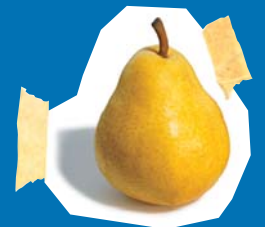


LEARNINGS FROM THE LIVING SCHOOL EXPERIENCE



WHAT IS LIVING SCHOOL?

“It takes a whole community to raise a healthy child”



living school



HOW LIVING SCHOOL CAME TO BE

- 2002 — Ministry of Health and Long-Term Care released *“Framework for Action: A Population Health Approach to Preventing Diabetes: Ontario Plan for Action”*
- Funding provided to Ophea to develop and pilot test a community-driven approach to health promotion for school-aged children
- Ophea conducted an international review of global health promoting models
- Ophea created multi-disciplinary Provincial Advisory Committee & Research Advisory Group



HOW LIVING SCHOOL CAME TO BE

- 2004/2005 Pilot Project began with 9 pilot sites that included 17 Living Schools.
- 2005/06 Ontario Trillium Foundation provides 3-year grant to continue/expand Living School
- Currently 35 Living Schools in 19 school communities across Ontario
- Partnerships developed with York Region District School Board and London Catholic District School Board to implement regional initiatives that build upon Living School successes and key learnings.



HOW LIVING SCHOOL WORKS

Motivates, supports and assists school communities in addressing various health issues including:

- physical activity
- healthy eating
- tobacco use
- alcohol and substance use and abuse
- others



HOW LIVING SCHOOL WORKS

Living School Action Areas:

1. Effective Health Policies and Guidelines
2. Quality Health & Physical Education Curriculum
3. Healthy & Supportive School Community Environments
4. Health Promoting School Community Programs and Services



HOW LIVING SCHOOL WORKS

To help school communities address risk factors, Living School implemented a unique 4-phase Process

1. Community Consultation
2. Declaration and Commitment
3. School Community Action Planning and Implementation
4. Evaluation and Celebration



HOW LIVING SCHOOL WORKS

1. Community Consultation

Step 1: Information Gathering
School Community Visioning
Asset Inventory

Step 2: Planning
Setting priorities based on Step 1
Develop an Action Plan

Ophea provides a consultant who is a neutral facilitator for these consultations.



HOW LIVING SCHOOL WORKS

2. Declaration and Commitment

LIVING SCHOOL CHARTER

Today, the community partners who make up our school community and care about its children and youth have come together and pledged our commitment to becoming a Living School: an environment that will increase access to and opportunities for active, healthy living for all children and youth.

Our Living School believes that the responsibility for providing opportunities for active, healthy living belongs to the entire school community: parents, children and youth, school administration and personnel, recreation organizations, public health, the board of education, and all stakeholders who make up our school community.



To bring our Living School to life, our school community will plan and strive to implement activities in these key areas:

We will establish **Health Policies and Guidelines** that will reflect the values of our school community and support its activities.

We will implement the Ontario **Health and Physical Education Curriculum** that will provide students with the skills they need to develop and enjoy healthy lifestyles, and help them make personal commitments to daily physical activity and positive health behaviours.

We will ensure a **Healthy and Supportive School Community Environment** that supports the physical, emotional and social well-being of children and youth. We will examine the barriers to physical activity and healthy eating, and reduce the factors that contribute to behaviours that put health at risk.

We will engage all our community partners to deliver **Health Promoting School Community Programs and Services** in our classrooms, our school and our broader community.

To guide us, all of our activities will abide by these principles:

Equity: We will strive for equality in access and opportunity for all members of our school community, so that every member may participate in Living School activities.

Inclusion: All members of our school community, including children, youth and parents, will have a meaningful say in the decisions we make.

Democracy: All community stakeholders and partners will be engaged in a participatory approach to planning, developing working agreements and clarifying roles and responsibilities, so that we may achieve a fully-shared vision for our school community.

Over time, our Living School will strive to become a culture that:

- Shares responsibility for the health and well-being of children and youth.
- Values physical activity and healthy nutrition.
- Believes that health supports positive growth, development, and achievement.
- Supports professional development related to health.
- Evaluates and celebrates our progress and makes decisions based on the best available evidence.

This charter was signed on _____ by these Living School Community Partners.

Name

Organization



HOW LIVING SCHOOL WORKS

3. School Community Action Planning & Implementation

	Physical Activity	Healthy Eating	Tobacco Prevention	Substance use/abuse prevention	Other
Health Policies & Guidelines					
Healthy & Supportive Environments					
Health & Physical Education					
Health Promoting Programs & Services					



HOW LIVING SCHOOL WORKS

4. Evaluation and Celebration

Living Schools track activities and celebrate school community achievements

Ophea coordinates an annual provincial celebration, the *Live It Up Challenge*

Ophea provides media support to build awareness and recognition at a provincial and local level



OPHEA HELPED BRING LIVING SCHOOL TO LIFE THROUGH:

- Awareness and Promotion
- Support
 - Provincial Living School Consultant
 - Funding
 - www.livingschool.ca provides access to resources and tools
 - Ophea programs and services
- Recognition
 - Live It Up Challenge, t-shirts, flags, certificates, plaques, annual forum, media support
- Research and Evaluation



LIVING SCHOOL EVALUATIONS

- 2004/05 Pilot Project Evaluation
- 2006 Follow Up Evaluation/Daily Physical Activity Study
- 2007 EQAO Study
- Ophea Program Evaluation



2004 / 2005 PILOT PROJECT EVALUATION

Living School pilot sites demonstrated:

- Growing appreciation of the value of community partners and how to effectively work with them
- Growing belief in the ability of the school community to influence student health behaviours and attitudes
- Increased physical activity levels and trends toward healthier eating behaviours among both students and teachers
- Increased student attentiveness and alertness, increased student attendance and a reduction in behavioural issues
- Increased sense of belonging, attachment and safety in the school community



2006 FOLLOW UP EVALUATION / DAILY PHYSICAL ACTIVITY STUDY

Funded by the Heart & Stroke Foundation of Ontario

- Positive patterns are reinforced from year-to-year
- Living School students report more physical activity both in-school and out
- Living School students report higher levels of personal well-being and higher grades



2006 FOLLOW UP EVALUATION / DAILY PHYSICAL ACTIVITY STUDY

Funded by the Heart & Stroke Foundation of Ontario

- Living Schools had a head start on implementing DPA
- Living Schools involve students and all teachers for greater inclusiveness
- Living School makes a high priority in engaging 'bystanders'



2007 EQAO RESEARCH

Guertin, M (2007). An Examination of the Effect of a Comprehensive School Health Model on Academic Achievement: The Effect of Living School on EQAO Test Scores

Results, on average, after one year of exposure to Living School:

Grade 3 EQAO scores:

Reading scores increased by 18.08% vs. 3.47% in comparison schools

Writing scores increased by 15.70% vs. 9.06% in comparison schools

Math scores increased by 10.60% vs. -2.85% in comparison schools



2007 EQAO RESEARCH

Results after two years of exposure to Living School:

Grade 3 EQAO scores:

- Living Schools increased by 11.45%
 - Comparison Schools decreased by 10.25%
-
- Grade 6 EQAO scores (Math):
 - Living Schools increased by 11.70%
 - Comparison Schools increased by 3.05%



PROGRAM EVALUATION

WHAT MAKES LIVING SCHOOL SUCCESSFUL?

- Shared vision and responsibility
- Living School Process
- Support for school communities
- Provincial coordination
- Changes how school is run and how education is done.



PROGRAM EVALUATION

GAPS, CHALLENGES & FUTURE CONSIDERATIONS

- Role clarity/negotiation between partners
- Maximize assets of the recreation sector
- School is a workplace and place of learning
- Healthy Schools approaches for secondary schools
- Continued research



WHAT NOW?

- Ophea's mandate is to support school communities
- EDU/MHP Foundations for a Healthy School
- Learnings from Living School can help advance the *Healthy Schools* strategy and other initiatives

