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Comprehensive School Health

Comprehensive School Health is a whole school approach to building healthy school communities

Robert Thirsk High School
Shaping the Future Conference | January 2016

Calgary Board of Education

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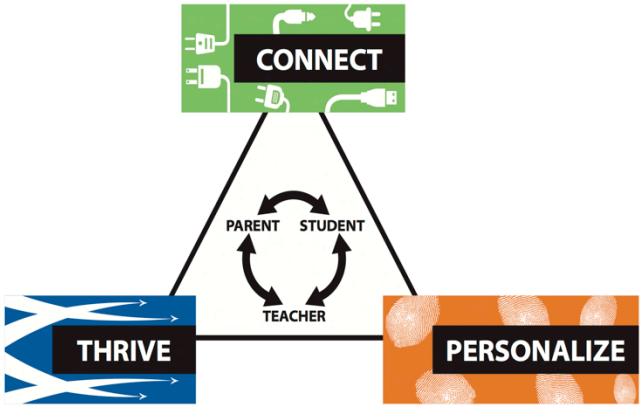
- Carla Christie-Hamilton
- Jennifer Edmondson-Neily
- Isabel Lau
- Kate Love

Calgary Board of Education

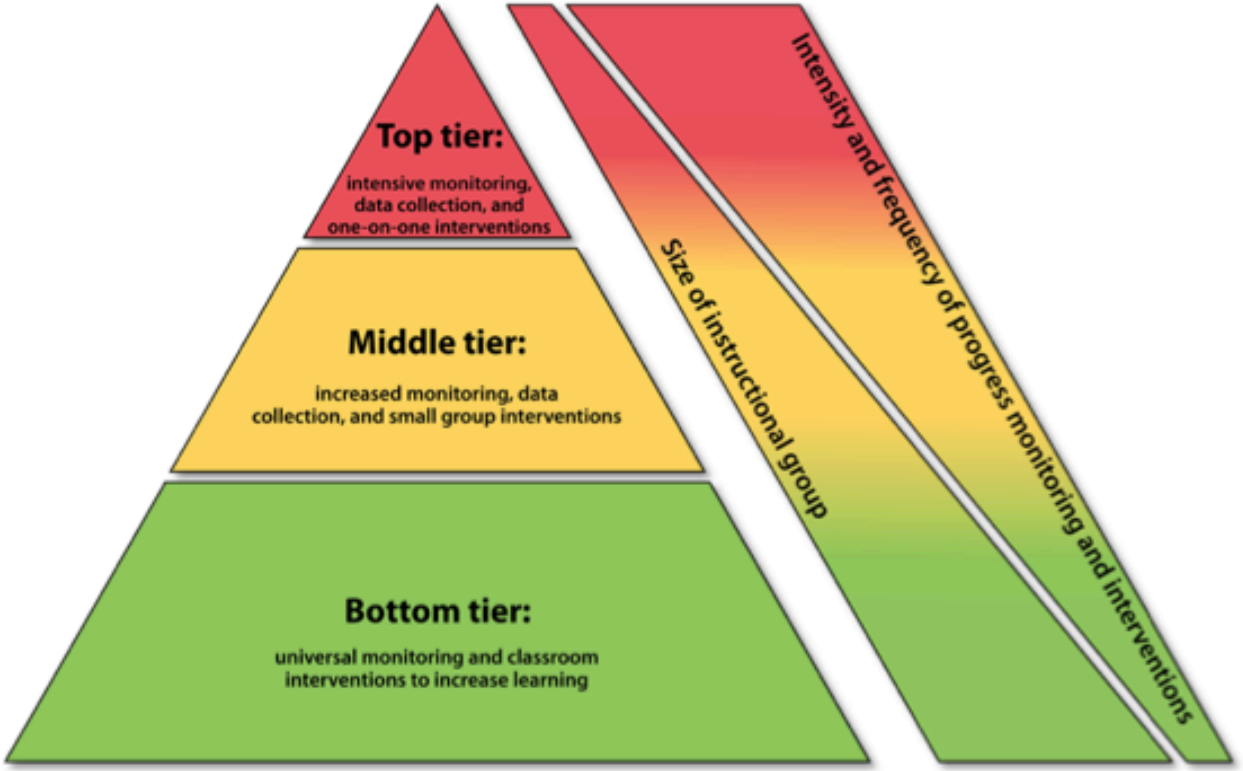
“Just make a mark and see where it takes you.”

Create a Shared Vision



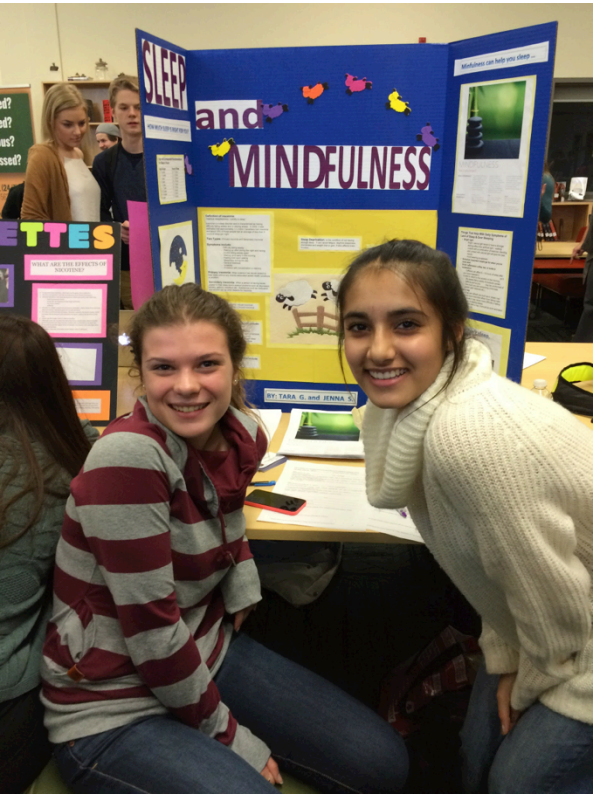
- Learning Communities
- Academic Focus (Flex Block)
- Connect Time
- Learning Plans
- Embedded CALM
- Outcome and Competency Based Assessment
- Blended Learning

Good for All, Critical for Some



Response to Intervention Model

Determine Our Priorities



Tell Them From Me Student Surveys

Areas of Celebration

- Student Engagement
- Classroom Context
  - Positive Student-Teacher Relationships
- Intellectual Engagement
  - Interest and Motivation
- School Context
  - Advocacy at School

Determine our Priorities

Tell Them From Me Student Surveys

Areas for Growth

- Emotional Health
  - Anxiety, Depression & Self Esteem

Here’s what you said:

We asked about intellectual engagement:

You told us…

59% of you find learning interesting, enjoyable, and relevant

This is significant because:

The Canadian norm is 43%

Last year, only 42% of you found learning interesting, enjoyable, and relevant

We asked about positive student-teacher relations:

You told us…

67% of you told us that you feel teachers are responsive to your needs and encourage independence in a democratic approach

This is significant because:

The Canadian norm is 59%

Last year, only 59% of you felt you had a positive relationship with teachers

We asked about interest and motivation:

You told us…

35% of you are interested in and motivated to learn

This is significant because:

This is higher than the Canadian norm of 25%

Last year, only 30% of you were interested in and motivated to learn

We asked about advocacy at school:

You told us…

41% of grade 11's felt they had someone at school who consistently provides encouragement and can be turned to for advice

That is significant because:

The Canadian norm is 25%

Last year only 32% of the same group felt this way

Areas for Growth

We you asked about your levels of anxiety:

You told us…

25% of you reported feeling moderate to high levels of anxiety

This is significant because:

Although slightly lower than last year, and consistent with other Alberta and Calgary high schools, this is above the Canadian norm of 18%

We you asked about your levels of depression:

You told us…

26% of you reported prolonged periods of feeling sad, discouraged, or inadequate

This is significant because:

Although slightly lower than last year, and consistent with other Alberta and Calgary high schools, this is above the Canadian norm of 19%

We Pledge

We pledge to...

Continue to evolve supporting structures such as:

- Connect
- Focus
- The W-Project
- GSA & other clubs
- Comet Core

We pledge to...

Invite your voice as we determine the next steps...

Implement and Monitor | W Project

The goals of the W Project are to:

- teach students about positive health and wellness
- create a supportive social and physical school environment
- implement healthy school policies
- develop strong partnerships and services within our school and community
- embed CALM Outcomes

Implement and Monitor | W Project

Students in all grades have an opportunity to participate in The W Project during:

- Connect time
- Focus block
- across all subject areas
- specific wellness related events

THE W PROJECT STUDENT PASSPORT

The aim of the W-Project is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviors and attitudes that contribute to the well-being and respect of self and others, now and in the future.

KNOW HOW I LEARN | IDENTIFY AND SOLVE PROBLEMS | IDENTIFY APPLY CAREER & LIFE SKILLS | THINK CRITICALLY | GLOBAL & CULTURAL UNDERSTANDING
MANAGE INFORMATION | INNOVATE/CREATE | APPLY MULTIPLY LITERACIES | COMMUNICATE & COLLABORATE | CREATE OPPORUNITIES

	TASKS			
How will I thrive emotionally, intellectually, socially, spiritually and physically, now and in the future and, how does the dynamic interplay of these dimensions of health impact my wellbeing?	Grade 10	☐ THRIVE PROJECT – DEVELOP LEARNNG PLAN	☐ SEXUAL HEALTH EDUCATION & REFLECTION	1 WELLNESS PRESENTATION ☐ DATE & TOPIC _____
	Grade 11	☐ UPDATE LEARNING PLAN Grade 11s will complete Sexual Health in grade 11 during the 2015/16 year.	☐ WELLNESS INQUIRY & REFLECTION TOPIC _____ DATE _____ COURSE _____ Participation in the Wellness Fair	3 WELLNESS PRESENTATIONS ☐ DATE & TOPIC _____ ☐ DATE & TOPIC _____ ☐ DATE & TOPIC _____
	Grade 12	☐ UPDATE LEARNING PLAN (GRAD CHECKLIST AND GOALS, STRATEGIES)		STUDENTS ARE ENCOURAGED (ATTEND WELLNESS PRESENTATION BASED ON PERSONAL INTEREST)

How do I make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others?	Grade 11	☐ ATTEND MONEY MATTERS PRESENTATION	☐ ATTEND LEARNING CLICKS SCHOLARSHIP PRESENTATION	☐ LIVING ON YOUR OWN INQUIRY	☐ FINANCIAL PORTFOLIO

How do I develop and apply processes for managing personal, lifelong career development?	Grade 10	☐ CAREER MATCHMAKER AND GRADE 11 COURSE SELECTION	☐ RESUME & COVER LETTER & REFERENCES	☐ JOB APPLICATIONS DO'S & DON'TS	
	Grade 11	☐ UPDATE CAREER MATCHMAKER AND GRADE 12 COURSE SELCTION	☐ UPDATE RESUME & COVER LETTER & REFERENCES	☐ MOCK INTERVIEW	CSI PRESENTATIONS ☐ DATE & TOPIC _____ ☐ DATE & TOPIC _____ ☐ DATE & TOPIC _____
	Grade 12**	GRADE 12 CONNECT SPEAKER SERIES "WHAT I WISH I HAD KNOWN" POST-SECONDARY PANEL SCHOLARSHIP INFORMATION LEARNING CLICKS AND EDUCATION MATTERS SCHOLARSHIP PRESENTATION IRIS UPDATE and TRANSFER of INFORMATION INTO "I" PORTFOLIO			

Evaluate

- Strong cross-curricular community relationship development within the school (staff and students)
- Collaborative and supportive whole school practices
- Regular wellness activities to meet the needs of our school
- Common language around intellectual, social and emotional wellness (Assessment Spectrum, Competencies, etc)
- Integration of wellness in all disciplines
- Development of wellness partnerships in the community

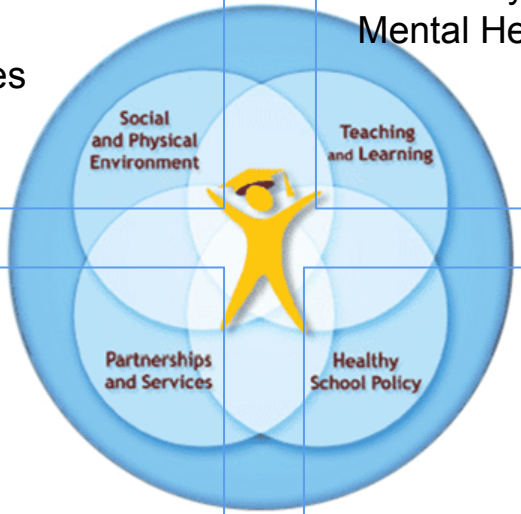
- Continue to build strong connections between staff, students, parents and community
- Continue to focus on the development of positive mental health
- Continue to highlight successes both in the school and in the community
- Continue to develop wellness partnerships with key stakeholders
- Continue to analyze Tell Them From Me survey results to better understand the health of our students
- Continue to intentionally develop future task design in all disciplines that include The W Project outcomes

Implement and Monitor

Social & Physical Environment |

Cafeteria, Fitness centre, Green 360, Microgreens, Healthy food carts, Intramurals, Healthy vending machines

Teaching and Learning |
Community Helpers, FOCUS, Mental Health Literacy Go-To Educator & Curriculum Guide, Mental Health Symposium, Mindful Assessment Preparation (M.A.P.), The W Project, Yoga LDC 15,25,35, Yoga for PLP/ALP



Partnerships & Services |
Alberta Health Services, Aspen, Blush Lane Organic Market, Brown Bagging portion of (FANS), Canadian Mental Health Association, Calgary Sexual Health Centre, Healthy Relationships & Calgary Women's Emergency Center, United Way - All in for Youth

Healthy School Policies |

Alberta Education DPA Policy, CBE AR - Nutrition, CBE AR - Safe and Caring School Environments

Celebrate

Sharing success stories with staff, students, parents and community. Student VLC stories (http://vlc.rths.ca)

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Reflect

182 Days of Learning

Follow us on:

THE STORIES | ABOUT CBE 182 | WRITE FOR CBE 182 | CALENDAR OF WRITERS

Day 100: Jennifer Edmondson-Neily, Teacher, Robert Thirsk High School

2/9/2015 0 Comments

Looking up, in, Through, Down and Around for Deeper Understanding to Shape the Future of the Wellness Action Team

As we close one semester and begin to start a second, we head west towards the rocky mountains. Taking a deep breath, we look up from our work at Robert Thirsk High School and look up to the mountains at the Shaping the Future Conference 2015. It is an exciting time to be in emersed in implementing the principles of high school redesign. At the same time I wonder how the work of wellness fits with the principles? I seek to find connections between the work as too often, I have to admit, wellness seems to be a dreaded "add on". I feel certain that incorporating high school wellness at RTHS can't be about me taking on more work (if for no other reason than my personal wellness can't possibly take it!). But how do we weave wellness into the fabric of our culture? To what end? What is the impact?

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Reflect

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Day 82: Kate Love, Teacher, Robert Thirsk High School

1/13/2015 4 Comments

Just breathe...is something you will hear often from Chris Meaden (principal at RTHS). Being a part of the start-up of a new school, this mantra is particularly important.

Inhale...life-long learning.

I've been on a journey to unfold the relevance of mindfulness in our schools for several years now. It has never been a solo journey. I've had incredible support from the Wellness Fund, my forward thinking colleagues and recognition of this important practice in our classrooms by my leadership team. But mostly, I've received guidance and inspiration from my students as they've become empowered by these mindfulness techniques in the classroom and in their lives.

Exhale...sharing your passions with others.

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