



***Strategies for Developing
Healthy School Communities:
A Wellness Fund Perspective***

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What is the Wellness Fund?

Established in 2007

A Joint Initiative

- University of Alberta's School of Public Health
- Alberta Coalition for Healthy School Communities
- Alberta Health and Wellness

What is the Wellness Fund?

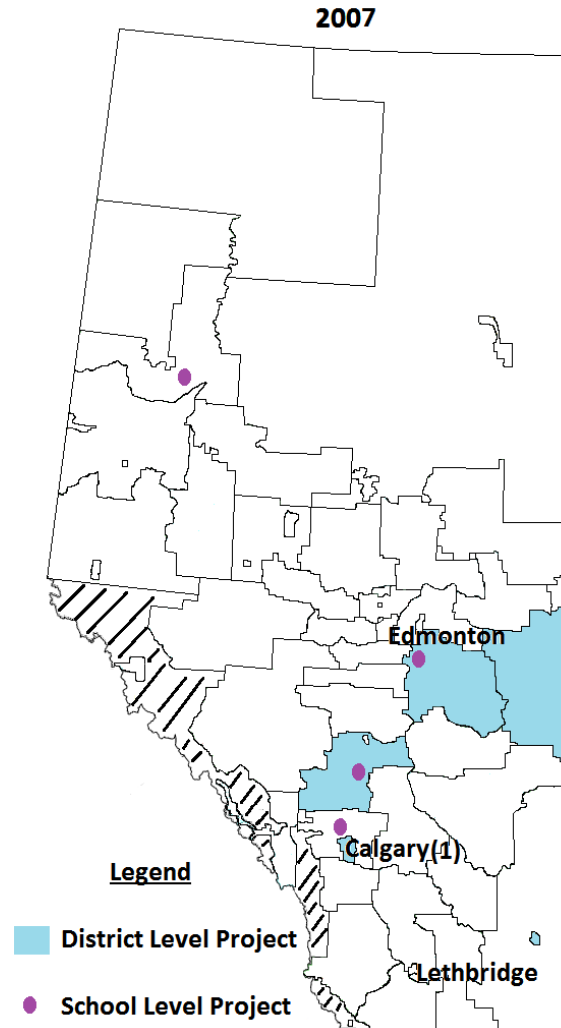
Objective

To enhance the health and wellbeing of school-aged children and youth within Alberta school communities

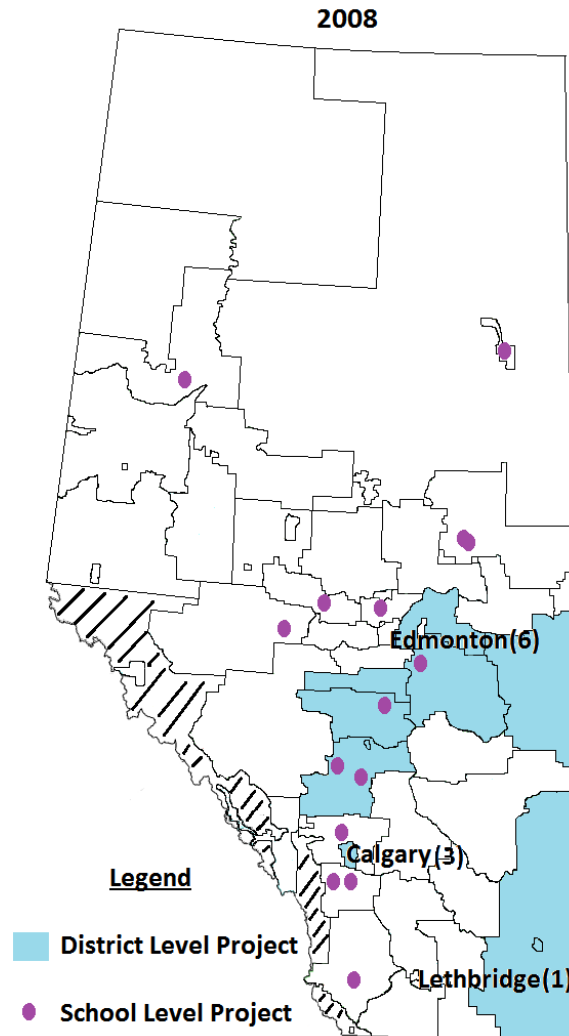
Method

Through the funding of school community projects that address healthy eating, active living and positive social environments using a Comprehensive School Health approach.

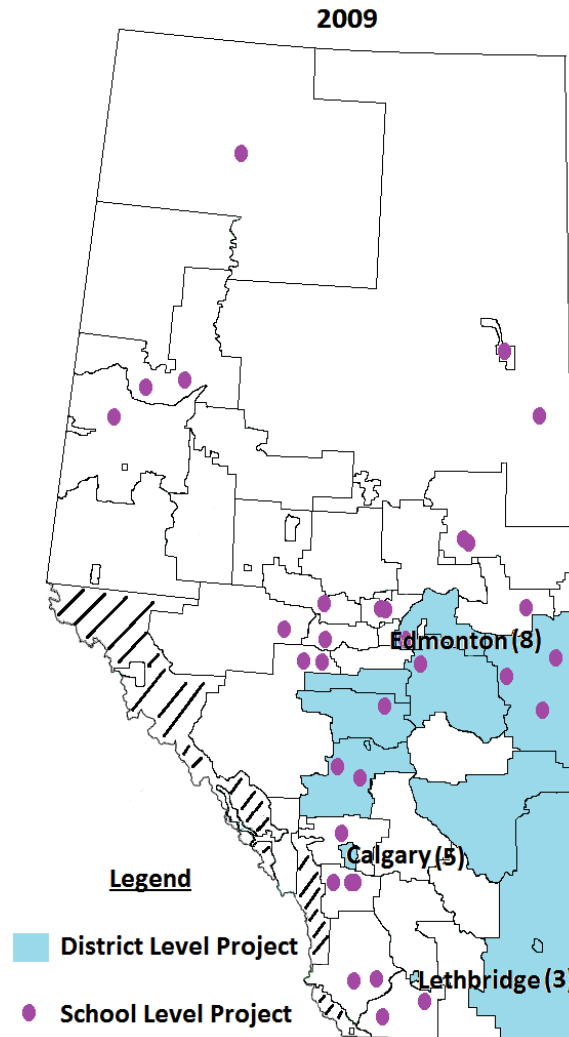
Wellness Fund Growth



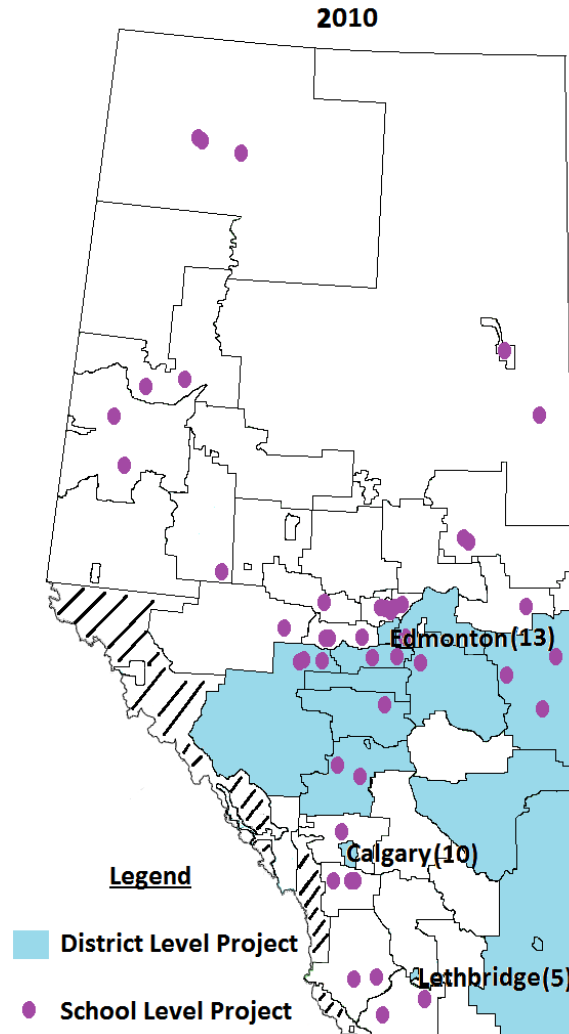
Wellness Fund Growth



Wellness Fund Growth



Wellness Fund Growth



Wellness Fund Coverage Since 2007

- 23 District Level Projects
- 74 School Level Projects
- 3 Agency Based Projects
- 605 School Communities
- 201,309 students

Comprehensive School Health Approach

Method

Through the funding of school community projects that address healthy eating, active living and positive social environments using a **Comprehensive School Health approach**.

Comprehensive School Health Approach

What is a
“Comprehensive School Health Approach”?

BRAINSTORMING TIME!

What is a Comprehensive School Health Approach?

Joint Consortium for School Health, 2008

“... an internationally recognised **framework**...”

Deschesnes *et al.*, 2003

“comprehensive, **integrated construct** to child-youth health promotion...”

Allensworth *et al.*, 1995

“...an **integrated set** of planned, sequential, school-affiliated **strategies, activities, and services**...”

Comprehensive School Health Framework



Joint Consortium for School Health, 2008

Comprehensive School Health Framework

Pillar	Definition
Partnerships and Services	<p>Partnerships are:</p> <ul style="list-style-type: none">• The connections between the school and students' families.• Supportive working relationships within schools (staff and students), between schools, and between schools and other community organizations and representative groups.• Health, education and other sectors working together to advance school health.
	<p>Services are:</p> <ul style="list-style-type: none">• Community and school based services that support and promote student and staff health and wellbeing.

Comprehensive School Health Framework

Pillar	Definition
Teaching and Learning	<i>Resources, activities and provincial/territorial curriculum</i> where students gain age-appropriate knowledge and experiences, helping to build the skills to improve their health and wellbeing.
Healthy School Policy	<i>Management practices, decision-making processes, rules, procedures and policies at all levels</i> that promote health and wellbeing, and shape a respectful, welcoming and caring school environment.

Comprehensive School Health Framework

Pillar	Definition
Social and Physical Environment	<p>The social environment is:</p> <ul style="list-style-type: none">• The quality of the relationships among and between staff and students in the school.• The emotional well-being of students.• Influenced by relationships with families and the wider community.
	<p>The physical environment includes:</p> <ul style="list-style-type: none">• The buildings, grounds, play space, and equipment in and surrounding the school.• Basic amenities such as sanitation and air cleanliness.

CSH Framework and Wellness Fund Projects

Pillars Implemented	Number of Projects	Percentage of Projects
All Pillars	13	21.3%
3 Pillars	25	41.0%
2 Pillars	15	24.6%
1 Pillar	8	13.1%
Total	61	100%

CSH Framework and Wellness Fund Projects

Pillar Focus	Number of Projects	Percentage of Projects
Partnerships and Services	61	100%
Social and Physical Environment	58	95.1%
Healthy School Policy	35	57.4%
Teaching and Learning	22	36.1%

CSH Framework and Wellness Fund Projects

Pillar Focus	Number of Projects	Percentage of Projects
Partnerships and Services	61	100%
Physical Environment	43	70.5%
Social Environment	15	24.6%
Healthy School Policy	35	57.4%
Teaching and Learning	22	36.1%

Activity 2

Spot the Differences in Approach!

Spot the Differences in Approach

Approach 1: Sunny High School	Approach 2: Snow Lake High School
formal modes of communication	modes of communication set up according to suggestions from the school community
groups have separate meetings allowing for little interaction	groups have combined meetings
no recognition by the school that community members have information to share	community organisations invited to put up notices in the school
no avenue for school community members to raise important issues	an established committee provides an opportunity for important issues to be raised and addressed

Spot the Differences in Approach

Approach 1	Approach 2
strong health curriculum developed by some teaching staff from traditional 'health orientated' areas (e.g., Phys. Ed, CALM)	strong health curriculum developed using a collaborative, whole school community approach to identifying priority issues
addressing health issues through specific parts of the curriculum with little emphasis on other areas (e.g., little emphasis on social and physical environment; partnerships and services; healthy school policy; other teaching and learning areas such as Math and English)	addressing health issues by using strategies across a number of areas e.g., social and physical environment; partnerships and services; healthy school policy; teaching and learning

Spot the Differences in Approach

Approach 1	Approach 2
anti-litter campaign initiated by one class	working towards a clean school is a whole school initiative
anti-litter campaign utilizes one strategy area (e.g., environment)	clean school efforts utilize several strategy areas e.g., concession menu, recycling, nutrition education, accessing experts in the community and within the school community (i.e., concession parents)

Recap

A Comprehensive School Health approach is a **way of thinking and approaching change** in health practice in school communities

Whether your focus is:

Developing a healthy school community

OR

Planning and delivering a specific activity

From Theory to Practice

1. Prepare
2. Create a shared vision
3. Determine the priority issues
4. Develop an action plan
5. Implement and monitor
6. Reflect, evaluate and celebrate

From Theory to Practice

1. Prepare

- Identify health champions
- Form a committee and keep track of activities
- Achieve a common understanding of the CSH Approach
- Determine the key people to whom you need to 'sell' this approach/'sell' what you plan to do
- Plan how you will get these key people on board

From Theory to Practice

2. Create a shared vision

- What would be the ideal situation?
 - Consider all key stakeholders
- What are the current health needs in comparison to the 'ideal' situation?

From Theory to Practice

3. Determine the priority issues

- Organize health 'needs' gathered
- Engage stakeholders in a prioritization process
- Strategies to keep in mind:
 - Start small and slow
 - Start with issues most likely to succeed
 - Link to the 'everyday' work of students and teachers where possible
 - Initially target issues for which you have the resources
- Communicate the determined priorities

From Theory to Practice

4. Develop an Action Plan

- Comprehensive working group
- Goal/Outcome
 - Strategies and Actions
 - Resource Requirements
 - Roles and Responsibilities
- Inform the community of the plan

From Theory to Practice

5. Implement and Monitor

- The better your action plan the easier the implementation
- Hold a launch
- During implementation keep open lines of communication between all individuals involved and record everything that occurs

From Theory to Practice

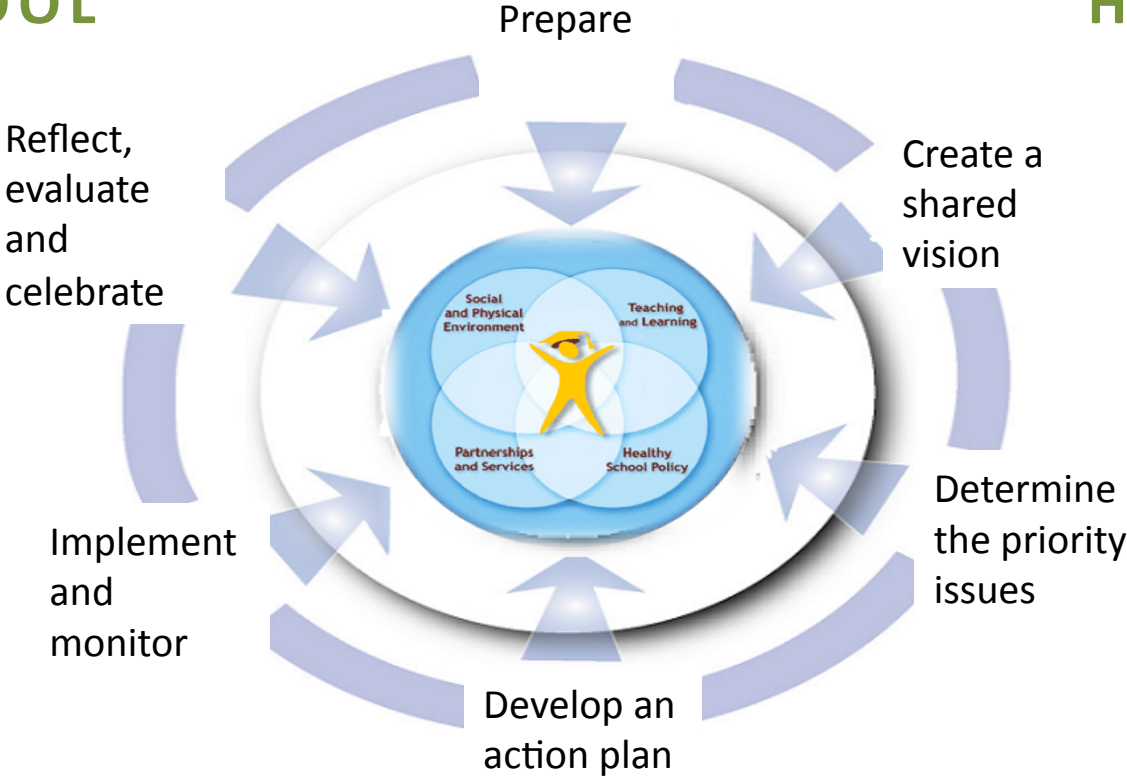
6. Reflect, Evaluate and Celebrate

- Was the goal reached?
 - Review your records
 - Create focus groups
 - Improvement noted in all four pillar groups?
- Celebrate your achievement

From Theory to Practice

SCHOOL

HOME



COMMUNITY

Saved By the Bell!

Lunch time!

Thank you for your participation!

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