%	88%	88%	88%	90%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	94%	94%	94%	94%	94%
Teacher Gr. 4	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	89%	91%	91%	90%	90%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	93%	96%	94%	96%	93%
Teacher Gr. 7	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	84%	85%	85%	87%	87%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	92%	93%	94%	96%	94%
Teacher Gr. 10	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	78%	78%	77%	79%	81%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	92%	92%	91%	92%	92%

		Combined percent of respondents indicating Good or Very Good				
		200	201	201	201	201
Student Gr. 7	Are the opportunities you have to learn about health at school	84%	85%	84%	85%	86%
	Are the opportunities you have to participate in physical education at school	95%	96%	96%	95%	97%
Student Gr. 10	Are the opportunities you have to learn about health at school	67%	65%	69%	70%	74%
	Are the opportunities you have to participate in physical education at school	92%	91%	89%	89%	90%

Data Analysis

- Overall results for the District as a whole and District parents, students and teachers are up slightly regarding the opportunity for students to receive broad programs of study which includes physical education and health.
- Parents of students in Grades 4 and 7 remain satisfied with the opportunities their children have to participate in physical education and to learn about health.
- Grade 10 parents remain satisfied with the opportunities their children have to participate in physical education at school. Satisfaction regarding opportunities their children have to learn about health remain lower compared to satisfaction with the opportunities their children have to participate in physical education at school.
- Teachers remain satisfied with students' opportunities for health and physical education.
- Students in both Grades 7 and 10 remain satisfied with their opportunities to learn about health and their opportunities to participate in physical education, with increases in all measures compared to the results from 2012.

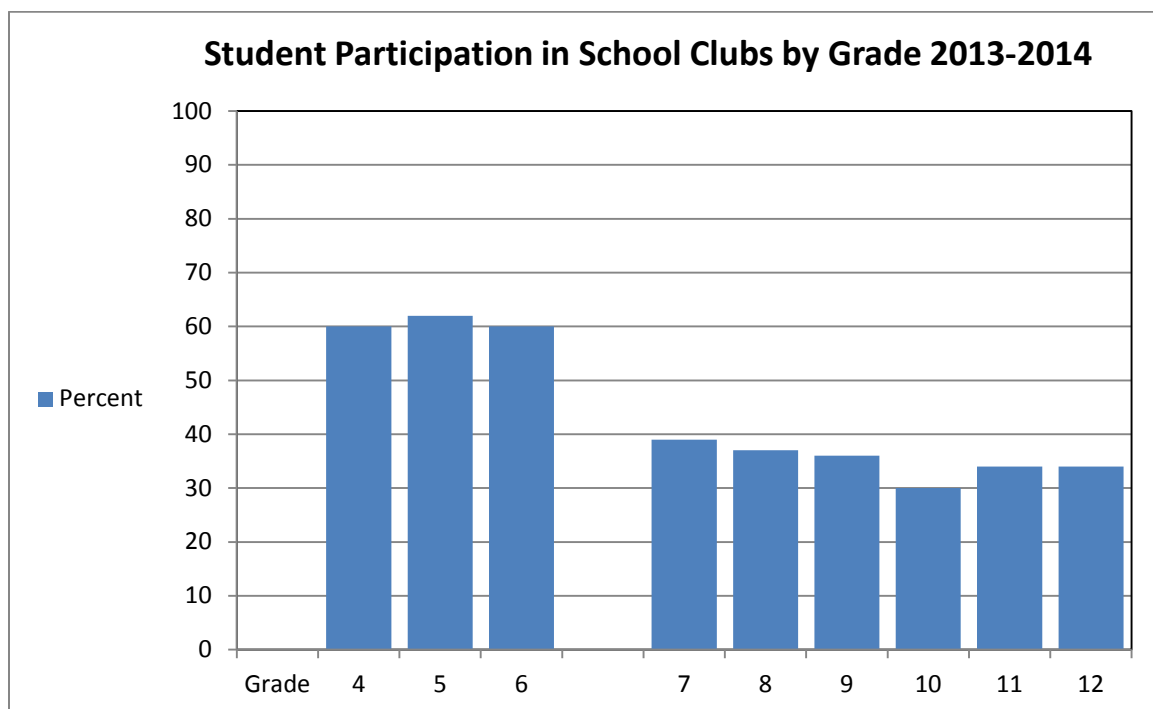
Participation in Clubs

The measure of **Participation in School Clubs** is based on a single question that asks students:

In the past *four weeks*, how often have you:

Taken part in art, drama, or music groups: schools clubs, such as a science, math or chess club, or a school committee, such as student council or the yearbook committee?

The results indicate the percentage of students that participated in school clubs at least once a week.



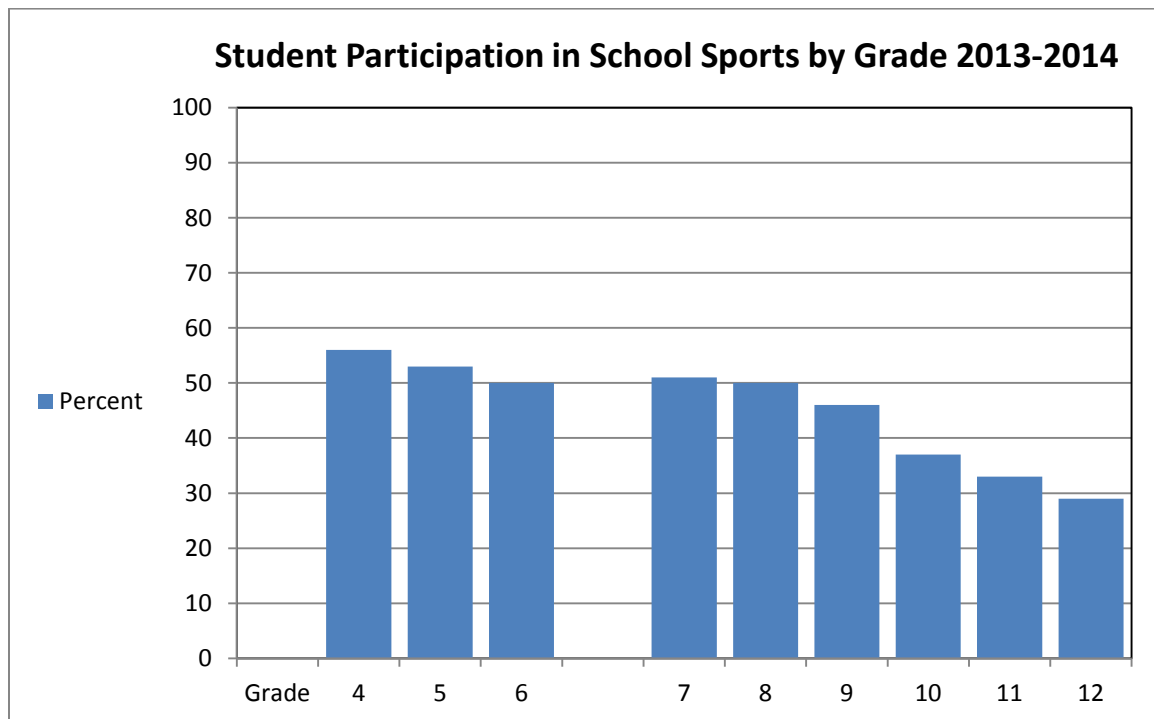
Participate in Sports

The measure of **Participation in Sports** is based on a single question that asks students:

In the *past month*, how often have you:

Played sports *WITH* a coach or instructor *AT SCHOOL*, other than in a gym class (e.g., school teams, swimming lessons)?

The results indicate the percentage of students that participated at least once a week.

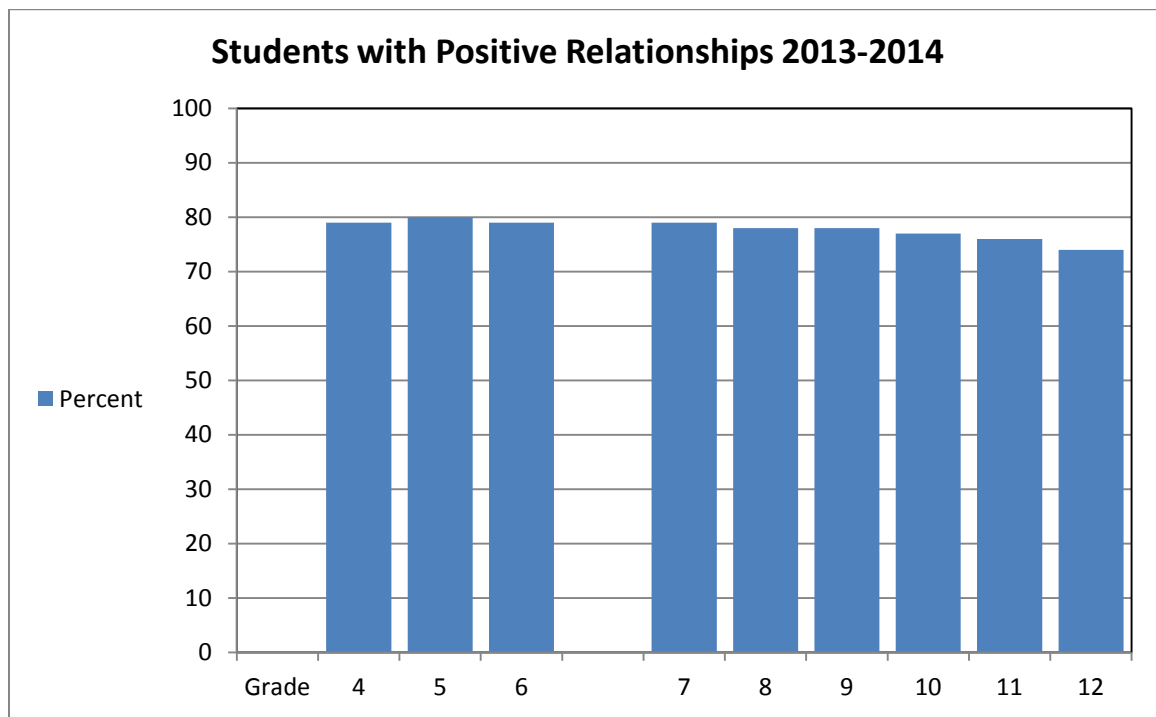


Positive Relationships

The measure of **Positive Relationships** is based on the following set of questions:

- Do you have 'close friends' at school that you can trust?
- I share my private feelings with a friend at school.
- During the past four week, how well have you gotten along with your friends at school?
- I value my friends' opinions when making decisions.

The results indicate the percentage of students with positive relationships.



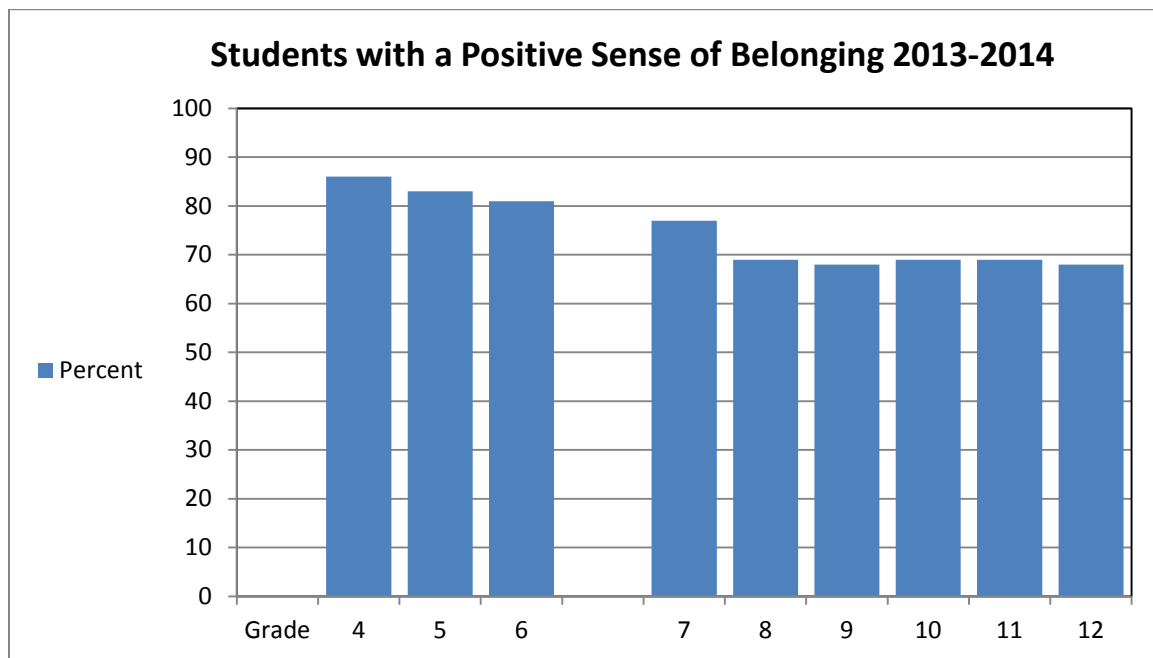
Sense of Belonging

The measure of **Sense of Belonging** is based the following set of questions:

Please indicate how much you agree or disagree with each of the following statements?

- I feel included in school activities.
- I get along well with others at school.
- I am able to make friends easily.
- At school I feel accepted for who I am.
- Schools is a place where I feel like I belong
- Generally I feel accepted by other kids my age.

The results indicate the percentage of with a positive sense of belonging.



Anxiety

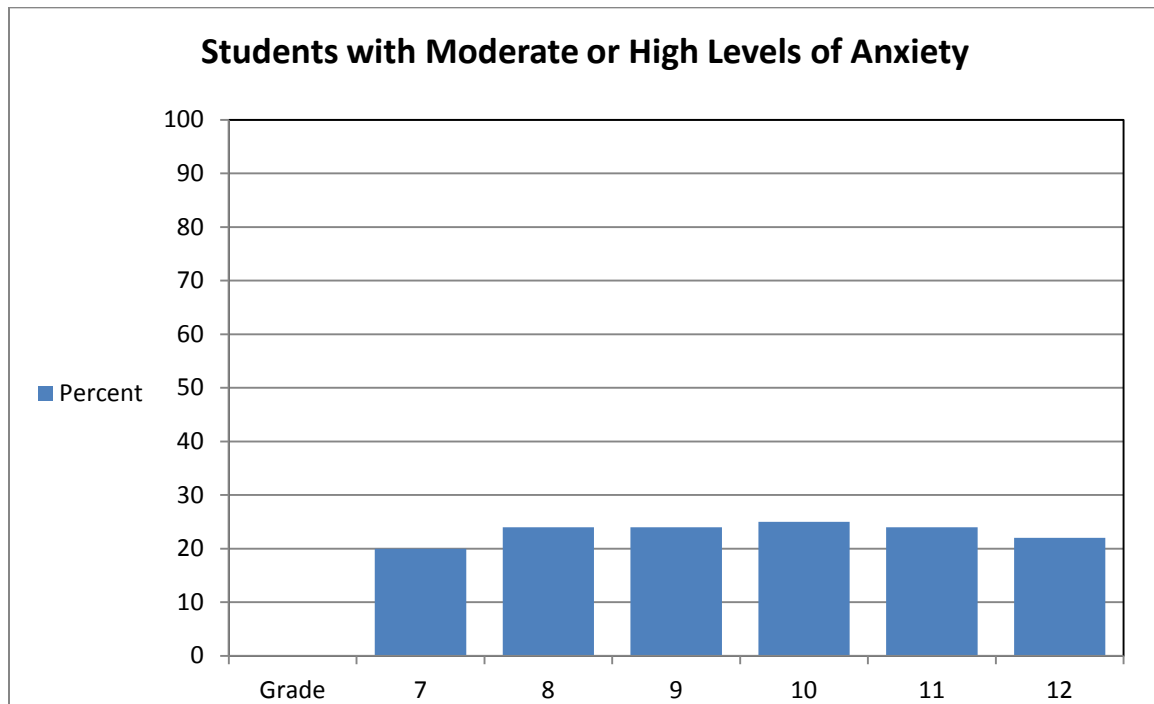
The measure of **Anxiety** was developed with the assistance of Dr. Alexa Bagnell, Child and Adolescent Psychiatrist at the IWK Health Centre in Halifax, NS. Anxiety involves feelings of fear, intense anxiety, and worry about particular events or social situations. The measure is comprised of the following set of statements that ask students:

We would like to know how you think and feel about certain things. For each statement below, please tell us how often you feel this way.

- I am concerned about what other students think about me.
- I am too fearful or nervous.
- I worry about people laughing at me.
- I worry about a teacher asking me a question.
- I worry more than most kids.
- I am afraid that other students will think I am stupid.
-

Students with high levels of anxiety may exhibit a range of physical symptoms, including dizziness, nausea, heart palpitations, a dry mouth, sweating, or feelings of panic. For many of these adolescents, their feelings can become chronic and more severe if there is no intervention. Students with moderate levels of anxiety would likely benefit from a school-wide intervention.

The results indicate the percentage of students with moderate or high levels of anxiety.



Depression

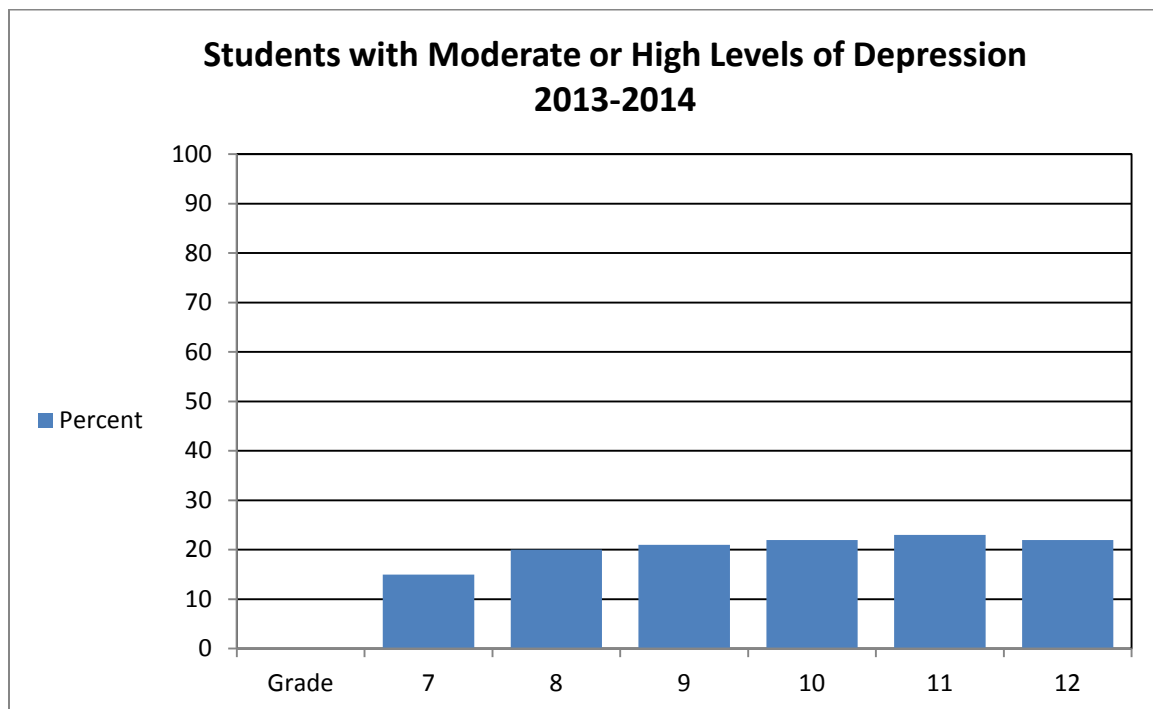
The measure of **Depression** was developed with the assistance of Dr. Alexa Bagnell, Child and Adolescent Psychiatrist at the IWK Health Centre in Halifax, NS. Depression is a mental state characterized by feelings of sadness, discouragement and inadequacy that persist for long periods, from two or three weeks to several years. The measure is comprised of the following set of statements that asks students:

We would like to know how you think and feel about certain things. For each statement below, please tell us how often you feel this way.

- I feel sad or depressed.
- A lot of things seem to bother me.
- I feel lonely.
- I cry without a good reason.
- Other students seem to have more fun than me.
- I have trouble falling asleep at night.

Students with high levels of depression tend to be less able to experience joy and happiness in activities at school or at home, and may be less able to concentrate during classes. Students with moderate levels of depression would likely benefit from a school-wide intervention.

The results indicate the percentage of students with moderate or high levels of depression.



Positive Behaviour at School

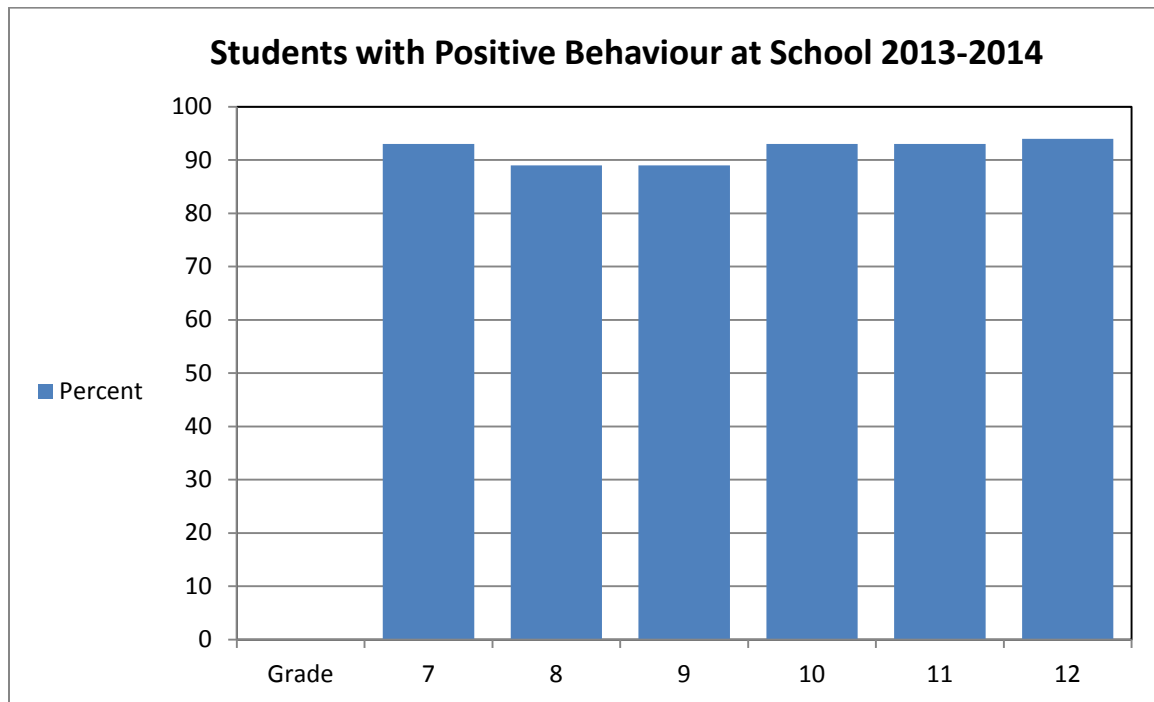
The measure of **Positive Behaviour at School** is based on the following set of questions.

During the past *four weeks* how often have you been in trouble at school for any of the following reasons.

- Being disruptive in class
- Making inappropriate comments
- Getting into fights
- Breaking a school rule
- Lying or cheating

During the past year at school have you even been:

- Suspended from school.
- Given a detention



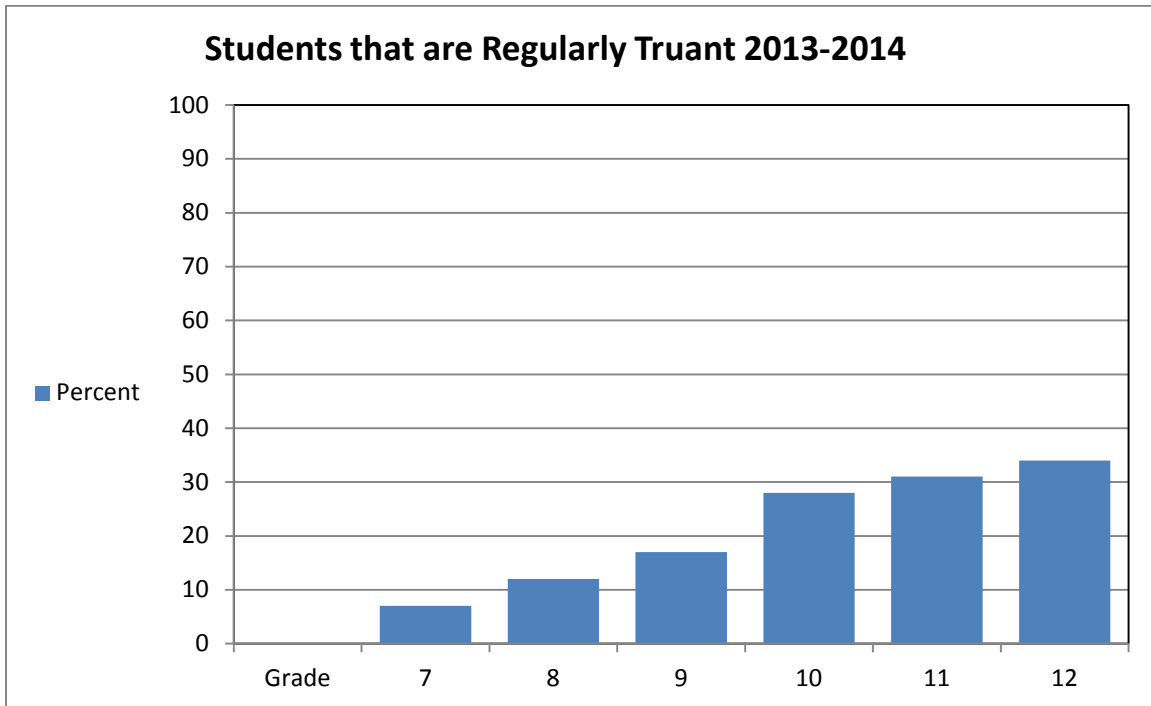
Truancy

The **Truancy** measure is based on the following three questions.

In the past *month*, how often have you:

- Missed a day at school WITHOUT permission?
- Cut or skipped a class WITHOUT permission?
- Arrived late for school or classes?

The results indicate the percentage of students that are regularly truant.



DATE: May 22, 2013

TO: Executive Team

FROM: Tanni Parker, Assistant Superintendent

SUBJECT: REAL Kids Alberta – School Jurisdiction Report Summary

ORIGINATOR: Corrie Ziegler, Director, Support for Staff and Students

RESOURCE STAFF: Debbie Jackson, Tricia Giles-Wang, Victoria Wisheu

REFERENCE: N/A

ISSUE

The following information was requested: Provide a summary of REAL Kids Alberta -Your School Jurisdiction Report 2012.

BACKGROUND

The Raising Healthy Eating Active Living Kids Alberta (REAL Kids Alberta) evaluation is a joint project of the School of Public Health, University of Alberta, and Alberta Health Services. The intent of this evaluation is to assess the impact of Alberta Health's Healthy Weights Initiatives and to provide some measurable behavioural and health outcomes for children in Alberta. Provincial data collection involved surveying nearly 4,000 Grade 5 students, parents and principals from over 140 schools across Alberta.

CURRENT SITUATION

Twenty schools in Edmonton Public Schools (EPS) participated in the survey. The REAL Kids Alberta – Your School Jurisdiction Report (Attachment I) provides information related to healthy eating and physical activity (behaviours and attitudes) both at school and at home, and compares district and provincial data. The report also provides suggestions as to what can be done at schools to improve healthy eating and physical activity.

The data in the report is organized under the following six categories: healthy eating, physical activity, healthy living, healthy home environment, technology, and school environment. Analysis of the data indicates the following:

Healthy Eating

- Students in EPS were consistent or slightly lower than the province in healthy eating. Typically, students in Alberta are not consuming sufficient quantities of fruits, vegetables and whole grains as suggested by the Alberta Food Guide.
- Students in EPS reported buying significantly less non-nutritional snacks in schools compared to the province, and there is a decrease since 2008 in both EPS and the province.

Physical Activity

- More students walked or biked to school in EPS compared to the rest of the province. Students across the province are increasing their activity level since 2008 in both structured and unstructured activities; however, students in the province are generally more active with respect to structured and unstructured activities than students in EPS.

Healthy Living

- Students and parents in EPS and across the province generally believe that exercise and healthy eating have an impact on the health of the individual.

Healthy Home Environment

- As compared to the province, more families in EPS struggle financially to feed their families. Access to fresh fruits and vegetables in the neighbourhood or community is decreasing across the province.

Technology

- The amount of screen time students reported in EPS is higher than the rest of the province and continues to increase provincially. Eating in front of the TV has increased in the last two years in EPS. The greatest amount of screen time is television viewing.

School Environment

- EPS principals agree with principals across the province that guidelines for daily physical activity (DPA) and healthy eating should be adhered to and the majority of schools have policies and/or guidelines in place. DPA across the province has increased since 2008. Although EPS led the province in DPA up to 2010, the District has fallen behind in 2012.

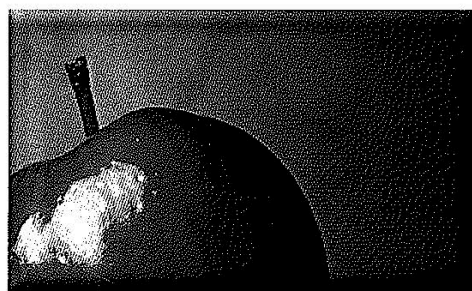
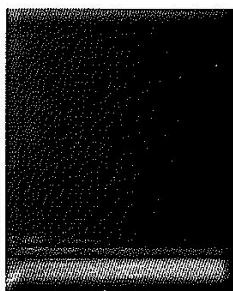
KEY POINTS

- Overall, EPS is consistent with, or slightly lower than the province in all six categories.
- Among Grade 5 students in Alberta, the vast majority are not meeting the recommended DPA levels.
- Among Grade 5 students in Alberta, the vast majority are not meeting Canada's Food Guide recommendations. Specifically, they are not consuming sufficient quantities of fruits, vegetables and whole grains.

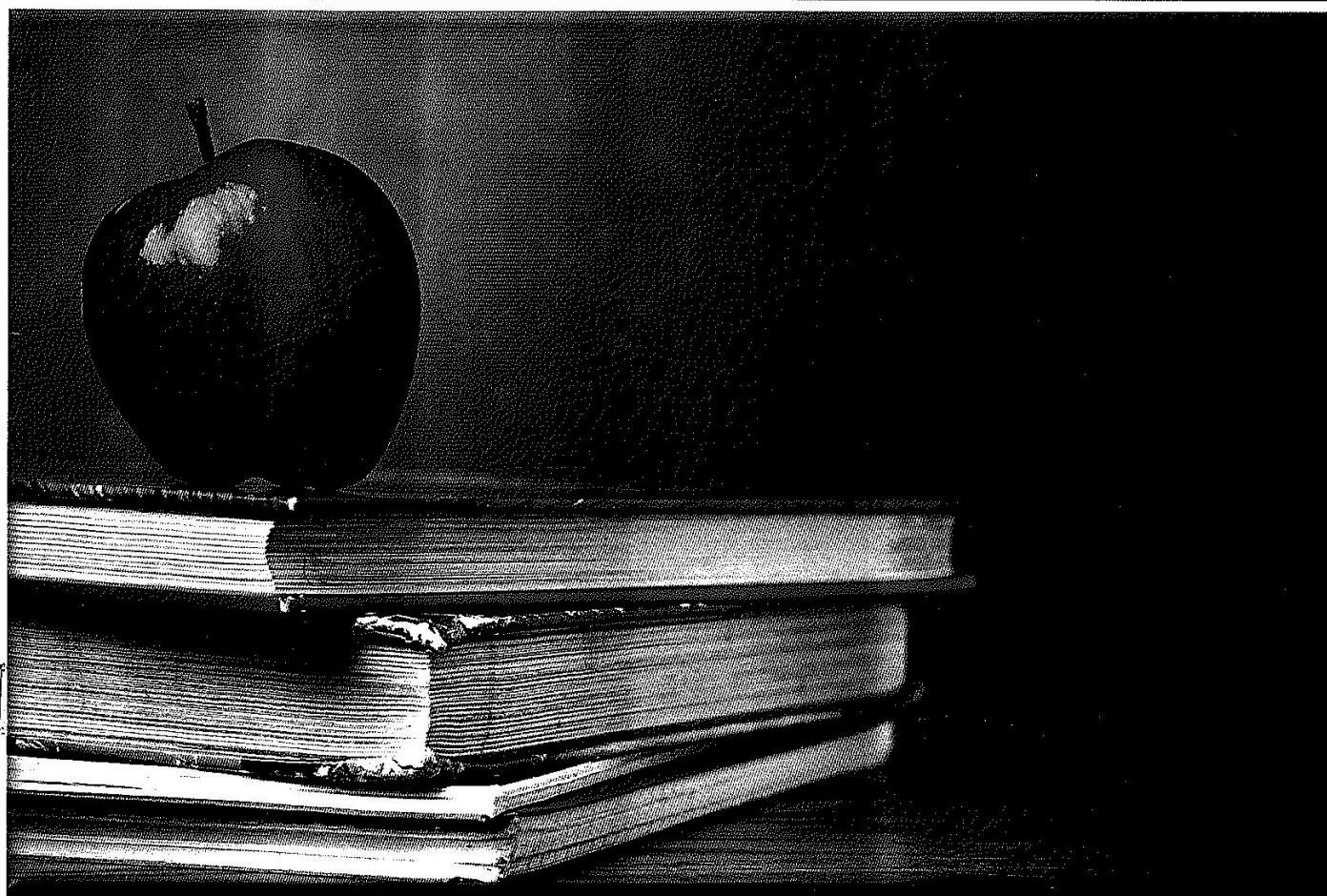
ATTACHMENTS & APPENDICES

ATTACHMENT I Your School Jurisdiction Report 2012

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YOUR SCHOOL JURISDICTION REPORT 2012



UNIVERSITY OF ALBERTA
SCHOOL OF PUBLIC HEALTH

REAL
Kids Alberta

JR36



The REAL Kids Alberta Evaluation

The Raising healthy Eating Active Living Kids Alberta (REAL Kids Alberta) evaluation is a joint project of the School of Public Health, University of Alberta, and Alberta Health. The intent of this evaluation is to assess the impact of Alberta Health's Healthy Weights Initiatives and to provide some measurable behavioural and health outcomes for children in Alberta. For information on the Healthy Weights Initiatives, go to: www.healthyalberta.com

The REAL Kids Alberta evaluation was conducted in 2008, 2010, and 2012. Each provincial data collection involved surveying nearly 4000 Grade 5 students and over 4000 parents from over 140 schools across Alberta

The 2012 survey of Grade 5 students included:

- Harvard Food Frequency Questionnaire for Children and Youth (dietary assessment tool)
- Self-reported information on physical activity and screen-time
- Measurement of physical activity using digital time-stamped pedometers (student's wore pedometers for one week, including one weekend)
- Measurement of student height, weight and arm span

Parents were asked to give consent for their Grade 5 child's participation in the survey and to complete a parent survey to determine family socioeconomic background and parental support for health-related policy in schools.

The principals of participating schools were asked to complete a survey on school environment and implementation of provincial programs.



Summary of Results

- Among Grade 5 students in Alberta, the vast majority are not meeting the recommended daily physical activity levels of at least 60 minutes of moderate to vigorous activity per day.
- The majority of Grade 5 students are not meeting Canada's Food Guide recommendations for healthy eating.

School Reports

Each participating school receives a report with results from the 2012 REAL Kids Alberta evaluation. School-specific results are compared with the 2010 provincial average in the following areas:

- Student eating behaviours
- Parental support of healthy eating at school
- Student physical activity (measured) and parental encouragement of physical activity

For Further Information on REAL Kids evaluation, please contact:

*Dr. Paul Veugelaers, Principal Investigator
University of Alberta
780-492-9095
paul.veugelaers@ualberta.ca*

Healthy Eating:

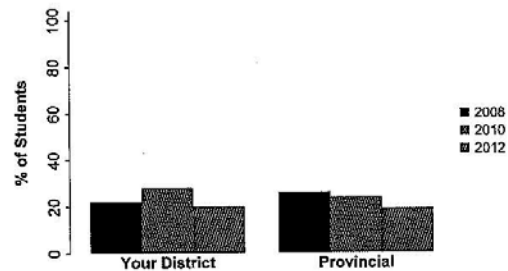
YOUR SCHOOL JURISDICTION RESULTS

Vegetables and Fruit

20%

of your students consumed at least 6 servings of vegetables and fruits per day.

Canada's Food Guide recommends 6 servings per day for children ages 9-13.

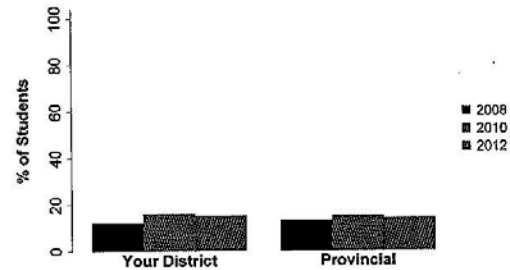


Grain Products

15%

of your students consumed at least 6 servings of grain products per day.

Canada's Food Guide recommends 6 servings per day for children ages 9-13.



Milk and Alternatives

53%

of your students consumed at least 3 servings of milk and alternatives per day.

Canada's Food Guide recommends 3-4 servings per day for children ages 9-13.



Note: all serving counts were adjusted for caloric intake.

Healthy Eating:

WHAT CAN BE DONE IN YOUR SCHOOLS



WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Vegetables and Fruit

- Vegetables and fruit contain essential vitamins, minerals and fibre that promote good health. Eating the recommended number of servings per day can help reduce risk for obesity, diabetes, heart disease and certain types of cancer.¹
- Children grow quickly and require healthy foods, including vegetables and fruit for optimal growth and development.
- Children who report consuming vegetables and fruit less than 5 times per day are more likely to be overweight or obese.²
- In the 2012 REAL Kids survey, 40 % of your grade 5 students reported eating apples or applesauce more than 3 times per week.⁶



- Easy access to vegetables and fruit such as apples and carrots make it easier for students to meet the recommended daily servings. By having washed and ready to eat vegetables and fruits easily available at the canteen, special events or hot lunches, can help make the healthy choice the easy choice.
- Grow a school garden as a source of fresh vegetables and fruit. When children are involved with growing food, they are more interested in eating it! Gardens may be built in the schoolyard or in the classroom during the winter months.
- Frozen or canned vegetables and fruit are a nutritious alternative to fresh produce. Try frozen fruit in smoothies, canned fruit cups in your canteen, or adding frozen vegetables in soups for hot lunch day. Check labels to ensure fruit is unsweetened or packed in juice, and that vegetables have no added sodium or sauces.

Grain Products

- Grains provide a significant source of carbohydrates, dietary fibre, vitamins and minerals. Carbohydrates are key for supplying the body with the energy required for physical activity. Dietary fibre helps us feel full and satisfied for longer, and may help with weight management.³
- Eating more whole grains promote good health as they may help lower the risk of heart disease, stroke, diabetes and some cancers.³

- When serving bread, rice, or pasta, use whole grain products.
- If your school has a breakfast program, provide whole grain breads and cereals.
- Modify favourite lunch meals like macaroni and cheese by using whole-wheat macaroni, low-fat cheese and skim milk. Serve with baby carrots or sugar snap peas.
- Have healthy snacks at special functions, such as whole grain pita wedges and hummus, whole grain crackers and cheese, or air popped plain popcorn.



Milk and Alternatives

- Milk and alternatives, such as fortified soy beverages and yogurt, provide important nutrients including calcium, protein and vitamin D, which are important for the growth and maintenance of healthy bones and teeth.⁴
- Fortified milk and alternative products are one of the main sources of vitamin D in the North American diet. Vitamin D is needed to help your body absorb calcium.⁴
- In the 2012 REAL Kids survey, 17 % of students reported buying white milk at school at least 1-2 times per week.⁶

- By having skim, 1% or 2% milk and fortified soy or rice beverages available, you are creating an environment where it's easier to achieve the recommended 3-4 servings of milk and alternatives per day.
- Offer low fat yogurt cups, cheese strings, fruit smoothies, milk or fortified soy beverages at your school canteen.
- Low fat fruit smoothies are a healthy, easy alternative to milkshakes - all you need is low fat milk, frozen berries, low fat yogurt and blend! For more smoothie recipes, visit: www.moreaboutmilk.com

3

Healthy Eating:

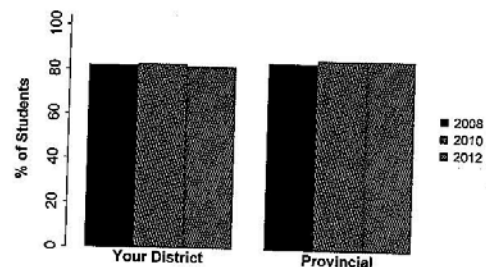
YOUR SCHOOL JURISDICTION RESULTS

Meat and Alternatives

82%

of your students consumed at least 1 serving of meat and alternatives per day.

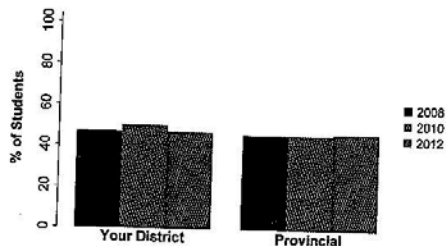
Canada's Food Guide recommends 1-2 servings per day for children ages 9-13.



Foods to be Limited

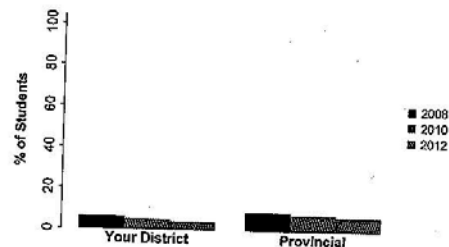
47%

of your students consumed 2 or more servings of non-nutritious foods or drinks per day.



4%

of your students reported buying non-nutritious snacks at school such as donuts, candy, chocolate bars, chips, etc.



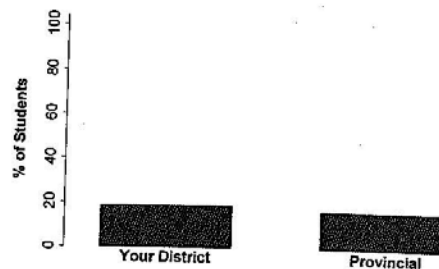
Note: Non-nutritional snacks includes chocolate bars, chips, ice cream, frozen yogurt, cookies, cakes, pop, fruit flavoured drinks and sweetened drinks.

Energy Drinks

19%

of your students consume energy drinks 3 or more times per week.

This includes energy drinks such as Red Bull®, Monster®, NOS® and Full Throttle®.



Healthy Eating:

WHAT CAN BE DONE IN YOUR SCHOOLS?



WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Meat and Alternatives

- Meat and alternatives provide important and essential nutrients for your body including:⁵
 - Protein for growth and tissue repair
 - Iron for oxygen transportation throughout your body
 - Zinc for immune function
 - Magnesium for assisting in bone formation
 - B vitamins for energy metabolism



- ▶ When planning the menu at your school, choose lean meats and alternatives, (e.g., beans, lentils and tofu) with little or no added fat and salt.
- ▶ It is recommended to eat two servings of fish each week. Try a healthy fish taco with avocado salsa as a hot lunch. Fatty fish, such as salmon, contain healthy omega 3 fatty acids, which help promote healthy brain growth and vision in children.
- ▶ Is your school a nut-free school? There are various healthy alternatives that can satisfy a nutty taste. Try hummus or golden pea butter and whole grain crackers.¹⁰

Foods to be Limited

- In the 2012 REAL Kids survey, 95 % of parents agreed that schools should adhere to the Alberta Nutrition Guidelines for Children and Youth offering healthy food choices.⁶
- Food and beverages that are high in calories, fat, sugar or salt displace healthy foods such as vegetables and fruits, whole grains or milk.
- Children have smaller appetites than adults. If they fill up on non-nutritious calories and forgo foods that are nutritious, they risk missing out on fundamental nutrients that are required for growth and development.

- ▶ Reward students with stickers, pencils, or games in class rather than candy or other non-nutritious food.
- ▶ Plan a candy exchange event at school after Halloween. Children can exchange their candy for a healthy snack such as an apple or dried fruit, or exchange candy for prizes such as pencils or stickers.
- ▶ In place of candy and chocolate for fundraisers, try selling school-themed clothing, host a low-cost carnival with games and healthy treats, work at community events, or lead a bottle drive.

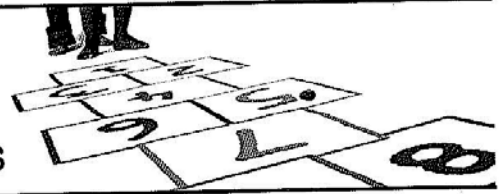


Energy Drinks

- According to Health Canada, energy drinks are not recommended for children due to the high amounts of caffeine and other ingredients found in energy drinks. Even a relatively small amount of caffeine can negatively influence how children behave.⁷
- Potential adverse effects of caffeine include irritability, shakiness, increased heart rate, anxiety, mood changes, inattentiveness, insomnia, stomach upset, and effects on calcium and bone health.⁸
- Drinking caffeinated energy drinks, soft drinks or tea and coffee instead of milk can have a negative impact on bone density and can increase the risk of developing osteoporosis.⁹

- ▶ Offer water first – children and youth need to drink water every day to quench thirst and satisfy hydration. Encourage students to keep a water bottle on their desks.
- ▶ Provide healthy beverages in your school such as water, milk (skim, 1%, 2%), fortified milk alternative beverages (e.g. soy, rice, and 100% fruit and vegetable juices).
- ▶ Market healthier choices where food is sold. For example, displaying posters such as "You're sweet enough, choose water" from Alberta Health by water fountains, vending machines and canteens can help students make a healthier choice.

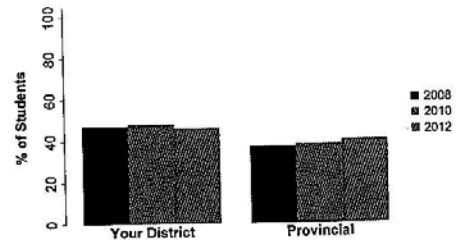
Physical Activity: YOUR SCHOOL JURISDICTION RESULTS



Active Transport

46%

of your students usually walk or bike to school on a fair weather day.

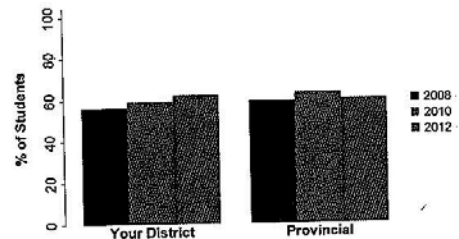


Active Families

62%

of parents report that their child is physically active with one or both of their parents or guardians at least one to three times per week.

This includes activities outside of school hours such as going for walks, jogging, bike riding, swimming, dancing or skating.

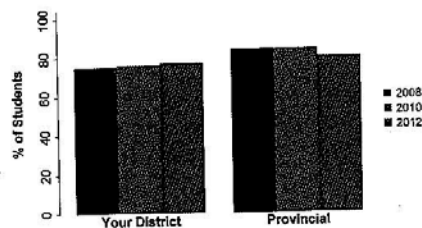


Structured and Unstructured Activities

77%

of parents report that their child plays sports or is physically active without a coach or instructor one to three times per week.

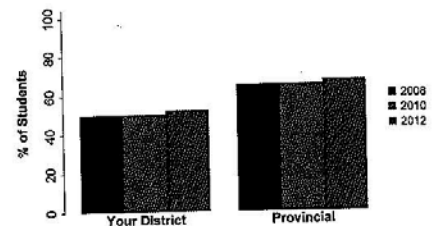
This includes activities outside of school hours such as riding a bike, skateboarding, rollerblading, etc.



52%

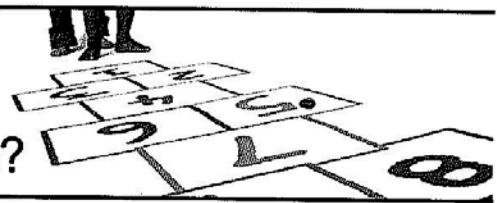
of parents report that their child plays sports with a coach or instructor other than Physical Education (PE) one to three times per week.

This includes activities outside of school hours such as soccer, swimming lessons, hockey, gymnastics, etc.



Physical Activity:

WHAT CAN BE DONE IN YOUR SCHOOLS?



WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Active Transport

- By walking or cycling to school, children have a better chance at reaching the daily physical activity recommendations.
- Active transport teaches children about alternative modes of transportation that are also good for the environment.
- By increasing active transport to and from school, car congestion in school zones will decrease. This creates both a safer environment for children and better air quality.
- After walking or cycling to school, children tend to be more alert in class.

- ▶ Organize an adult supervised walking school bus or bicycle train for your school. A walking school bus is a group of children walking to school with one or more adults on a safe, designated route.
- ▶ If children live too far for active transport to and from school, create a preset drop off zone a short distance from the school where an adult volunteer meets the students and walks them to school.
- ▶ For further information: www.walkingschoolbus.org/



Active Families

- In the 2012 REAL Kids survey, it was reported that 90 % of students felt confident asking their parent or other adult to play a sport or be physically active with them.⁸
- When parents encourage and participate in physical activities with their child, children tend to be more physically active.¹⁴

- ▶ Plan family events such as family dances, picnics, winter festivals, winter walks, or scavenger hunts.²⁰
- ▶ Form a family health club that meets once a week at the school to do activities such as bike riding, swimming or floor hockey.
- ▶ If some families need equipment, host a second hand equipment swap at the school.
- ▶ Provide information for families on ways to reduce activity costs, such as the *Children's Fitness Tax Credit* and community recreational programs. Provide information on fee-reduction programs in the community for families.²¹

Structured and Unstructured Activities

- Children participating in structured play take a greater number of steps than children who do not participate.¹⁵
- Unstructured play has been shown to promote children's motor functions, creativity, decision making skills, and social skills such as sharing, taking turns and conflict resolution.^{16, 17, 18, 19}
- As children grow, their interest in physical activity may decrease while their interest in television programs, gaming, surfing the Internet, or texting may increase. It is important to continue to provide and support opportunities for structured and unstructured physical activity.

- ▶ Emphasize activity, not exercise. Children's activity does not always need to be a structured exercise program. The object is to allow and encourage children to move. Free-play activities, such as hide-and-seek, tag, or jump rope, are great for improving fitness. There are also games that children may play in the school yard, as well as at home with their families.²²
- ▶ Connect families with limited income to programs such as *True Sport Community Fund*, *Jump Start*, or *Everybody Gets to Play*, which can help support family members and give them the opportunity to participate in sports they otherwise could not afford.²³
- ▶ Providing game equipment during recess periods is found to be effective in increasing children's physical activity levels.²⁴

Healthy Living:

YOUR SCHOOL JURISDICTION RESULTS

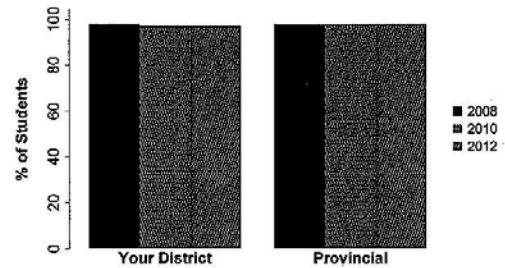


Daily Physical Activity (DPA)

97%

of parents agree that schools should adhere to the provincially mandated Daily Physical Activity (DPA) Initiative.

This would require students to be active for at least 30 minutes each day.



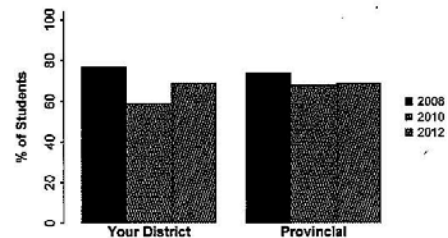
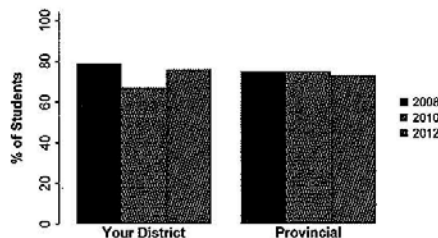
Physical Activity and Healthy Eating

76%

of students agree that physical activity influences or affects your health.

69%

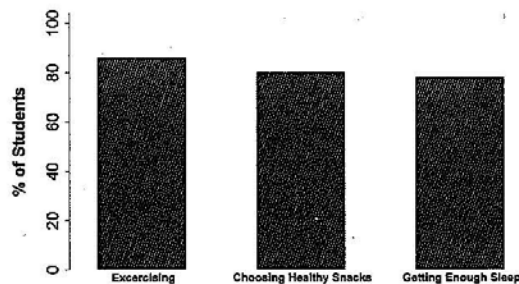
of students agree the types of food you eat influences or affects your health.



Note: Physical activity is defined here as activities you do for at least 20 minutes that makes you breathe more rapidly.

Health and Lifestyle

Percentage of your students taking care of their health by exercising, choosing healthy snacks and getting enough sleep:



Healthy Living:

WHAT CAN BE DONE IN YOUR SCHOOLS?



WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Daily Physical Activity (DPA)

- Students sit at their desks for many hours each day. Recess, after school activities and DPA allow children to expend some of their excess energy, which is beneficial to one's physical health, self-esteem and mental well-being.
- By staying active and meeting the required 60 minutes of moderate to vigorous physical activity everyday, children improve their fitness levels and fortify their immune systems, which helps to ward off cold and flu bugs.²⁵
- ▶ Provide other productive ways to give students an activity boost throughout the day such as having various standing work stations around the classroom.
- ▶ Write a school policy that includes support for physical activity. Schools with a written policy supporting physical activity, including organized physical activity programs several times per week outside of Physical Education, have higher proportions of students reporting daily physical activity during recess.¹²

Physical Activity and Healthy Eating

- Students who are well nourished have increased test scores, improved attendance, reduced tardiness and better academic, behavioural and emotional functioning,^{26,27,28} whereas physical activity is associated with improved classroom behavior, increased enthusiasm toward school and school work²⁹ stress reduction and increased self esteem.^{30,31}
- Physical activity is not only important for maintaining a healthy weight, it is essential in the growth and development of children's bodies and minds.³²
- ▶ Encourage students to try various types of sports and activities. This can help build their interest in activities, and find one or more they really enjoy!
- ▶ A Comprehensive School Health program empowers students with not only the knowledge, attitude, and skills required to make positive health decisions but also provides the environment, motivation, services, and support necessary to develop and maintain healthy behaviours.³³
- ▶ For further information on Comprehensive School Health, please see "Your Next Steps" on page 17.



Health and Lifestyle

- Between the ages of 6 and 12, children are learning to make decisions and beginning to make more choices on their own. They are developing habits and attitudes that will impact the rest of their lives, including nutrition and physical activity behaviours.²⁰
- The school is an extraordinary setting through which to improve the health of students, as well as school personnel, families and members of the community. It is a means to support the basic human rights of both education and health.³⁴
- In the 2012 REAL Kids survey, 66 % of students reported feeling confident they could go to bed on time.⁶
- ▶ Send information home for children and parents on the types of activities available in your community. This could include material on organized sports, recreation center drop in schedules, volunteer activities, clubs or group programs.
- ▶ Work with your *Health Promotion Coordinator* and/ or *School Health Facilitator* to provide professional development for teachers regarding physical activity, nutritional information and sleep hygiene.



9

Healthy Home Environments:

PARENT RESPONSES IN YOUR SCHOOL JURISDICTION

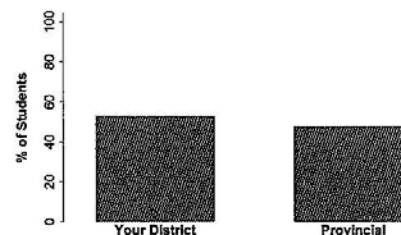
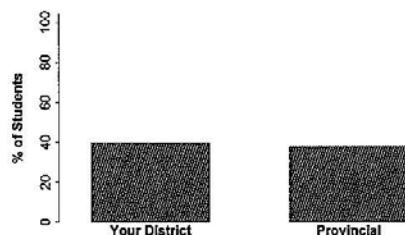
Bringing Home Healthy Behaviour

40%

of your students make suggestions to their families to eat healthy.

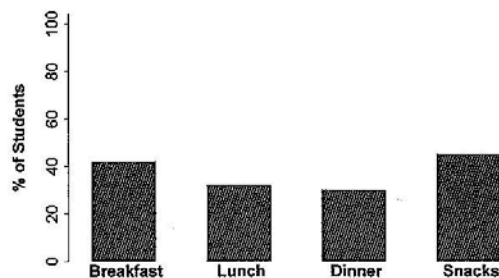
53%

of your students make suggestions to their families to be physically active.



Helping Prepare Food

Percentage of your students that help prepare or cook meals and snacks at home 3 or more times per week:



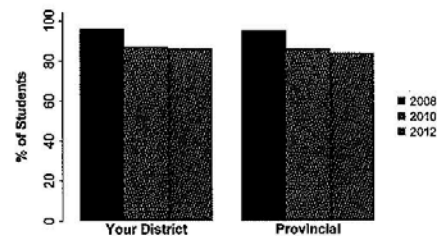
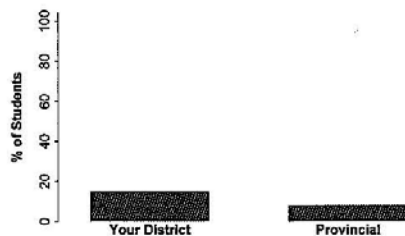
Household Food Situation

15%

of parents reported being hungry but didn't eat because there wasn't enough money to buy food.

86%

of parents agree it is easy to purchase fresh fruit and vegetables in their neighbourhood/community.



10

REAL Kids Alberta Evaluation

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Healthy Home Environments:

WHAT CAN BE DONE IN YOUR SCHOOLS?

WHY IT'S IMPORTANT...

- Schools exert strong influence over students' eating habits and have been described as "the ideal settings to establish and promote healthy eating practices in children and adolescents."³⁵
- Physical activity levels of children and youth relate to family physical activity levels.^{36,37,38}
- While children do not usually have the power to determine all grocery store purchases, they can go shopping with their parents and make suggestions about how to make healthier choices.

WHAT CAN BE DONE IN YOUR SCHOOL?

Bringing Home Healthy Behaviour

- Teach children about the importance of sharing their nutrition knowledge with their parents and siblings.
- Parents and teachers are key role models for students, but students can also be important role models for the adults in their lives. Create opportunities for adults and children to be active together. Encourage parents to volunteer in running intramural programs, help with walking/wheeling events, or lead in after school activities.
- Incorporate food and beverage label reading lessons into nutrition education and send information home to educate the whole family.

Helping Prepare Food

- Children who are involved in food preparation or cooking are more likely to try new or unfamiliar foods³⁹ and are more likely to eat the foods they have chosen or helped prepare.⁴⁰
 - By eating home prepared meals, children are more likely to have healthy eating habits, and take in higher levels of nutrients and are less likely to consume excessive fat, sugar and calories.^{41,42}
 - Children of parents who eat vegetables and fruits and drink milk are more likely to do so themselves.⁴³
- An after school cooking program will not only develop essential cooking skills, but also connect with the following curricular outcomes:³⁹
 - *Health*: learning to make healthy meals or snacks and discovering new foods.
 - *Language*: reading recipes, following instructions.
 - *Math*: count, sort, measure and work with fractions.
 - *Social Studies*: discover where and how food is grown and learn about the socio-cultural role of food in different places around the world.

Household Food Situation

- Food security is the condition in which all people at all times can acquire safe, nutritionally adequate, and personally acceptable foods in a manner that maintains human dignity.⁴⁴
 - In March 2010, Alberta food banks assisted 59,311 people, and of that number, 43% were children.⁴⁵
 - Poor eating habits and low nutrient intakes during the first two decades of life have been linked to an increased risk for diabetes, heart disease, cancer, and other chronic disease later in life.⁴⁶
- Sell healthy foods at cost recovery (not for profit) in the canteen or snack shack to encourage sales of healthy choices.
 - Give free tickets to students without snack or lunch to receive healthy food at the canteen.
 - As a school, collect donations and provide holiday hampers and donations to families in need.
 - *Breakfast for Learning* grants support schools in providing healthy breakfasts to all students in a non-stigmatizing manner.



11

Technology:

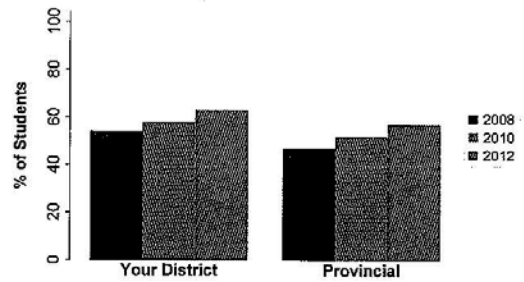
YOUR SCHOOL JURISDICTION RESULTS

Screen Time

63%

of your students report typically spending 3 hours or more per day doing screen-type activities outside of school hours.

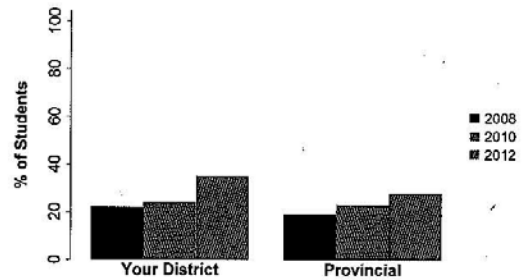
This includes watching TV, surfing the Internet and gaming.



Eating in Front of the TV

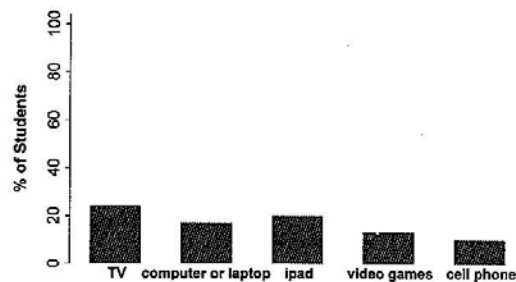
35%

of your students report eating supper/dinner in front of the TV 3 or more times per week.



Technology and Sleep

Percentage of your students who report using technology 3 or more times per week in the hour before they go to sleep:



Technology:

WHAT CAN BE DONE IN YOUR SCHOOLS?

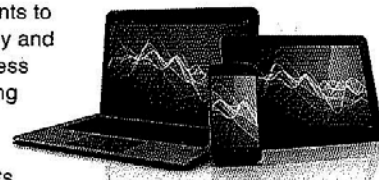
WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Screen Time

- The Canadian Pediatric Society recommends children spend no more than 2 hours per day on screen type activities (e.g., TV, computers, video games).
- Canada is the first country in the world to establish guidelines limiting the amount of time children and youth spend being sedentary each day.⁵²
- During screen-type activities, children are exposed to advertisements for high sugar, high fat foods and beverages, which encourages them to consume these products.
- Screen time increases sedentary behavior and exposure to unhealthy dietary practices, both of which contribute to obesity.⁵³

- Offer after-school programs such as activity clubs, sports teams, or open gym time for students, as well as intramurals or organized games during school break periods.
- Educate students to be media savvy and create awareness around reducing sedentary behaviours.
- Assign students to keep a record of their time spent on screen type activities. They may not realize how much time they spend on these activities and may be surprised at the numbers.

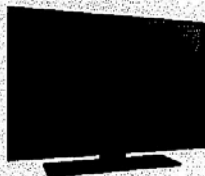


Eating in Front of the TV

- The more often a family eats meals together, the more likely the children are to eat fruit, vegetables, grains and calcium rich foods and beverages. They also are more likely to feel connected to their families.^{49,50,51,52}
- Children who regularly sit down to eat dinner with their families tend to eat more vegetables and fruits and less fried foods, sweets, salty snacks and pop.⁵¹
- Assign family oriented homework assignments that explore questions about food, eating habits and health.
- Involve families in growing school community gardens and host a feast at the school for families.
- Involve parents in nutrition education through homework, newsletters and bulletin boards in the school.

Technology and Sleep

- Children aged 5-12 years require even more sleep than adults; the National Sleep Foundation recommends 10 to 11 hours per night.⁵⁷
- Research suggests that excessive computer games can significantly reduce the amount of deep sleep in school-aged children. Among this, television viewing also reduced sleep efficiency.
- Lack of sleep is a risk factor for weight gain, as it may affect hormone levels that help regulate appetite and body weight.^{54,55}
- Both access to and nighttime use of devices such as TV and computers are associated with lower physical activity levels among students in Alberta.¹²
- Educate students on the importance of a good night sleep that is uninterrupted by technology.
- Encourage parents and students to limit the availability of technological devices in children's bedrooms and discourage their nighttime use.
- If you notice children falling asleep in class, consider speaking with parents about strategies for helping students to have a better night sleep, such as:
 - *Make bedtime the same time every night. It should be a positive and relaxing experience without TV, videos or other devices.*
 - *Keep the bedtime environment (e.g. light, temperature) the same all night long.⁵⁷*



School Environment:

PRINCIPAL RESPONSES IN YOUR SCHOOL JURISDICTION

School Wellness Policies and Guidelines

91%

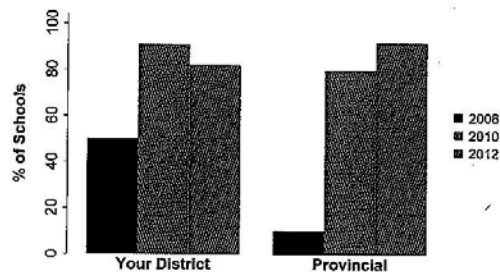
of schools reported having policies or guidelines related to healthy eating and active living.



Daily Physical Activity (DPA)

82%

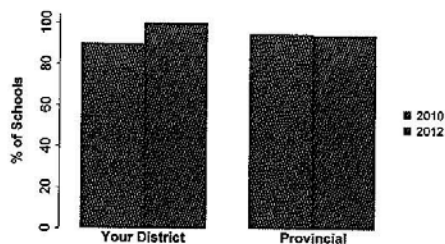
of schools reported that their students receive at least 30 minutes of DPA on the days students do not receive physical education classes.



Principal Opinions

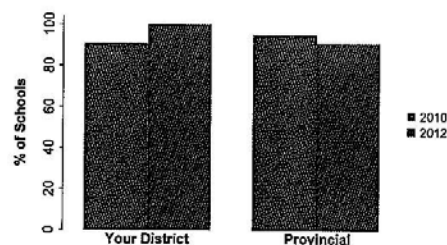
100%

of principals agreed that schools should adhere to the Alberta Nutrition Guidelines for Children and Youth.

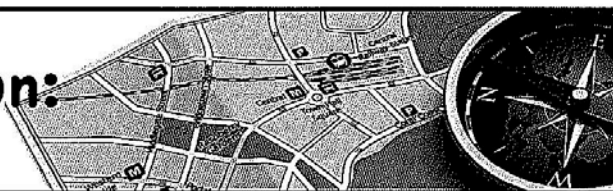


100%

of principals agreed that schools should adhere to the provincially mandated physical activity (DPA) initiative.



Further Information: WHAT TO DO NEXT...



Information from this report may be used to identify areas of strength within your school community, or areas for improvement that may be addressed through health promotion activities.

What to do next....

- 1 Review and share the report with students, school staff, parents and community stakeholders, such as Health Promotion Coordinators within Alberta Health. Schools across Alberta have used presentations, newsletters and other communication techniques to share these reports.

Your Regional Health Promotion Coordinator for your school jurisdiction is:

Name: **Carrie Rae**

Phone: **780-735-3042**

Email: **carrie.rae@albertahealthservices.ca**

- 2 Use the results of this evaluation to identify areas for collective action and to inform the changes you plan to make in your school.
- 3 Government approved guidelines and resources are available at www.healthyalberta.com
- 4 For more information about comprehensive school health, see:

- **APPLE Schools:** www.appleschools.ca
- **Ever Active Schools:** www.everactive.org
- **Joint Consortium for School Health:** www.jcshcces.ca
- **Alberta Coalition for Healthy School Communities:** www.achsc.org
- **Making It Happen BC:** www.healthyeatingatschool.ca
- **Action Schools! BC:** www.actionschoolsbc.ca/content/home.asp

- 5 For more information on school gardens, see:

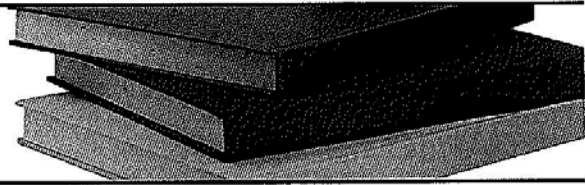
- **Earth Box:** www.earthbox.com
- **Evergreen:** www.evergreen.ca/en/

- 6 For more information on REAL Kids Alberta, see:

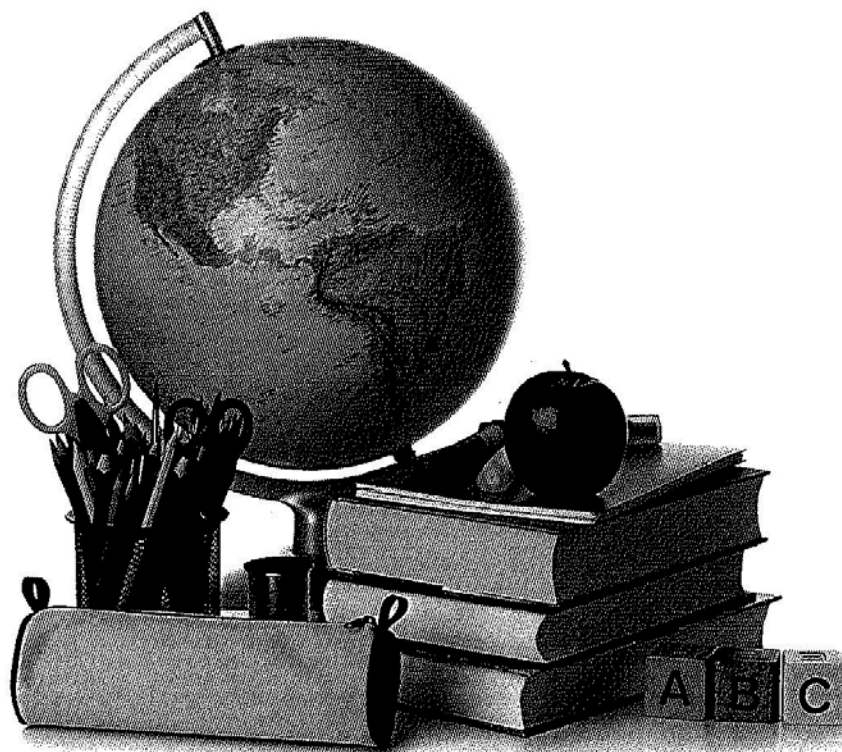
- **REAL Kids Alberta:** www.realkidsalberta.ca




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YOUR SCHOOL JURISDICTION REPORT 2012

 UNIVERSITY OF ALBERTA
SCHOOL OF PUBLIC HEALTH

REAL 
Kids Alberta

CODE: AEBS.BP

TOPIC: Wellness of Students and Staff

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a district culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board of Trustees in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

DEFINITIONS

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the [Joint Consortium for School Health](#):

- **Social and Physical Environments** includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
- **Teaching and Learning** includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
- **Healthy School Policy** includes management practices, decision-making processes, policies and procedures that promote and support health and wellness.
- **Partnerships and Services** include connections between schools, families, community organizations, the health sector and other sectors that support student health.

Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions that honour self and others.

The Alberta Education - *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **Emotional wellness** is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner.
- **Intellectual wellness** is the development and the critical and creative use of the mind to its fullest potential.
- **Physical wellness** is the ability, motivation and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body.
- **Social wellness** is relating positively to others and is influenced by many factors including how individuals communicate, establish and maintain relationships, are treated by others and interpret that treatment.
- **Spiritual wellness** is an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. All wellness curricula, including topics considered controversial or sensitive, such as those related to family interactions; personal, family and community values; personal relationships; and issues of sexual and mental health are approached through the lens of this holistic definition of wellness.

POLICY

The Board of Trustees (the Board) recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a district culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

EXPECTATIONS

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach.
2. The District shall:

- a. consider student and staff health and safety in the planning, implementation and evaluation of district services;
 - b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
 - c. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program.
3. School staff shall work collaboratively with district services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.
4. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *School Act*, regulations and the *Guide to Education*.
5. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.
6. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and district-wide planning and delivery of supports.
7. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report – Wellness of Students and Staff.

REFERENCES

[FBCA.BP - Respectful Working Environments](#)
[FBCA.AR – Respectful Working Environments](#)
[EA.BP - Infrastructure Planning Principles](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GGAB.BP – Multicultural Education](#)
[GI.AR – Teaching and Learning Resources](#)
[HA.BP – Inclusive Education](#)
[HAA.BP – Aboriginal Education](#)
[HF.BP - Safe, Caring and Respectful Learning Environments](#)
[HF.AR – Safe, Caring and Respectful Learning Environments](#)
[HFA.BP – Sexual Orientation and Gender Identity](#)
[HFA.AR – Sexual Orientation and Gender Identity](#)

Guide to Education

Framework for Kindergarten to Grade 12 Wellness Education

Comprehensive School Health Approach – Alberta Health Services

School Act

DRAFT









McKernan School – We Day!

The students of McKernan School having just experienced their first We Day! Since that day they've collected over \$6000 worth of household items to donate to local families. Helped the Edmonton Food Bank with We Scare Hunger and spread positive messages with the We Are Love button campaign.



Educator Impacts

Educators participating in the We Act program¹ have also shared how the program has impacted school culture:

- **80%** of educators believe that We Act contributed to a greater sense of caring and compassion in their school
- **75%** of educators believe We Act contributed to their community viewing the school and students as a positive force, and an asset to their community.
- **88%** of educators stated that their students demonstrated increased confidence in leading social change

When asked about the impact of We Day Alberta, one educator responded:

“Seeing the contributions that so many students have made and their excitement for what they worked toward is inspiring to me as an adult, let alone as an educator. Many adults could learn something from these passionate and caring students!”

- Report 2, Educator, AB

¹ Based on 2012-2013 Report 2 data



The Alberta Project Promoting active Living and healthy Eating in Schools (APPLE Schools)

Vision and Mission: Empower students and school communities to “choose, lead and be healthy.”

APPLE Schools in Edmonton Public Schools: Since January of 2008, APPLE Schools has committed over \$3 million to the schools in EPSB for staffing allocations and funding to support the implementation of action plans. Schools are also provided with resources, managerial support, communities of practice and research to help build health school communities in EPSB.

APPLE Schools in EPSB:

Athlone School*	Ecole Richard Secord School**
Belmead School+	Sifton School+
Brightview School*	Sherwood School*
Sakaw School*	Tipaskan School+
Homesteader School*	Youngstown School*
Hillview School*	
Glendale School*	+APPLE School since January 2008
Inglewood School*	*APPLE School since September 2011
Lee Ridge School+	**APPLE Schools since January 2014
Prince Charles School*	

APPLE Schools is funded by the Allan P. Markin Charitable Foundation. It has been estimated that the \$14 million donated over the past six years has saved \$210 million in reduction of future chronic disease, improved academic performance, improved mental well-being and a better quality of life. ¹

APPLE Schools² works with vulnerable children and families in socio-economically disadvantaged areas. The APPLE Schools project provides each school with a skilled school health facilitator (SHF) with training in comprehensive school health, healthy eating, physical activity, mental well-being and community development. The SHF is allocated dedicated time for health promotion within the school. SHFs unique activities are designed to suit the needs of each school.

Within an APPLE School, the SHF helps facilitates change through the development of individual school action plans, created in partnership with students, families, administration, teachers and community stakeholders, to meet the unique needs of each school. APPLE Schools educates students and provides the knowledge necessary to develop confident leaders who take ownership for health and social behaviors. APPLE Schools is a project of continuous improvement in which actions plans are modified each year based on results from the preceding year. Individual school action plans include activities designed to meet the needs of each school community. Examples include planting classroom gardens, providing healthy hot

lunches, organizing after-school cooking classes and providing physical activity programs.

See www.appleschools.ca for further information.

As part of the drive for success and improvement, the SHF uses the training provided by APPLE Schools to engage members of the school community to implement their action plans. To ensure a sustainable program, the SHF transitions out of the school, over a three year period, and a teacher champion at a 0.2 FTE continues to work with APPLE Schools to implement successful strategies.

APPLE Schools is a student-driven, cost-effective, evidence-based project unlike any other in Canada today. APPLE Schools produces measurable improvements in physical activity (increased by 35%, in and out of school) and improved dietary habits (increased intake of fruits and vegetables). Further, students were less likely to be obese, regardless of their starting weight, socioeconomic background or activity levels – the project works for all students. Essentially, students acquire good health habits that could translate to a lifetime of healthy choices at home, in school and in the community.

The APPLE Schools project motivates change and transforms school environments for improved learning and health outcomes in 51 school communities in Northern Alberta. The goal is to help school communities “make the healthy choice the easy choice” and the project has been demonstrably effective. APPLE Schools is committed to shifting the paradigm from treatment of chronic illness to a model of disease prevention.

Importantly, we are reaching vulnerable communities to address health inequities. Among the current APPLE Schools, two schools within EPSB have an FNMI focus.

APPLE Schools is in demand. Kids want the project, parents want it, teachers want it, principals want it, and communities want it. Every week there is a new request from another school inquiring how to become an APPLE School.

APPLE Schools are a Sound Investment for the Future

APPLE Schools is a student centered and student driven project. Students in APPLE Schools take ownership of their own health and demonstrate:

- **INCREASED PHYSICAL ACTIVITY** ^{3, 4, 5}
 - Increased physical activity by 35% (proven through the results of pedometer measurements)
 - Students increased the number of steps taken per day by 2-3 times

- The increase in physical activity occurred not just during school hours but also on weekends and after-school hours, showing that the students truly “own” the change in behavior in all dimensions of their lives
- **IMPROVED DIETARY HABITS** ⁶
 - Students in APPLE Schools eat more fruits and vegetables and consume fewer calories
- **DECREASED OBESITY** ⁷
 - Associated with greater physical activity and improved dietary habits, students were less likely to be obese than in comparison schools
- **IMPROVEMENTS IN LEARNING OUTCOMES** ⁸
 - Children in APPLE Schools show improved quality of life, leadership abilities, productivity and learning outcomes
- **IMPROVEMENTS IN HEALTH** ⁹
 - Evidence shows that APPLE Schools increase physical activity among low-active, active and high-active students
 - Children with the lowest starting levels of activity receive the most benefit
 - Evidence shows that the project reached normal weight and overweight students and those of low socioeconomic status
- **RETURN ON INVESTMENT** ¹⁰
 - The demonstrated results of APPLE Schools represents a return on investment of \$15-25 for each \$1 spent on the project; therefore, for the \$14 million invested in APPLE Schools by Mr. Allan Markin, the Province of Alberta will avoid \$210-350 million in future health care spending
- **PARADIGM SHIFT**
 - Making a commitment to a health promoting, disease prevention intervention that targets children and youth at a critical stage of development when life long habits are being formed
 - Students in APPLE Schools take the message of active living and healthy eating into their own leisure time outside of school hours
 - The paradigm shift to focus on health, is a concrete step to preventing future chronic diseases affected by obesity (diabetes, heart disease, and many forms of cancers)

“Having our children attend an APPLE school has helped us to reinforce the healthy lifestyle we try to foster with our children at home. Having a school community all on the same page in terms of health makes these life lessons easier to establish.”

-Parents with children in an APPLE School

¹ Published in APPLE Schools Progress Report, December, 2012 by Dr. Paul Veugelers, University of Alberta.

² www.appleschools.ca

³ Vander Ploeg K, Maximova k, McGavock J., Veugelers, P. (2014) *Do school-based physical activity interventions increase or reduce inequalities in health?* Social Science and Medicine.

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⁶ Vander Ploeg K, McGavock J, Maximova K, Veugelers PJ. *School-based health promotion and physical activity during and dafter school hours*. Pediatrics.

⁷ Vander Ploeg K, McGavock J, Maximova K, Veugelers PJ. *School-based health promotion and physical activity during and dafter school hours*. Pediatrics.

⁸ Personal communication with Dr. P. Veugelers, April 2014. Dr. Veugelers has conducted research on comprehensive school health programs in Nova Scotia as well as the Apple school program in Alberta.

⁹Vander Ploeg K, Maximova k, McGavock J., Veugelers, P. (2014) *Do school-based physical activity interventions increase or reduce inequalities in health?* Social Science and Medicine.

¹⁰ Tran B, Nair A, Kuhle S, Ohinmaa A, Veugelers PJ. (2013) *Cost analyses of obesity in Canada: Scope, Quality, and Implications*. Cost Effectiveness and Resource Allocation.

School Health Information Newsletter May 2014

The intent of this newsletter is to highlight current resources and opportunities that can support you as you work towards creating and sustaining a culture of wellness in your school community.

The Comprehensive School Health (CSH) information falls under one of four categories:

- Monthly Newsletters and Calendars
- Professional Learning Opportunities – Students, Staff, Parents
- Online Resources and other supports
- Grant Opportunities

Specific contact information is provided; however, feel free to contact me as required. *If you have any suggestions or comments regarding this newsletter, please forward them to me.*

*Debbie Jackson, Supervisor, Human Resources, School Health
780-429-8274*

Mental Health Awareness Week- May 5 – 11, 2014: Canadian Mental Health Associations' Mental Health Week is a national event that takes place annually during the first week in May. Its purpose is to encourage people from all walks of life to learn, talk, reflect and engage with others on all issues relating to mental health. This is an important opportunity for schools to recognize and promote the importance of positive mental health and the impact it and wellbeing can have on our lives.

Edmonton Public Schools has created a site to support staff and students during Mental Health Week (May 5 - May 11) and beyond. The site includes lesson plans for grades K-12, literacy lists, PA announcements, school wide activities and video resources. The ***Elephant in the Room Campaign*** happens on May 9. We are asking students and staff to wear elephant stickers to support mental health and stop the silence and stigma around mental health issues. Templates of the elephants are available on the site to download and print on Avery sticker labels. Click [here](#) to access the Mental Health Awareness Week Site.

Most of the information shared this month is how to support positive mental health.

What can we do? Physically and emotionally healthy children and youth are more likely to be successful in school and in life. School staff plays a critical role in promoting positive mental health in the school setting. ***What can we do?*** is a support document for school staff. It recommends five key areas where school staff, especially teachers, can promote positive mental health. A variety of available resources are highlighted.

Monthly Newsletters and Calendars

[The Health TALK newsletter](#) is created by the professional health care staff from Alberta Health Services Edmonton Zone to provide both parents and teachers with current health information and resources to support student learning. **Please note that The Health Talk Newsletter link is now posted on SchoolZone**, fourth down on the Parent and Student Resources list by the Alberta Health Services logo.

[Kids' Health](#) – This provincial newsletter is also available in [French](#). Each month the newsletter features a couple of different health topics. **This month two main topics discussed are Healthy after school snacking and Walk or bike to school.** The newsletter can be reprinted in its entirety or articles can be extracted for reprinting as long as no changes are made and credit is given.

[Healthy Schools May Calendar](#) – This calendar was created by Alberta Health Services Promotion Coordinators. It includes resources, funding opportunities and other monthly events. Each month has a different theme and the calendar can be modified for your school. This month's theme is **Mental Health and Positive Well Being**.

Professional Learning Opportunities

Center for Suicide Prevention (CSP) and Alberta Centre for Injury Control and Research (ACICR) Webinars for Teachers and School Staff - May 21, The 5 Things We Wish ALL Teachers Knew About Anxiety Disorders, Depression and Suicide - Participation in the webinars is open to anyone interested in school suicide prevention. The webinars are free as funding has been provided by the ACICR Community Injury Control Fund. Registration information will be forwarded to the network when registration for the webinars is open. The archives include topics such as talking to parents of youth at risk of suicide, self-harm and suicide, social media and contagion.

Recordings of previous webinars and resources are available [here](#)

[A Strategic Planning Approach to Suicide Prevention](#)

The CSP has developed this online training to provide public health professionals with information on how to develop or expand suicide prevention programs for maximum impact with minimal resources. The course can be completed at your own pace and is free of charge.

Online Resources and other Supports

How Can You Build Healthy School Communities?

A healthy school community is one that supports the wellness of all its students, staff and parents and strives to be a healthy setting for living, learning and working. Comprehensive School Health is an internationally-recognized and effective

approach for building healthy school communities. It can be used to address a variety of health issues and can improve health, education and social outcomes for children and youth. The resources on this Alberta Health Services [website](#) are meant to support students, teachers, school administrators, school staff, health professionals, parents and community members in building healthy school communities.

Mental Health and High School Curriculum

School-aged youth are a vulnerable population. They are in a period their lives which is crucial in their mental health development. Canadian youth spend more time in school than anywhere else outside the home. Schools are often challenged to deal with youth mental health.

The curriculum guide provides a complete set of educational tools to increase understanding of mental health and mental disorders for both students and teachers. Click [here](#) for more information or to purchase (\$40).

Clara Hughes Big Ride

Olympian Clara Hughes is riding across Canada to raise awareness of mental health. Clara will share her personal experience with mental health issues with youth at schools and community organizations across Canada. The goal is to empower young people to understand what mental health means and how they can support others who may be suffering. The hope is that the next generation of Canadians will grow up in a society where there is no stigma associated with mental illness. Check out this [link](#) for more information and Clara's route.

Have That Talk Video Series

The [Have That Talk](#) campaign offers a video series that is designed to answer common questions parents have about their child's mental health, such as how to know if your teen is stressed, depressed or suicidal.

Camp fYrefly

Summer is officially here! Applications are now open to attend all Camp fYrefly locations in Edmonton, Calgary and Regina. Thanks to the amazing generosity of our donors, for over 10 years, they have been able to keep their camper registration fee at \$25. Their actual cost for food and accommodation for just one camper is well over \$300. You can apply [online](#) to become a youth camper, youth leader, adult volunteer or workshop presenter.

Active Kids Triathlon

Sign your kids up to run, bike and swim at the annual Active Kids Triathlon on June 1, 2014. Support the fight against cancer and get involved in your community by participating in this fun event.

Click [here](#) to register. Further information: [Kim Hordal-Hlewka](#), [780-454-4745](#)

Grant Opportunities

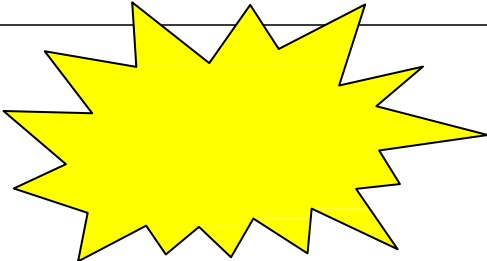
Grant Call Summer 2014

The Alberta Healthy School Community Wellness Fund, managed by the University of Alberta, School of Public Health, is pleased to provide you with information about a new grant funding opportunity for projects that support healthy school communities. Funding for Healthy School Initiatives is provided by Alberta Health and Alberta Education. Interested applicants who meet the eligibility criteria are invited to submit applications for consideration. The objective of the grant funding is to provide support to Alberta school communities to enhance the health and learning outcomes of school-aged children and youth through a comprehensive school health framework. To apply, please complete the application form and submit a proposal electronically before the grant deadline of **Thursday, May 22, 2014**.

For more detailed information click [here](#).
The application form can be accessed [here](#).



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Caregiver Education Sessions

April – June 2014

These **free sessions** are intended to provide parents, caregivers, teachers, and community members with basic information about addiction and mental health challenges that can impact children and youth.

Transitioning into Junior High: Ways to Reduce Your Child's Anxiety

This session will provide information about the developmental changes young teens experience, and the challenges they face as they transition to junior high school. The strategies and resources provided will empower caregivers to increase their child's ability to deal with the challenges of junior high school while also boosting their mental health.

Date: May 29, 2014
Time: 5:30 – 7:00 p.m.
Location: Kate Chegwin Junior High School
3119 – 48 Street NW
Edmonton, Alberta
Room: Library

Date: June 10, 2014
Time: 5:30 – 7:00 p.m.
Location: Edith Rogers Junior High School
8308 Mill Woods Road
Edmonton, Alberta
Room: Gymnasium

Register at:
<https://www.surveymonkey.com/s/JuniorHighAnxietyMay29>

Register at:
<https://www.surveymonkey.com/s/JuniorHighAnxiety>

Self Regulation

This session will define self-regulation and how it is used in everyday life. It will provide a helpful review regarding the development of self-regulation in children and adolescents. The strategies and resources provided will empower and foster caregivers' essential skills to increase children's mental health and resiliency.

Date: June 4, 2014
Time: 6:30 – 8:00 p.m.
Location: Monsignor William Irwin Elementary
2629 Taylor Green NW
Edmonton, Alberta
Room: Music Room

Register at:
<https://www.surveymonkey.com/s/SelfregulationJune42014>

Register Early
Space is Limited!

Reducing Test Anxiety

This session will help caregivers support their children to reduce test anxiety. We will explore what happens when a student experiences test anxiety and provide practical strategies and resources for you and your child to use to manage anxiety symptoms. Both parents and students are welcome!

Date: June 4, 2014
Time: 5:30 – 7:00 p.m.
Location: Jasper Place High School
8950 – 163 Street
Edmonton, Alberta
Room: 188

Register at:
<https://www.surveymonkey.com/s/TestAnxietyJune42014>

Date: June 5, 2014
Time: 5:30 – 7:00 p.m.
Location: Holy Trinity High School
7007 – 28 Ave
Edmonton, Alberta
Room: TBA

Register at:
<https://www.surveymonkey.com/s/TestAnxietyJune52014>

Contact for further inquiries: Danielle Forth at danielle.forth@albertahealthservices.ca or 780-638-4170.

This document... Outlines how Prevention and Health Promotion can support individual schools within your school system as they work to prevent addiction and encourage mental health.

Support to Schools

By: Alberta Health Services – Addiction and Mental Health Edmonton Zone
 Prevention and Health Promotion Ph: 780-644-3634
Prevention.Edmonton@albertahealthservices.ca

Prevention is
everybody's business.

For the most effective prevention, the messages, skills and attitudes need to be provided in a **layered** fashion. Keeping in mind that each school has many priorities to address our unit has suggested very concrete specific ways we could support you in the following settings: with students during class time, with parents, through the professional development of school staff and through providing web-based resource links on School Zone.

For...	Elementary (K to 6)	Junior High (Gr 7-9)
Students	<p>Alcohol, Drugs, Gambling Prevention</p> <p>Lesson Plans</p> <p>Grade 3: Safety around household products, medicines and other substances. http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade3-lesson3.pdf</p> <p>Grade 4: Data on Drugs (what is a drug) http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade4-lb-lesson1.pdf</p> <p>Grade 5: Discussing Drugs in Detail AND Drug Deliberation (Lesson 1 & 2) http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade5-lb-lesson-1.pdf http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade5-lb-lesson-2.pdf</p> <p>Grade 6: Agitating Addictions http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade6-lb-lesson-1.pdf</p>	<p>Lesson Plans</p> <p>Substance Use and Gambling Information AND Trivia Game (powerpoint) http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade7-substance-use-gambling-info.pdf http://www.albertahealthservices.ca/a/2697.asp to click on Powerpoint</p> <p>About Alcohol http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-teacher-info-series-about-alcohol.pdf</p> <p>Marijuana Myths http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-teacher-info-series-marijuana-myths.pdf</p> <p>Peer Education</p> <p>Expecting Respect - students trained each Oct/Nov - students lead 5 lessons (Alcohol and Your Decisions, Digital Citizenship, Health Relationships, Stand up to Bullying, Tobacco Don't Get Sucked In)</p>

Lesson Plans

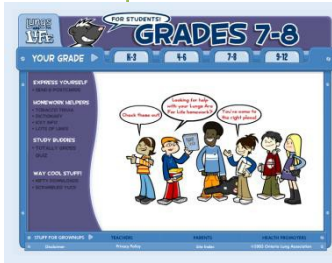
Alcohol: A Conversation
<http://www.albertahealthservices.ca/a/7096.asp>

The Process of Addiction
<http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-teacher-info-series-process-of-addictions.pdf>

In class:

Alcohol: A Conversation
 Marijuana & Synthetic Drugs
 The Process of Addiction

Misuse	<input type="checkbox"/> Use drugs or gamble to feel good <input type="checkbox"/> Use drugs or gamble to stop bad feelings <input type="checkbox"/> Binging <input type="checkbox"/> Experimenting with different drugs and forms of gambling <input type="checkbox"/> Grades affected <input type="checkbox"/> Activities change <input type="checkbox"/> Use drugs or gamble to relieve boredom or stress <input type="checkbox"/> Escape bad feelings <input type="checkbox"/> More fights with parents
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Tobacco Prevention

Multi-grade lesson plans

<http://www.albertahealthservices.ca/hi-rl-tobac-reduc-k-3.pdf>

<http://www.albertahealthservices.ca/hi-rl-tobac-reduc-4-6.pdf>

Great for smart boards

[http://www.lung.ca/lung101-reneiguez/teachers-enseignants_e.php](http://www.lung.ca/lung101-reneignez/teachers-enseignants_e.php)

In class: Grade 6 Teaming Up for Tobacco Free Kids

Key messages & lessons:

<http://www.albertahealthservices.ca/hi-rl-tobac-reduc-7-9.pdf>

In class: Hookah & Shisha

Key messages & lessons:

<http://www.albertahealthservices.ca/hi-rl-tobac-reduc-10-12.pdf>

In class: Hookah & Shisha

Mental Health Promotion

Lesson Plans

Elementary Mental Health Kit

<http://www.albertahealthservices.ca/7599.asp>

Mental Health Matters Gr 1-3
<http://www.education.alberta.ca/admin/supportingstudent/safeschools/mhm/toolsmhm/k3.aspx>

Gr 4-6

<http://www.education.alberta.ca/admin/supportingstudent/safeschools/mhm/toolsmhm/46.aspx>

Lesson Plans

Junior High Mental Health Kit

<http://www.albertahealthservices.ca/6872.asp>

Mental Health Matters Gr 7-9
<http://www.education.alberta.ca/admin/supportingstudent/safeschools/mhm/toolsmhm/junior.aspx>

Lesson Plans

Mental Health Matters Gr 10-12

<http://www.education.alberta.ca/admin/supportingstudent/safeschools/mhm/toolsmhm/seniorh.aspx>

In class: Positive mental health

Parents

Print/digital information

Parent Information Series

3 *Create It* topics for K to 3

4 *Nurture It* topics for Gr 4-6

<http://www.albertahealthservices.ca/2434.asp>

Print/digital information

Parent Information Series

6 *Choose It* topics for Gr 7-9

<http://www.albertahealthservices.ca/2434.asp>

Print/digital information

Parent Information Series

7 *Get It Back* topics for Gr 10-12

<http://www.albertahealthservices.ca/2434.asp>

Mental Health Matters –

Family Postcards for elementary students
<http://www.education.alberta.ca/media/7838003/mhm-tipsheets-elementary.pdf>

Mental Health Matters –

Family Postcards for jr/sr highs
<http://www.education.alberta.ca/media/7838007/mhm-tipsheets-junior-senior.pdf>

Mental Health Matters –

Family Postcards for jr/sr highs
<http://www.education.alberta.ca/media/7838007/mhm-tipsheets-junior-senior.pdf>

Present to parents at schools the “Kids and Drugs” parent session(s)

Present to parents on various addiction and mental health topics upon request



School Staff

Professional development sessions on:

Addiction and Mental Health Services in the Edmonton Zone

Alcohol: A Dialogue

Destigmatizing Mental Illness

Orientation to any lesson plan(s) ...see earlier list in Student section

Marijuana: do you know enough? (Jr & Sr Highs only)

What the Hookah! (Jr & Sr Highs only)



member health fairs are not best practices in prevention and should not be delivered in the classroom on curriculum outcomes.



Addiction section of AHS website:

www.albertahealthservices.ca/addiction.asp

Addiction Services Directory for AHS

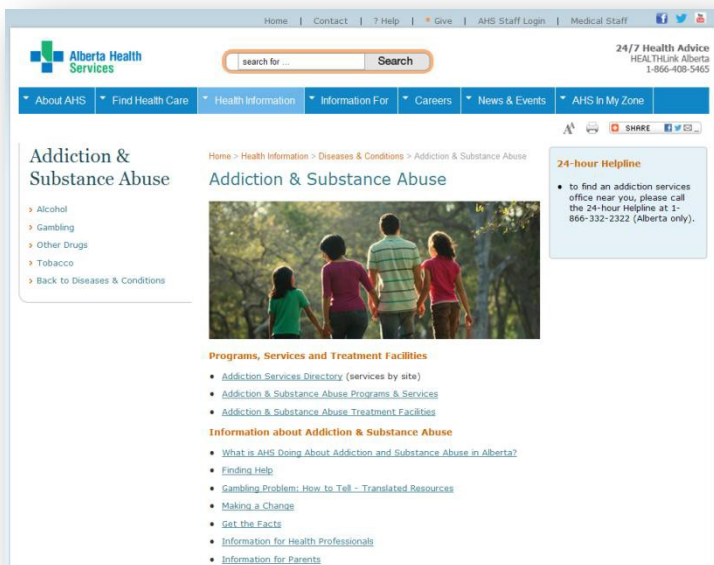
www.albertahealthservices.ca/Diseases/hi-s-addiction-service-directory.pdf

Mental Health and Wellness section of AHS website:

www.albertahealthservices.ca/mentalhealth.asp

Mental Health Supports and Networks section of AHS

website: www.albertahealthservices.ca/2787.asp



Prevention and Health Promotion Services, Addiction & Mental Health - Edmonton Zone (AHS)

Edmonton Catholic Schools

Central Contact	Cheryl Shinkaruk
Overall Contact within AHS Prevention & Health Promotion	Z'Anne Harvey-Jansen
Catchment Group	Catchment Contact
Edmonton Catholic – STAY North	Ramon Flores
Edmonton Catholic – STAY South	Ramon Flores
Edmonton Catholic – STAY West	Ramon Flores

Edmonton Public Schools

Central Contact	Debbie Jackson
Overall Contact within AHS Prevention & Health Promotion	Z'Anne Harvey-Jansen
Catchment Group	Catchment Contact
1. CCEP	Trevor
2. Eastglen (Jennie at high school)	Z'Anne
3. Exotics (# of Mobile counselors)	Trevor
4. Harry Ainlay (Tanner at high school)	Ramon
5. J Percy Page (Tanner at high school MHCB)	Crystal
6. Jasper Place (Jenn B at high school MHCB)	Jennifer P
7. Lillian Osborne (Michell C high school MHCB)	Ramon
8. M E Lazerte	Laurie
9. Mc Nally	Z'Anne
10. Queen Elizabeth (Jenn B at high school)	Laurie
11. Ross Shepphard	Jennifer P
12. Strathcona	Ramon
13. WP Wagner (Michell C at high school)	Crystal

** These Catchment Groups include elementary, junior highs that feed into the high school as well.

Prevention & Health Promotion, AHS Addiction and Mental Health AHS staff:

Crystal Cleland 780-415-0051

Jennifer Pollard 780-415-2542

Laurie Young 780-644-3629

Ramon Flores 780-644-3624

Trevor Vezina 780-644-3634

Z'Anne Harvey-Jansen 780-644-3633

Firstname.lastname@albertahealthservices.ca

Serving Schools (2013-2014) v2

Edmonton Public Schools Collaboration with External Agencies/Partners that Support Healthy Eating, Physical Activity, and Emotional Well-being.

[Alberta Health Services](#) (AHS): guides teachers, childcare staff and parents to the information/resources they need on student/child health issues.

[Alberta Healthy School Community Wellness Fund](#): A joint initiative between Alberta Health, the Centre for Health Promotion Studies and Alberta Coalition for Healthy School Communities.

[Alberta Project Promoting active Living and healthy Eating](#) (APPLE Schools) is helping to define effective ways to create healthy school communities in Alberta.

[Alberta School Employee Benefit Plan](#) (ASEBP): is a holistic health organization committed to creating resources designed to foster healthy lifestyles and healthy workplaces. Their goal is to support individuals in their efforts to make the educational experiences of Alberta's students the best they can be.

[Be Fit For Life](#): The Provincial Fitness Unit of Alberta is one of Canada's longest-standing not for profit organizations working to promote healthy active lifestyles for all Albertans. The Network provides accessibility to services, education and resources that encourage self-responsibility in Albertans to adopt active, healthy lifestyles.

[Centre for Addiction and Mental Health](#) (CAMH): With partners across the province and country, CAMH is involved in health promotion and prevention research for youth in schools and the broader community. They support the implementation of Fourth R - a school based program to prevent adolescent violence and related risk behaviours.

[Edmonton Catholic School District](#) (ECSD): provides Catholic education which addresses the needs of the whole child (spiritual, academic, physical, emotional and social) in their 88 schools.

[Edmonton Sport Council](#): is a non-profit society, serving and representing the Edmonton sport community that strengthens sport in Edmonton to facilitate a better sport environment in Edmonton.

[Evan Grykuliak Memorial Society](#): Their mission is to raise awareness and encourage activities that support bullying prevention

[Ever Active Schools](#): facilitates the development of healthy children and youth by fostering social and physical environments that support healthy, active school communities.

[Free the Children](#): is part of a family of organizations, including Me to We, We Day, and We Act, that has a shared goal: to empower a generation of youth to shift the world from 'me' to 'we' and become agents of change.

[Nutrition Students Teachers Exercising with Parents](#) ('NSTEP) is a not for profit registered charity providing hands-on nutrition and physical activity programs directly into the classroom.



Mental Health Challenges - *What can we do?*

Canadians are increasingly recognizing the importance of improving the mental health of children and youth with a particular emphasis on *positive mental health*.

In Canada:

- 1 in 5 students have a diagnosed mental disorder
- 5 out of 5 students are affected by someone with a mental disorder
- Half of all mental disorders begin by age 14

Schools can positively impact students' mental health. Physically and emotionally healthy children and youth are more likely to succeed in school and in life. School staff, particularly teachers, play a critical role in promoting positive mental health in the school and classroom.

To be most effective, positive mental health is best incorporated as part of a Comprehensive School Health (CSH) approach: this involves educating students and their families; creating partnerships with community agencies; and fostering a positive school environment that supports mental wellness.

[Learn more about promoting positive mental health using a CSH approach.](#)

What can a teacher do? What can staff do? What can a school do?

1. Develop Knowledge and Awareness

Make a distinction between mental health and mental illness. Learn about the signs of different mental problems and disorders:

- [Background information for Teachers](#) - (from *Mental Health Matters*)
- [Compassionate Classrooms – Understanding student mental health](#)
- [Canadian Mental Health Association](#)
- [Mental Health First Aid Canada](#) (2 day course)

- Check the EPSB monthly *School Health Newsletter* for recommended resources and learning opportunities (Posted in the Staff Bulletin)
- Make mental health a regular agenda item at staff meetings – discuss specific students and/or learn about specific mental health topics

2. Watch for Changes

- Watch for behavioural, emotional, physical and attitude changes in a student (positive and/or negative). [Compassionate Classrooms](#) lists symptoms and causes of mental illness on page 8
- Communicate your observations regularly with staff

3. Teach Students and Talk About Mental Health Throughout the School Year

- [Positive Mental Health and Addictions and Prevention Resources list](#), Alberta Health

Services: A comprehensive list of recommended resources for schools which includes

- [Elementary Mental Health Kit](#)
- [Junior High Mental Health Kit](#)
- [Mental Health Matters – Grades 10 – 12](#)

- **Alberta Health Services (AHS) – [Addiction and Mental Health Edmonton Zone, Support to Schools](#):** For the most effective prevention, messages, skills and attitudes about positive mental health should be layered. AHS has suggested concrete and specific ways they can support you in the following settings:

- With students during class time
- With parents
- Through the professional development of school staff and
- Resources on School Zone.

- **Participate in Mental Health Week Activities (May 5 -11, 2014) – [Canadian Mental Health Association](#).** Edmonton Public Schools staff can access a variety of resources on the District [Mental Health Awareness Week site](#).

4. Promote Positive Mental Health Practices (proactive, prevention oriented, strength-based): create an environment where students can find supportive connections, use and develop their strengths, and develop a greater sense of autonomy and self-determination. You can do this by:

- Greeting students by name every day
- Connecting an at-risk student with a teacher or peer mentor
- Offering students choice
- Celebrating successes

Review the [Positive Mental Health Toolkit](#) (four pillar checklists: pages 44-56) to validate what you are already doing and find more ideas to further promote positive mental health in your school.

5. Have Other Resources Available: When a specific expertise is needed and additional support is required, know who can help and how to contact them.

- [Inclusive Learning](#): Staff can request a risk assessment from an Inclusive Learning social worker trained in risk assessment if school staff suspect a student may be suicidal. The social workers help schools, families and students by providing access to community support resources.
- [Regional Collaborative Service Delivery](#): School staff can call upon Child and Youth Mental Health Services (through Alberta Health Services) for support from a mental health therapist to assist them with students' emotional, behavioural and mental health.
- **Prevention and Health Promotion Services, Addiction and Mental Health - Edmonton Zone (AHS):**
 - [Prevention strategies for schools](#)
 - [Designated contact according to catchment areas](#)
- [211 Resource lists](#): 211 produces a number of directories and resource lists with community resource information.
- **AHS Mental Health Supports and Services card - [A Pocket Guide](#)**
Display *Help/Crisis* phone numbers in an easily accessible and highly visible location.
- [Guidance Council of the Alberta Teachers' Association](#) – provides information regarding current recommended resources and professional learning opportunities.

Most importantly, [take care of your own mental health](#), and support one another by creating a safe, caring and respectful environment.

District Resource

Employee and Family Assistance Program (EFAP) provides confidential and professional assistance to employees and their dependents who are experiencing personal challenges that impact their lives or work performance. Contact EFAP at 780-454-7364.

Public Resource

Great West Life has created a comprehensive resource called [Workplace Strategies for Mental Health](#). It includes a variety of recommended [assessment tools](#) that may be helpful for you and your colleagues.

Further information: [Debbie Jackson](#), Supervisor School Health, Edmonton Public Schools