

Canadian Alliance for Healthy School Communities:

Notes from our day together

July 2nd, 2019 in Vancouver, BC

MEETING NOTES

Overview

A 5th gathering of thought leaders from across the country was held on July 2nd, 2019 in Vancouver British Columbia with 22 participants from across the country representing multiple perspectives and organizations dedicated to the promotion of healthy school communities. Those present included:

Brian Torrance, Kerri Murray - Ever Active Schools, Ken Bain - CASSA, Chris Markham, Sarah Christie - Ophea, Melanie Davis - PHE Canada, Faye Willick, Haley Barton, Rachel Iacoe - DASH, Dr Kate Storey - University of Alberta, Susan Rogers - Western University, - Jenn Flynn - APPLE Schools, Mali Bain - Wellahead - McConnell Foundation, Ellen Pierce - Alberta Health Services, Christa Costa - representing the Canadian Parks and Recreation Association, Jane Arkell -Active Living Alliance for Canadians with a Disability, Max Cooke and Andre Rebeiz - ED Can, Nancy Pynch-Worthylake -Canadian School Boards Association, Steve McGinley -University of British Columbia, Kari McDougal -Fraser Health, Drew Mitchell from Sport for Life, Nakita Pardiwala, Physical and Health Education British Columbia, John C. Spence, Sedentary Living Lab, University of Alberta.

Regrets: Dr Antony Card (Mount St. Vincent University), John Paton (Alberta Schools Athletics Association and School Sport Canada), Scott Leatherdale (Compass), Arlene Morell (Ontario Healthy School Coalition), Carol MacDougall (Ontario Healthy School Coalition). Colleen Wright and Jazmin Bonizzon (Alberta Healthy School Community Wellness Fund), Leanne Keyko (Alberta Schools Employee Benefit Plan)

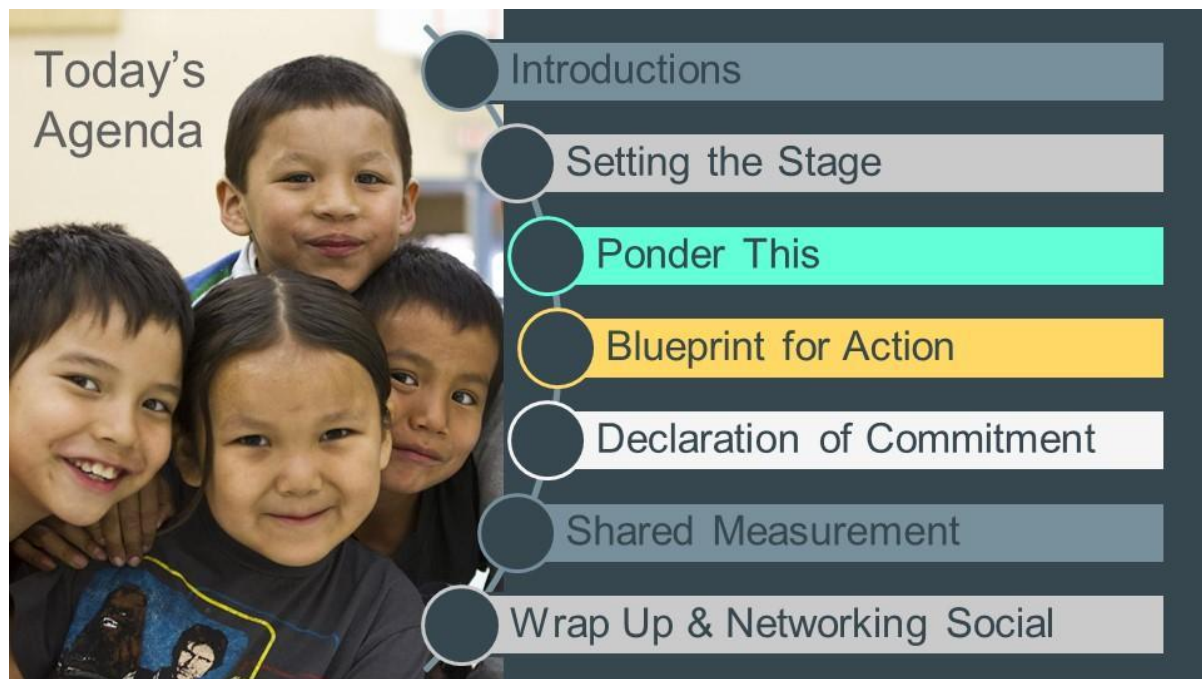
This meeting was co-facilitated by the stewardship group (CASSA, DASH, Ever Active Schools, Ophea and PHE Canada).

Welcome & Introductions

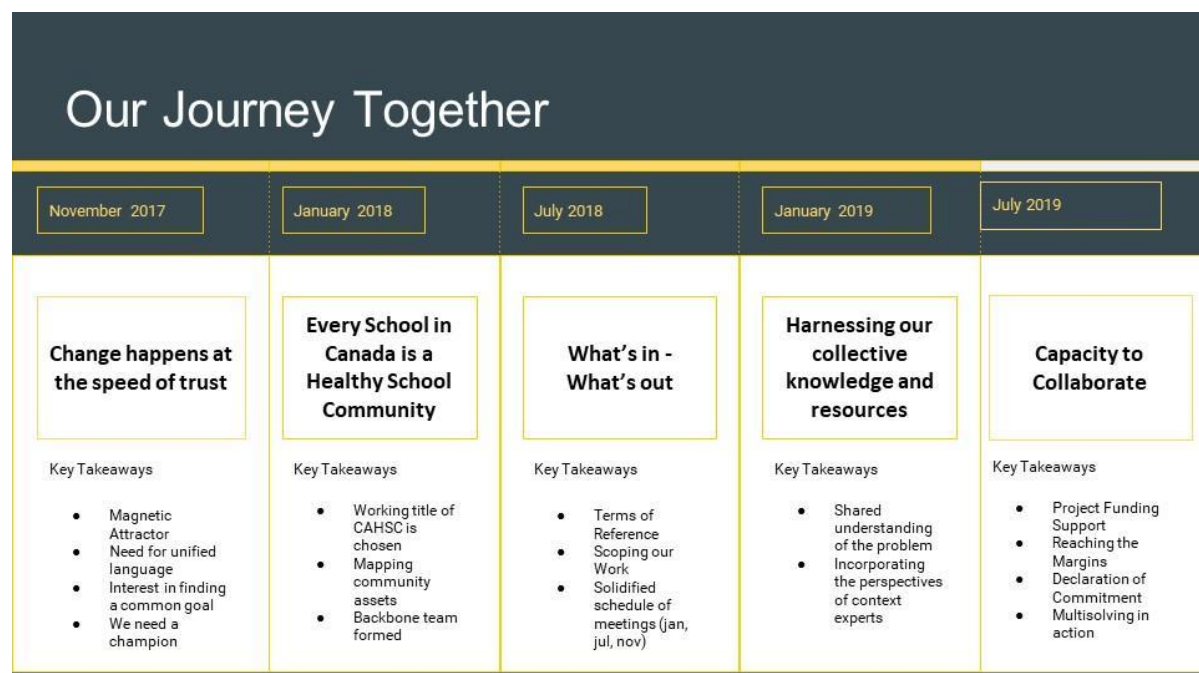
The day began with Ken Bain from the Canadian Association of School System Administrators (CASSA) welcoming everyone and introducing Faye Willick from DASH who respectfully acknowledged the Musqueam traditional territory, People of the River Grass.

The participants then shared what they were each working on. Five new people were welcomed, Max Cooke and André Rebeiz from ED Can, Nancy Pynch-Worthylake from the Canadian School Boards Association, Steve McGinley from the University of British Columbia, Kari McDougal from Fraser Health, Drew Mitchell from Sport for Life, Nakita Pardiwala, Physical and Health Education British Columbia. Their presence, as well as the returning faces signified a strong pattern of growth for the Alliance - both in terms of perspective and reach. Our participant list now reaches 45 organizations across the education, recreation and sport, public health, business and industry and research sectors.

Our Collective Journey & Today's Agenda



The Alliance's conversations and work to date were recapped as the day began highlighting the great strides forward in common understanding and trust building.



The meeting norms identified in our very first mtg were posted: Listen to understand. Share your truth. Open to the creative process. Source multiple intelligences. Embrace diversity of perspective. Technology on breaks. Move. Have fun: this work is about people.

PONDER THIS:
REACHING THE MARGINS

Dr Susan Rogers



Dr. Rodger began by showing us that health promoting schools (HPS) have been proven to have the following positive outcomes...

- Reduced BMI
- Increased physical activity
- Increased fresh veg and fruit consumption
- Reduced reports of bullying
- Reduced tobacco use

Dr. Rodger explored how by adopting a trauma informed approach we can move beyond this limitation and bridge disparities in the social determinants of health. Schools are complex social systems Dr. Rodger continued; they are comprised of a wide range of agents (e.g. students, teachers, administrators, leaders, parents, policies, infrastructure, etc.) which co-exist, interplay and constantly evolve at different rates and at different layers of the system, influenced by the actions of other agents.

Moreover, students and teachers within the school setting hold different mental models and values shaped by their differing individual experiences and community environments. To be an effective provider of health promotion for all students, families and staff schools and HPS interventions must flex and adapt. We must drive our work to ensure that we continuously question whether our work meets the needs of some, most or all? In doing so, we can model a holistic re-conceptualization from the stereotypical consideration that every school, student is / should be the same.

Dr. Rodger shared the Adverse Childhood Experience (ACE) approach to building community resilience, the lower rooted section (right), and highlighted the connections between this approach and the Comprehensive School Health model that addresses the need to work upstream and across sectors and domains, from the grassroots to the systemic level.

Dr. Rodgers continued listing conditions for change:

Necessary

- Collaboration at all levels
 - Policy support
- Communication
- Cultural safety
- Trauma and Violence Informed Care
- Understanding complexity
 - Flexibility, adaptability
- Resources
- Sustainability

Outcomes to consider

- Relational health
 - Sense of belonging
- Development of social capital
- Students, staff, family gains
- Equity
- Agency
- Competence

To make meaningful change, Dr. Rodger called the Alliance to demonstrate **multisolving in action**. To this end, Dr. Rodger's slide on 'How we do it' had the following suggestions:

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| <ul style="list-style-type: none"> • Teach - using pedagogies with impact - case studies! • Support one another at every turn. • Advocate. • Include- "not about us without us". • Build <ul style="list-style-type: none"> ○ Concept papers ○ Policy-ready papers ○ Consistent messaging | <ul style="list-style-type: none"> • Develop resources for school leaders, teachers, families, communities and students. • Leverage relationships and connections. • Believe. Our school communities deserve it. • Find the people and places where you can work authentically with your values. If it does not exist, be a change-maker. |
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Blueprint for action

To accelerate the implementation of high quality Healthy Schools it is important to hear the perspectives of context experts. Several groups were asked to provide overviews of their work so that we can incorporate and learn from them. As well each presenter was asked to share practical opportunities for impact that foster collaboration. The order of the presentation was intentionally to showcase how the system is interconnected from the ground up.

FROM THE GROUND UP:



Practical
opportunities
to collaborate
for impact

- [Healthy School Certification Program](#) – Sarah Christie, Ophea
- [APPLE](#) - Jenn Flynn, Apple Schools
- [Teacher and Staff Wellbeing](#) – Max Cooke and André Rebeiz, EdCan
- [Beyond the Binder](#) – Mali Bain, McConnell Foundation & Brian Torrance, Ever Active Schools
- [Wellness in Post-Secondary Education](#) – Steven McGinley, University of British Columbia Kerri Murray, Ever Active Schools
- [Capturing Political Momentum](#) – Melanie Davis, PHE Canada

Each of these presentations can be found by following the following links:

- [Healthy School Certification](#)
- [Apple Schools](#)
- [Beyond the Binder](#)
- [Teacher and Staff Wellbeing](#)
- [Wellness in Post Secondary Education](#)
- [Capturing Political Momentum](#)

We were fortunate to have John Spence come by to add to the presentation by Melanie Davis on Capturing Political Momentum and present on the Common Vision. This presentation offered insight into how the Common Vision can act as a springboard for the Alliances work. In the upcoming months, work will begin on mobilizing the non-governmental community around the Common Visions areas of focus. The Leadership and Learning strategic areas align with our Alliance's mandate. A link to the Common Vision can be found [here](#).

Throughout all the presentations, including the presentation on the Common Vision, notes were taken capturing and mapping the following information:

1. Impact Mapping
2. Areas for Collaboration
3. Next steps for the Alliances Blueprint for Action

Impact Mapping

As identified by Dr. Susan Rodgers, the effectiveness of a healthy school has not yet been rigorously reviewed. The Alliance looked to map the impacts of the 7 presentations in an effort to create a big-picture view that we can use for better prioritization and as a reference for more meaningful progress monitoring and reporting. Impacts were recorded in no particular order and are:

- Reduced BMI
- Increased physical activity
- Increased fresh fruit and vegetable consumption
- Reduced reports of bullying
- Reduced tobacco use (vaping)
- Improved mental health
- Deep impact takes longer than a school year
- More steps daily
- Behaviour change
- Reduced sedentary time @school, wknds, afterschool
- HSC – mentorship
- Reduction of inequity by increasing PA in inactive students – change beyond the school day
- Equitable wellbeing
- Empowered action
- Increased knowledge of self and other
- Increased sense of self worth
- Desire for more connection
- Increased learning outcomes
- Leadership on promoting FTP collaboration – unified approach (WHO – SDG’s)
- National surveillance systems / monitor
- Think about links across sectors / policy domains
- Walking to schools / primary infrastructure
- Reduced fear + stranger danger
- Leadership on contentious social policy issues
- Surface innovation in practical ways
- Challenge mindsets, policies, practices (storytelling / myth busting / put the facts first)
- Convening
- Maintain the integrity of the research
- Convincing people in subtle way
- Limiting external activities

Areas for Collaboration

Impact mapping is based on a method invented by an interaction design agency and is useful as a team-building method, which means that it facilitates collaboration, interaction and shared understanding.

Healthy School Certification
Presented by: Sarah Christie,
Ophea

- Educators can step forward as dedicated school resources
- Other sectors are not competition – everyone’s a potential ally
- National scaling – need schools districts and schools outside of Ontario for pilot sites over the next 2 years
- Knowledge mobilization
- Research gaps
- How do we make the certification process barrier free? – barriers like, time, human resources, money, school year

Apple Schools
Presented by: Jenn Flynn, Apple
Schools

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- Good projects starting at the universities – need collaborators to get them at this alliance table
 - Cluster of good work out there we need partners to scale it
 - Work with the jurisdictions to identify vulnerable schools
 - Looking for critical feedback on guide
 - Needs partners to share evidence
 - Uses mentorship model
 - Pilot guide to implementation – apple
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<p>Teacher & Staff Wellbeing Presented by: Max Cooke, André Rebeiz, ED Can</p>	<ul style="list-style-type: none"> - 65K per year /school (year 1) – need support to raise these funds <hr/> <ul style="list-style-type: none"> - Convince the masses - Share the 4 tips on workplace wellbeing - Story telling - Myth busting - Sharing research briefs - Knowledge briefs - Knowledge mobilizer - Relationships - Marketing - Video campaign - “well said” podcast series
<p>Beyond the Binder Presented by: Brian Torrance on behalf of the Alliance Stewards and Mali Bain, WellAhead</p>	<ul style="list-style-type: none"> - Works across approaches – EDI, MDI, CSH, HPS, Wellbeing and so on - Producing evidence - Concept papers - Policy-ready papers - Consistent messaging - Knowledge products - Recognition – celebrate the good work - Uncover and surface what levels exist at each lever
<p>Pre-service Educator CSH training Presented by: Steven McGinley, UBC</p>	<ul style="list-style-type: none"> - Upstream approach - Mitigate stress for new teachers - HOPE is a dumping ground for unrelated work - Support PA levels of pre-service, new teachers - Looking to parallel CSH approach in post secondary - Looking to get other Universities onboard - Pilot guide to implementation – apple - 65K per year /school (year 1) - 10-22 hrs to deliver the PE curriculum – where is CSH going to fit – need advocacy partners
<p>Capitalizing Political Momentum Presented by: John C. Spence, PhD FCAHS and Melanie Davis, PHE Canada</p>	<ul style="list-style-type: none"> - Looking for policy windows - Looking to align with Common Vision areas of focus - Areas of interest to the school health context <ul style="list-style-type: none"> ○ 1.7 Support quality physical activity experiences that are foundational early on in life, like quality daily physical education for all students in addition to daily movement in the classroom, and active modes of transportation to and from school. ○ 2.6 Review and support active transportation and transit solutions (e.g., enhancing bike routes, creating incentives for people to drive less) and encourage employers and schools to do the same

- (e.g., bike storage; incentives for transit; drop zones further away).
- 2.7 Identify supports (e.g., equipment, procedures) to facilitate movement or standing options during time that is traditionally spent sedentary (e.g., during work and school hours).
- 5.1 Encourage post-secondary education curriculum to ensure that all pre-service teacher-training programs have required health education and physical activity courses as graduation requirements.
- What organizations, communities and leaders can do
 - Promote, share, and use the Common Vision, either alone or in partnership with others.
- What governments can do
 - Build, broker and convene organizations, communities and leaders across all relevant policy domains.
- What governments, organizations, communities and leaders can do together
 - ACT with accountability, coordination, collaboration and transparency to foster collective action around the Common Vision
- Need to tailor key messages differently for FTP audiences
- Schools & Communities
 - Adolescent girls need approximately 15 to 20 mins more MVPA (or 2000 steps) in their day.
 - Reinforce physical literacy
 - Reduce excessive sedentary time
- Workplaces
 - Encourage employees to increase standing/rolling by 60 mins/ day.
- Communities
- Facilitate active transportation and engagement for all, to the tune of 1000 to 2000 steps/day.
- Work related energy (arrow down)
- Enhanced school based PHE
- Charter/declaration
- Tie into physical literacy
- CSH / Schools is the recognized primary space
- Girls, afterschool, wknds
- How do we operationalize this?

Next Steps

- build in equity – cultural competence / cultural humility
- be transparent in your criteria – let them define wellbeing
- intervention for impact
- call to action
- what is the magic term for intervention?
- intensity – ½ time facilitators
- 7 years of HSC support is ideal (5 for support) 3 with micro grants
- evaluation – need alignment on what we are evaluating
- new candidates empowered, mentored to be change agents.
- concept papers, 1 pager (elevator speech)
- policy ready statements
- jurisdictions – list how many in each province (what are the facts)
- living model – how does it filter – trophic cascade
- paying attention to what’s happening at every level
- innovation mapping
- policy scan– consolidate
- relationships between new teaching and old skool school settings/policies/practice/norms

As the day went on, key messages began to emerge. These were tracked to provide guidance to the creation of 5 -7 key momentum building sharable messages:

- the 5 good things – make something similar
- deep impact takes time, dedication,
- are you ready – tap into motivations
- process based approach – 7 key messages
- school decides / autonomy
- its got to be fun
- Why Schools? Kids spend over 1,200 hours per year in school. The school community — including teachers, staff, parents, and volunteers — provides invaluable information, support, and modeling of healthy behaviors that shape kids’ lives and helps them learn and thrive.
- get on a treadmill and run to nowhere (avoid this)
- fulfilling / useful / necessary
- Physical literacy – make it fun
- Autonomy (school based) prevention vs implementation
- Evidence based
- It's time to move beyond the binder
- Every school is a healthy school
- Bigger picture
- Be a change agent through your career
- Reshape
- Health champion
- PE game centred approach vs. skill development

In addition, John Spence recommended that “ its got to be **FUN**”

Fulfilling

Play, Sports
Social engagement
Boredom avoidance
Self-actualization

Useful

Active transportation saves time & money
Explore the environment

Necessary

Part of the job (e.g., postal workers)
Put food on the table

These key messages will be the guiding concepts behind the creation of the Alliance's key strategic messages. Through support from the McConnell Foundation, a communications team will be engaged to design a series of 6 key messages and images for our collective use. Drafts of these will be available in the fall.

Declaration of Commitment

The Alliance has drafted a Declaration of Commitment. High-level feedback was gathered on the draft. It included:

- Canadian school system (s) consider saying Canadian schools
- Education, healthy and allied partners
- Sensitive to the other sectors
- Ensure system wide wellbeing (vague)
- Who are we speaking to?
- This doc is for alliance members
- This can allow for sustainability
- Not time sensitive – detailing a history is not important- perhaps in another document
- National consensus statement – Ontario coalition for HS – need alignment
- Simple concise statement is needed
- Draft consensus statement is coming
- 10 pages
- need to connect to
- better define schools – include post secondary
- include Okanagan Charter
- need to understand the problem (crisis) and we need a call to action. hard hitting
- every child has the right to live an active and healthy life
- does this statement capture what we aim to achieve?
- make clear link to health as foundational to learning
- a call to action is different use – a declaration of commitment
- connect to simple concise commitment
- use the word community compared to just schools
- creation of key messages to federal election

Shared Measurement

Benefits of assessment were identified as

- Assist in fulfilling the mission (e.g., common messaging)
- Establish a baseline and demonstrate growth
- Identify gaps in service/support
- Tool in leveraging participation and strengthening advocacy efforts

Assessing CAHSC: Considerations

Level of assessment:

- schools
- school authorities
- both

Precision of assessment:

- numbers
- names and qualities

Focus of assessment:

- to understand current reach of the partners (i.e., network)
- to understand the status of healthy school communities in Canada (i.e., context)

The group then played an interactive game to garner feedback from the group on the level of assessment, the precision of the assessment and the focus on the assessment.

It was determined that the Alliance will focus collecting data on both the schools and the school authority levels. That it needs to know both the current reach of the partners (the names and qualities) and the status of healthy school communities in Canada (names and qualities). Collecting information on both these considerations will assist with development assessment as well as summative evaluations. It is anticipated that an evaluative framework will be developed for distribution to members this year.

Pre-Mortem

As part of the days wrap up, participants were asked to help identify what will stand in the Alliance's way. By collecting this information, the Alliance will be better equipped to avoid these pitfalls. The pitfalls fall into several areas.

Project Management

- Lack of clear outcomes and ability to measure progress
- No follow through
- Not specific enough in our work / actions
- All talk no action
- Too much time spent in maturation of the network

Authority

- Lack of buy in from partners (gov't, funders, authorities, unions, etc.)
- Failure to link CSH with other school public political priorities
- Competing priorities at the school level

- Not suited to all school populations or geographic areas
- Need to be change agents

Reach

- Lack of interest from schools
- Successfully/ continuous / sustainable outreach to all districts
- Fail to reach those who are not here
- Lack of shared language that brings people together and that members see themselves in – across provinces, frameworks, topic areas
- If we do not reach all provinces / territories
- Don't reach the ones who really need it

Identity

- How are we different from other groups?
- Lack of shared values
- Can't make CSH accessible / understandable / actionable to all schools
- Mission drift
- Scope creep
- Unclear definition of what is a healthy school community

Value

- Need for focused actions that are different, but add to the work we are already doing
- Consistency in messaging and direction in an ever-changing political environment
- Perceived lack of added value for organizations/individuals that are members
- Lack of incentives
- Political change
- Loss of interest
- No substantial measurable traction achieved to the situation in schools
- Not just about the work of network, but how this supports us do our work better)
- Too high level, not operational enough

Resources (time, \$, People)

- Change in leadership and people at the table
- Staff turnover @ the network rep level
- No resources for on the ground teachers to empower them
- Loss of funding
- Lack of capacity at the school level / community over the long haul
- Teacher / admin time – don't have time to implement
- Zero joint activities
- Turn over
- Lack of sustainable funding to maintain capacity
- Off the side of everyone's desk – not a priority

Trust/ Collaboration

- Schools are independent and will not need / want help – which is not failure
- Trust / friendship of stewardship group
- Lack of trust – relationship breakdown
- Competition for funding
- Lack of uptake from schools, school districts

Parking lot

- best practices: universality vs. targeted universality
- how to articulate the benefit of process based more to schools?
- Healthy School certification – is there an opportunity for JCSH to endorse / support this type of work (potential for overlap if they move ahead with HSP revisions)
- Standardized measures / or common framework – to build evidence
- Transparency in criteria (e.g. For recognition) will lead to more flexibility and applicants can tell you how they fit if criteria are transparent.
- Help classroom teachers understand and include children whose behaviour is disruptive to NOT take away gym or recess as a punishment for their behaviour – these may be the kids who benefit most
- Cultural norms
- Cultural humility – 1. Lifelong process of learning and 2. Self-reflection and 3. A commitment to equity and inclusion

The day ended with a go around the room asking for any upcoming or notable events.

- October 17/18 UBC National Forum on Wellness in Post Secondary Education
- November 5/6 – PHE Canada – Healthy Schools Forum
- November 21/22 – ED CAN Conference

Thanked everyone for the attendance and participation

Adjournment