

# Alberta Healthy School Community Wellness Fund Wellness Fund Project Work Plan 09/10

**The Prairie Rose School Division (PRSD) 2009-2012 Education Plan – draft version states the following:**

**Goal Three:** Highly Responsive and Responsible Jurisdiction

**Outcome:** The jurisdiction demonstrates effective working relationships with partners and stakeholders.

**Performance Measures:** Teacher and parent satisfaction with parental involvement in decisions about their child’s education.

**Strategy:**

- Encourage schools to participate in one or more of the 3 strategies associated with the Building and Sustaining Healthy School Community Project in partnership with Moving and Choosing.
- Work with Moving and Choosing to provide healthy food in the school.

<b>Issue:</b> Healthy Eating				
<b>Problem:</b> Poor unhealthy lunches are the greatest challenge in creating a healthy environment (from survey of PRSD Lead Teachers and principals). Students of PRSD bring bag lunches from home prepared by parents. Hutterite Colony students bring snacks from home. The schools need support to provide healthy food in the school.				
<b>Goal:</b> Increase healthy foods in lunches. Work toward serving healthy food in the school.				
<b>Key Project Tasks</b>	<b>SMART Objectives</b>	<b>Measurement Strategy</b>	<b>Results Expected</b>	<b>Timelines</b>
The specific project tasks that will bear directly on solving the problem.	Statements of what each of the key project tasks sets out to accomplish.	Describe how you will measure whether you achieved the targets established for each objective.	Describe the changes the project should have on the behaviours, attitudes, knowledge, and/or perceptions of the target audience.	Indicate when each of the key project tasks will start and end.
				July09-June10
Implement professional development to parents in regards to healthy lunches.	Parents receive accurate and current information on healthy lunches.	20% of families and colonies will participate in professional development on healthy lunches and snacks.	Parents will have the knowledge to pack healthy lunches.	Individual schools PD by request.
Implement professional development to colonies in regards to healthy snacks.	Parents receive accurate and current information on healthy snacks.		Colonies will have the knowledge to provide healthy snacks.	
Implement “Kids Cooking Club”.	The goal of the <i>Kids Cooking Club</i> is to provide the foundation for healthy lunches and lifelong healthy eating.	“Kids Cooking Club” will be operating in 5 schools.	<ul style="list-style-type: none"> <li>• Children will improve their food preparation skills.</li> <li>• Children will learn healthy nutrition practices in a fun manner</li> <li>• By giving children the opportunity to learn about foods</li> </ul>	Further implementation and evaluation of clubs

			<ul style="list-style-type: none"> <li>from different cultures.</li> <li>• Improved social supports for children</li> <li>• Enhanced community partnerships around the issue of child health</li> <li>• Encouraged food security through promotion of affordable meal and snack ideas</li> </ul>	
Sustaining healthy lunches.	Sustain the development of healthy lunches promoting by the previous two tasks.	“Nutrition Tools for Schools” will be offered to two school communities.	School communities will identify issues and implement solutions related to sustaining a healthy food environment.	Promotion, delivery, and evaluation of workshops to school communities
Support schools to provide healthy food by using SHEF in consulting role.	Schools will provide healthy foods.	Two schools will provide healthy foods.	Healthy food will be provided in foods.	Consulting will start in September and continue throughout year.
Provide Diabetes Prevention Education to colonies.	Parents receive accurate and current information on the prevention of diabetes.	20% of colonies participate in the Diabetes Prevention Education program.	Parents will have knowledge about the prevention of diabetes.	Individual colonies by request.
Provide meal planning info to colonies.	Parents receive accurate and current information on meal planning.	20% of colonies participate in the meal planning program.	Parents will have knowledge about meal planning.	Individual colonies by request.
Factors beyond our control:			Consequence:	
All of the above programs may not be uptaked to the degree specified and identified by school communities.			Expected project results will not be fully realized.	
Contract position may leave position.			Project results may be delayed.	
Schools may not have equipment to provide healthy foods.			Healthy foods may not be provided in schools.	
May be difficult to find partner to deliver Diabetes Prevention Education Program.			Diabetes Prevention Education Program may not be delivered.	

<b>Issue: Active Living</b>				
<b>Problem:</b> Lack of knowledge and capacity around active living resources for teachers.				
<b>Goal:</b> Increase knowledge and capacity of teachers in regards to active living resources.				
<b>Key Project Tasks</b>	<b>SMART Objectives</b>	<b>Measurement Strategy</b>	<b>Results Expected</b>	<b>Timelines</b>
The specific project tasks that will bear directly on solving the problem.	Statements of what each of the key project tasks sets out to accomplish.	Describe how you will measure whether you achieved the targets established for each objective.	Describe the changes the project should have on the behaviours, attitudes, knowledge, and/or perceptions of the target audience.	Use arrows to indicate when each of the key project tasks will start and end.
				July 09-June 10
Utilize professional development opportunities in regards to active living. Professional development will	Professional development activities are delivered to Lead Teachers	Teachers will be asked to indicate knowledge increase.	Teachers will have increased knowledge in regards to active living resources in order to train and inform staff.	15% of teachers will access PD.

be offered through Everactive, Teachers' Convention, divisional professional development days, Be Fit For Life workshops, and Moving and Choosing kits and resources.				
Sub costs and prep time will be paid to allow teachers to access professional development activities.	Increased support to the Healthy School Network	Teachers will access the professional development activities	Teachers will have increased knowledge in regards to active living resources in order to train and inform staff.	15% of teachers will access PD.
<b>Factors beyond our control:</b>			<b>Consequence:</b>	
Existing organizations offering professional development opportunities may not be able to accommodate our requests for professional development.			Teachers may not receive information.	
Percentage of teachers expected may not uptake to the degree specified and identified professional development opportunities			Expected results may not be fully realized.	

<b>Issue: Positive Social Environment:</b>					
<b>Problem:</b> Numerous disruptive behaviours incidents at recess as a result of students not having knowledge and access to positive active activities.					
<b>Goal:</b> Decrease disruptive behaviours at recess.					
<b>Key Project Tasks</b>	<b>SMART Objectives</b>	<b>Measurement Strategy</b>	<b>Results Expected</b>	<b>Timelines</b>	
The specific project tasks that will bear directly on solving the problem.	Statements of what each of the key project tasks sets out to accomplish.	Describe how you will measure whether you achieved the targets established for each objective.	Describe the changes the project should have on the behaviours, attitudes, knowledge, and/or perceptions of the target audience.	Use arrows to indicate when each of the key project tasks will start and end.	
				July 09-June 10	
Sub costs and prep time will be paid to allow teachers to access Positive Playground workshops.	Increased support to the Healthy School Network	Teachers will access the Positive Playground workshops.	Teachers will have Positive Playground information in order to train staff to implement Positive Playground.	Promotion and organization of Positive Playgrounds workshops.	60% of Lead Teachers at a K-6 level will access PP workshop and 15% of K-6 schools will implement PP.
Implementation of Positive Playgrounds.	Principals who implement PP will indicate a decrease in disruptive recess incidents reported to them.	Principals will be asked to report on decrease of disruptive behaviours at recess on an annual basis.	There will be a decrease in disruptive behaviours at recess.	Promotion and organization of Positive Playgrounds workshops.	30% in disruptive behaviours at PP schools.

Factors beyond our control:	Consequence:
Positive Playground staff may not be able to accommodate our requests for workshops in a timely matter.	Positive Playgrounds may not be implemented in a timely matter.
Percentage of teachers expected may not uptake to the degree specified and identified professional development opportunities.	Expected results may not be fully realized.
Percentage of schools expected to implement Positive Playgrounds may not be realized.	Expected results may not be fully realized.