

Data-driven Student Wellness Improvement



Student Culture Surveys

WHAT WE LEARNED

49%(Half) of secondary students have trouble dealing with the stress of school.



OUR NEXT STEPS

WELLBEING IS ONE OF OUR DISTRICT'S STRATEGIC PRIORITIES. WE WILL BE EXAMINING HOW THE CURRICULUM (ESPECIALLY THE HEALTH AND PHYSICAL EDUCATION CURRICULUM WHICH FOCUSES ON "LIVING SKILLS" AND SELF CARE) AND THE LEARNING ENVIRONMENTS IN OUR SCHOOLS CAN BETTER SUPPORT STUDENTS AS THEY ADDRESS NEW LEARNING AND NEW STUDENT EXPERIENCES

Ipsos Reid Survey

What is causing stress at school and how do we address it?

1. Engaging students in data analysis with Staff and Administration.
2. Collating data to find common ground and major themes.
3. Creating and running a plan to support wellness in their school.
4. Results.

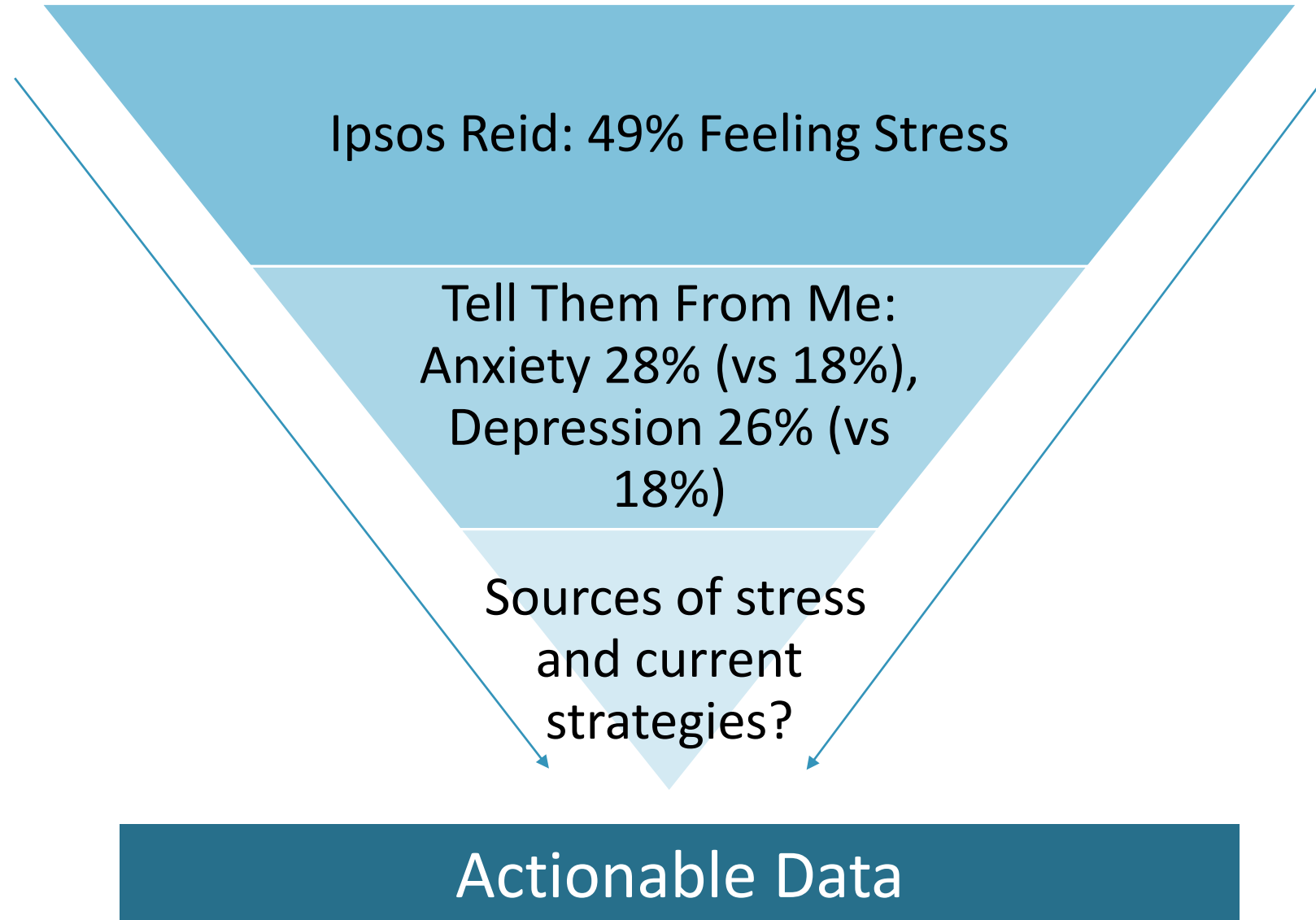
Creating a
Continuous
Process of
Improvement



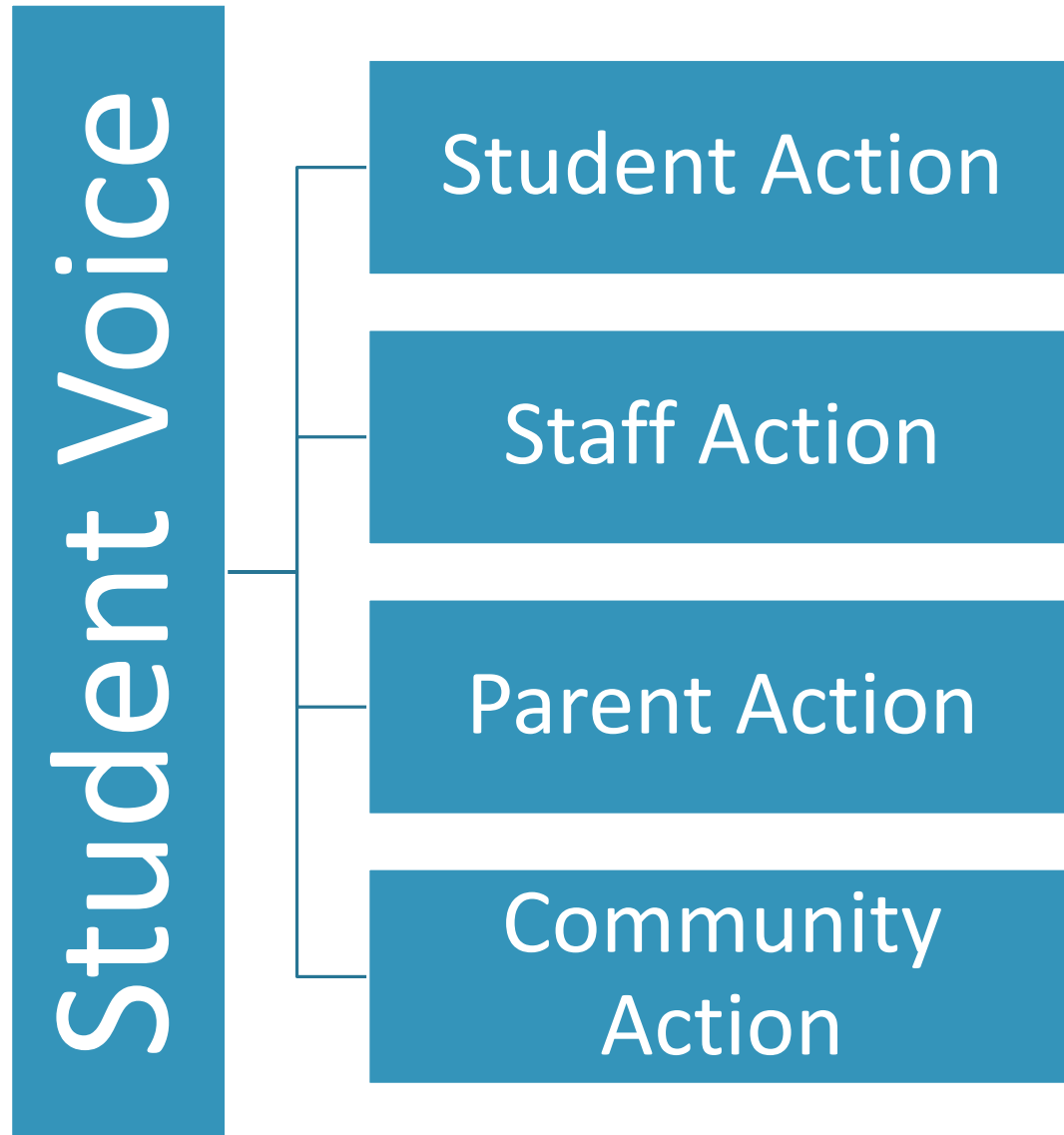
How are you doing currently with this process?



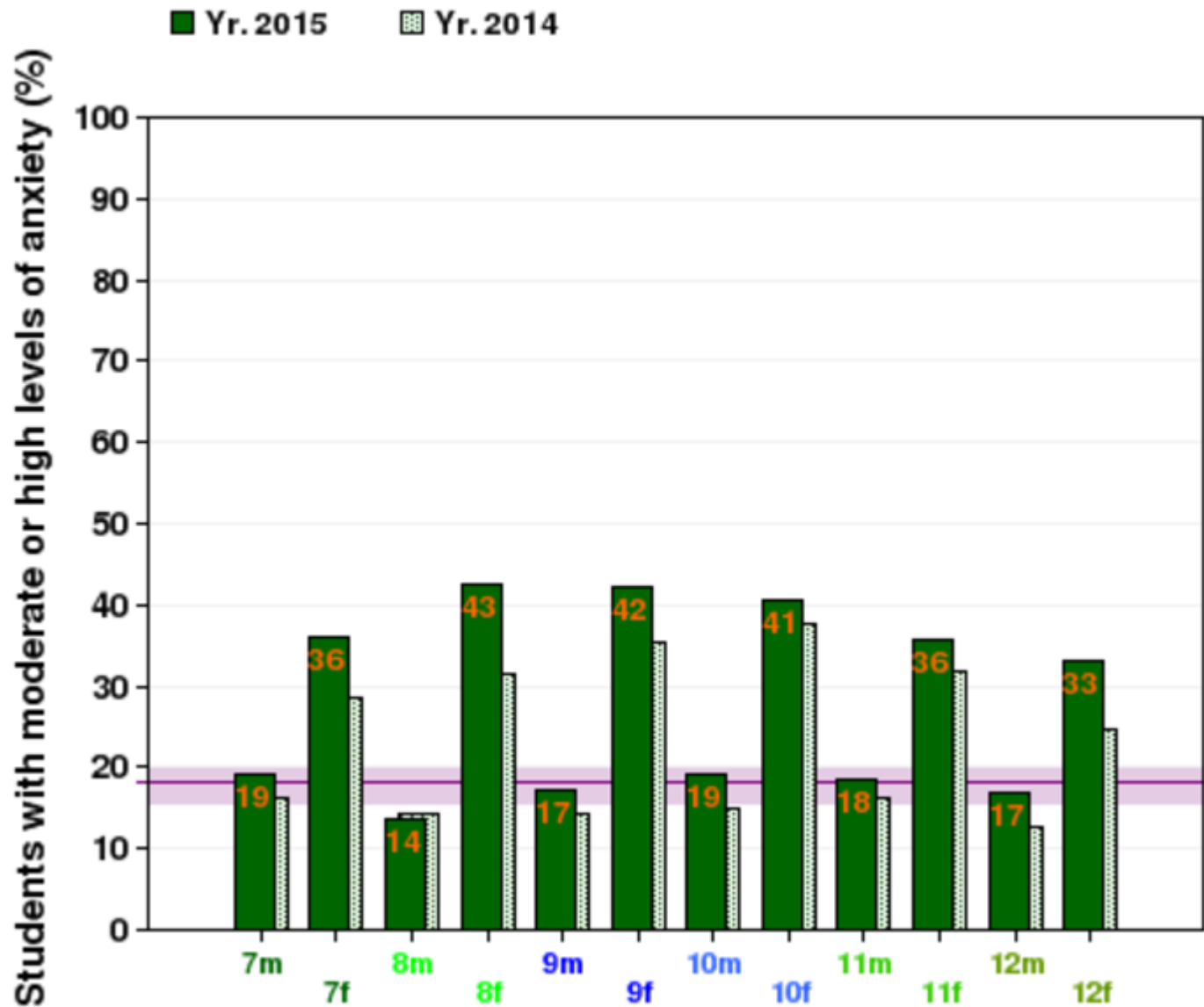
Digging Deeper Into Stress and Anxiety



From Student
Voice to Action



ON Upper Canada District School Board: Students with moderate or high levels of anxiety
Default

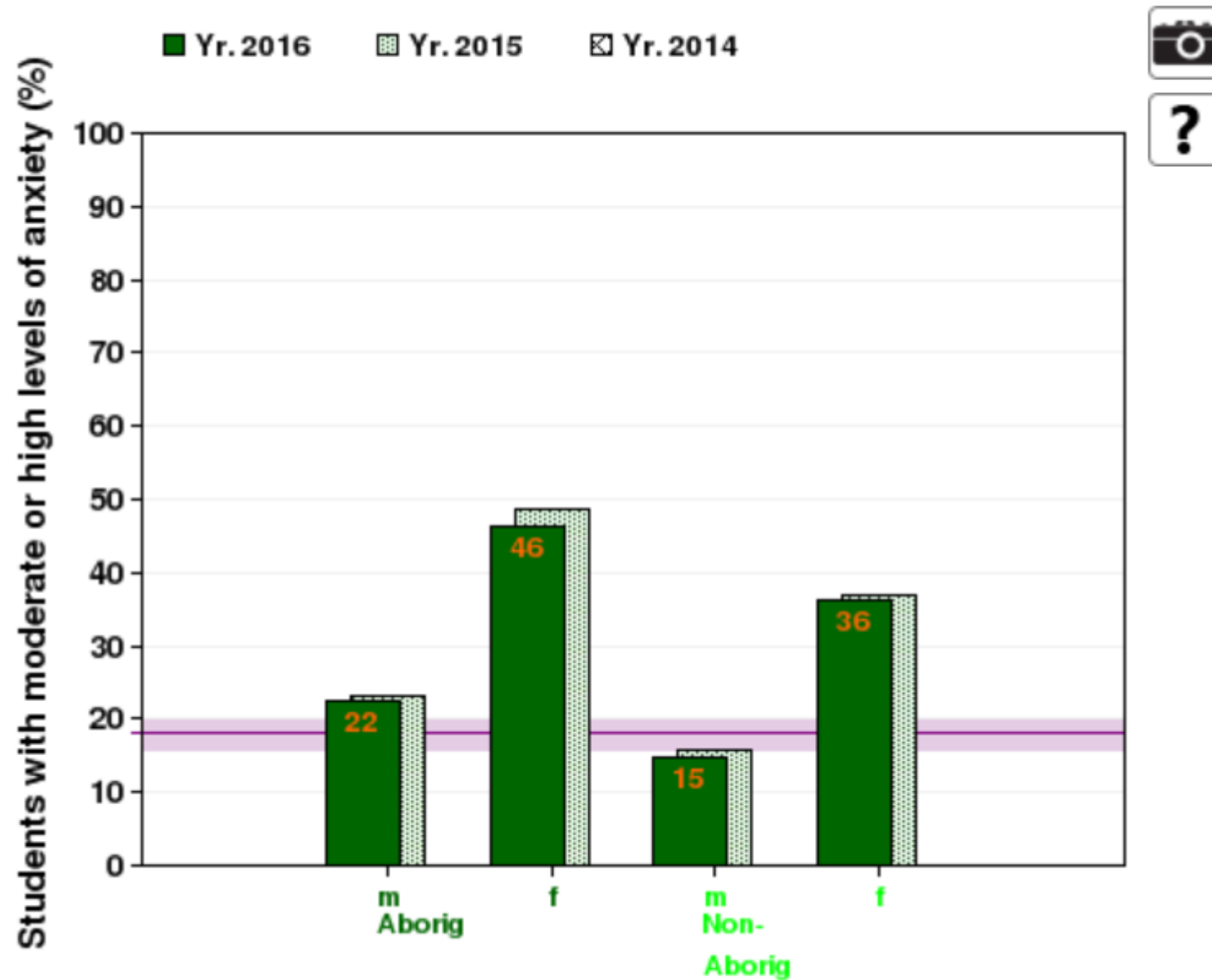


- I worry about what other students think about me.
- I am too fearful or nervous.
- I worry about people laughing at me.
- I worry about a teacher asking me a question.
- I worry more than most kids.
- I am afraid that other students will think I am stupid.

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ON Upper Canada District School Board: Students with moderate or high levels of anxiety

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Other Data Collected Through the Survey

Social Engagement

- ☐ Participate Sports
- ☐ Participate Clubs
- ☐ Sense of Belonging
- ☐ Positive Relationships
- ☐ Watch TV
- ☐ Read Books for fun
- ☐ Using ICT
- ☐ Work part-time
- ☐ Volunteer
- ☐ Using Phone

Institutional Engagement

- ☐ Values School Outcomes
- ☐ Truancy
- ☐ Homework Behaviour
- ☐ Homework time
- ☐ Positive Behaviour at School

Quality Instruction

- ☐ Effective Learning Time
- ☐ Relevance
- ☐ Rigor

School Context

- ☐ Bullying, Exclusion, and Harassment
- ☐ Feel Safe Attending this School
- ☐ Advocacy at School

Classroom Context

- ☐ Positive Teacher-Student Relations
- ☐ Positive Learning Climate
- ☐ Expectations for Success

Family Context

- ☐ Advocacy outside of School
- ☐ Aspirations - Finish High School
- ☐ Aspirations - Pursue Trade
- ☐ Aspirations - College or University

Intellectual Engagement

- ☐ Intellectual Engagement Composite
- ☐ Intellectual Engagement Composite - Language Arts
- ☐ Intellectual Engagement Composite - Math
- ☐ Intellectual Engagement Composite - Science
- ☐ Interest and Motivation
- ☐ Effort
- ☐ Skills (Grades)-Challenge
- ☐ Skills (Grades)/Challenge - Language Arts
- ☐ Skills (Grades)/Challenge - Math
- ☐ Skills/challenge - Science

Physical Fitness

- ☐ Physical Activity - moderate
- ☐ Physical Activity - intense

Language Arts

- ☐ Math
- ☐ Science

Language Spoken at Home

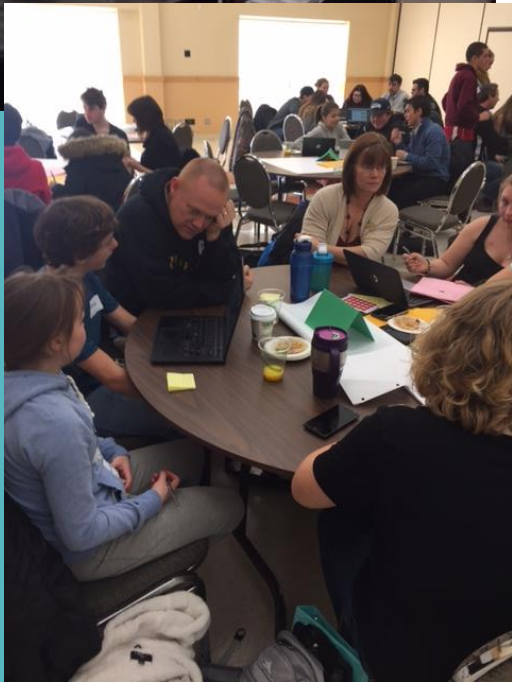
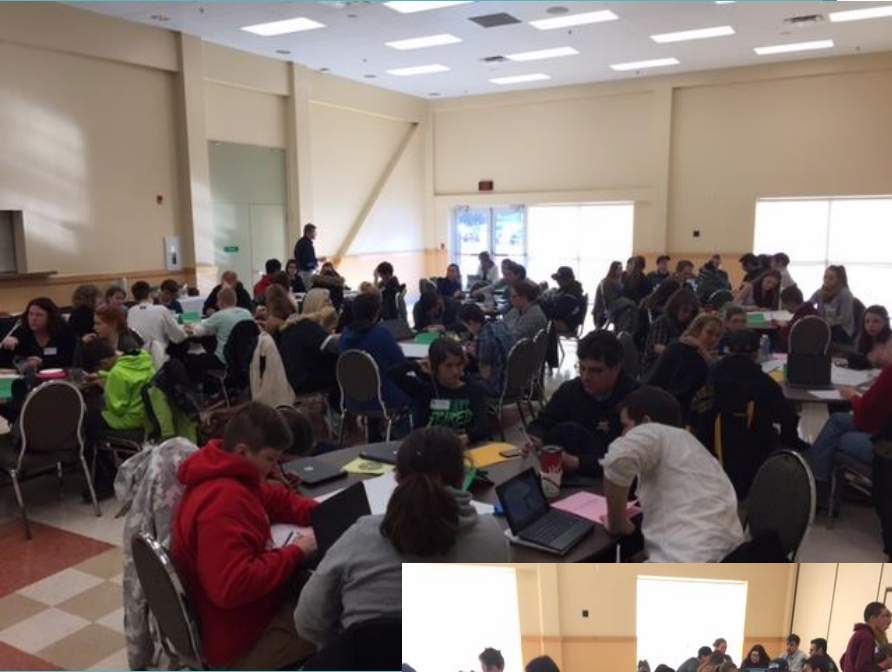
- ☐ Grade Repetition
- ☐ Aboriginal Status

The Teams in Action – December 5th



Teams of 6 students, an administrator, and a staff member.

The Teams in Action – January 13th



Staff and students
examining data
together.

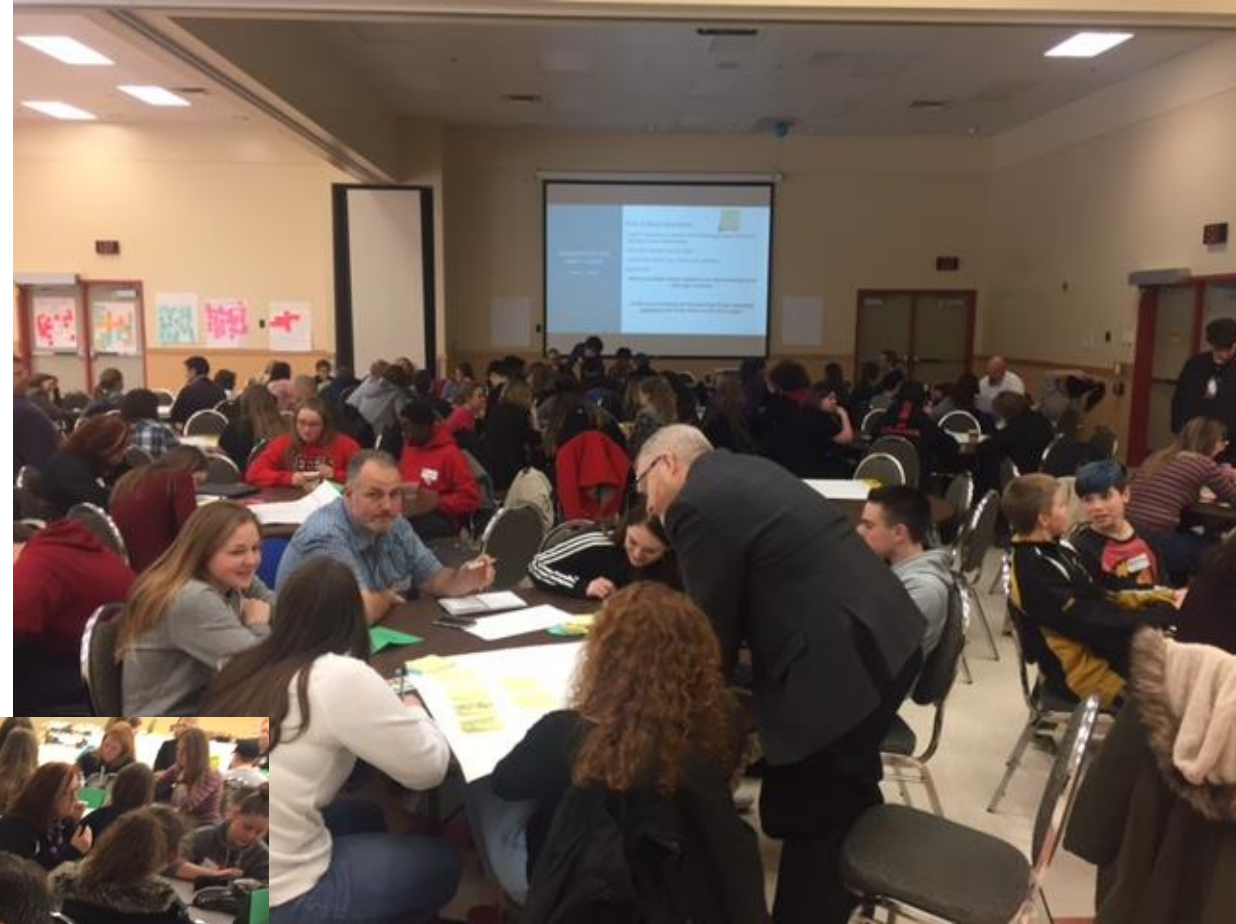
What factors at school negatively impact student mental health and wellness?



Sample Plan: Rideau DHS

Goal - Increasing Student Wellness
TTFM Data
<ul style="list-style-type: none"> - When physical activity is lower, anxiety and depression are higher - When physical activity is higher, anxiety and depression are lower
Theory of Action
If...students engage in opportunities to participate in physical activity / wellness activities
Then...students will feel / report lower levels of anxiety and depression.
Student Plan
<p>The TTFM Focus Group of students at Rideau (Kaitlin, Hailee, Jamie, Braydon, Bonnie and Nate) will create a survey. This survey will :</p> <ul style="list-style-type: none"> - ask questions related to levels of physical activity / wellness moments in a student's day - examine if there is a desire to be more physically active - gather data on types of activities students would enjoy participating in <p>Once the survey is presented and data is collected, students will share with staff the student generated ideas and begin the process of providing activities meant to increase student wellness.</p>
How will you get staff involved?
<ul style="list-style-type: none"> - Ask staff to lead a once a term event/activity from a list of brainstormed ideas or of their choice - Share with staff the data showing the correlation between anxiety levels and engagement in wellness activities
How will you get parents involved?
<ul style="list-style-type: none"> - Post our students' plan on Facebook - Assist with ride sharing for after school activities
What community partners could help you?
<ul style="list-style-type: none"> - Emily Beelen re Nutrition cooking (Donna Robinson) - Country Roads (Janice Giffin – Meditation) - Lady from Sweet's re Massage, Pressure Points, (email Cathy) - Breathing Exercises (Carol-Ann) - Health Nurse presentation re: Appropriate Hours of Screen Usage/Sleep for teens

April 5th



Collaboration &
Sharing Between All
Participating Schools

Overview of Some of the Plans

Rockland DHS

Data showed anxiety above the average for both boys and girls. Recognizing that introverts and extroverts need different things, they created a room for each: a quiet, relaxing space for introverts; a games room for extroverts.

VCI

Data showed lower than average participation in school events, so they organized a monthly spirit event to get students more involved and excited about school.

Gan

Data showed high level of anxiety in grade 7 and 8. Planned small group workshop to teach coping strategies students can use to self-regulate.

Overview of Some of the Plans (Continued)

Chimo

After doing an additional survey, data showed students needed improvements in four areas. Plan established: a homework club, more clubs at lunch, better promotion of the Kids Helpline, and purchased soccer nets to make better use of the yard.

NGDHS

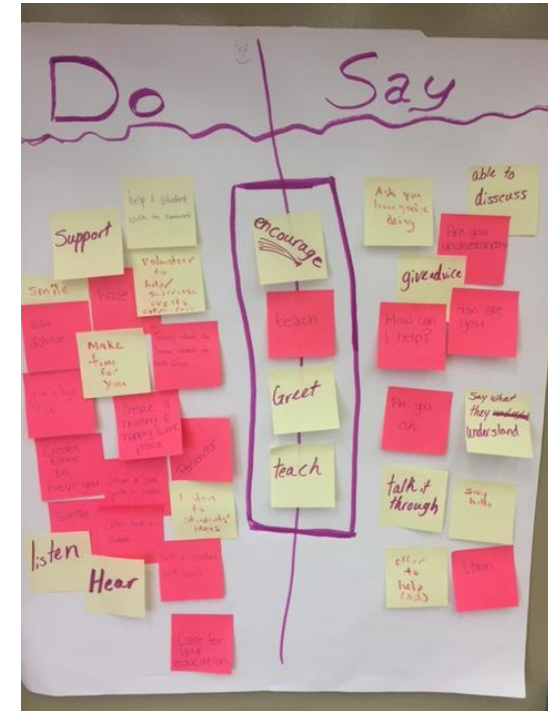
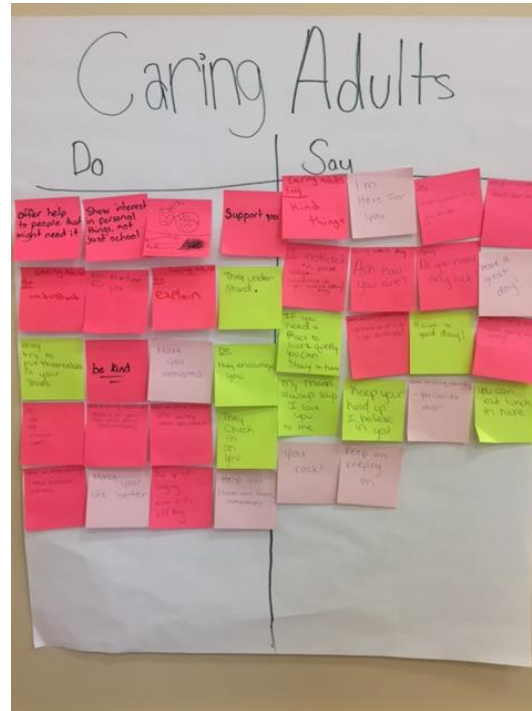
Data showed students were feeling stressed at the end of semester and with the lack of coordination of major assignments. Plan created a centralized calendar to be used by staff to ensure assignments are more spread out.

PDCI

Data showed students having trouble managing anxiety. Plan brought in a therapy dog, provided cookies to students after exams, established an assignment calendar, and introduced 'mindful minutes' at the start of classes.

“Caring Adults”

Put up with
singing ...
even if it's
off key.



SAY

“Caring Adults”

DO

“What’s wrong?”

Accept your mistakes

“You can do it!”

Care about your feelings

“How are you doing?”

Help with your work

“What’s happening in class?”

Talk about current things in our world

Tells you you’re important

Are supportive

“I’m always here for you”

Hang out with you

Ask you about yourself

Encourage you to do great things

“I understand you”

Joke around with you

“Do you need help?”

Are available

“I believe in you”

Treat youth as equals

“Caring Adults - Do”

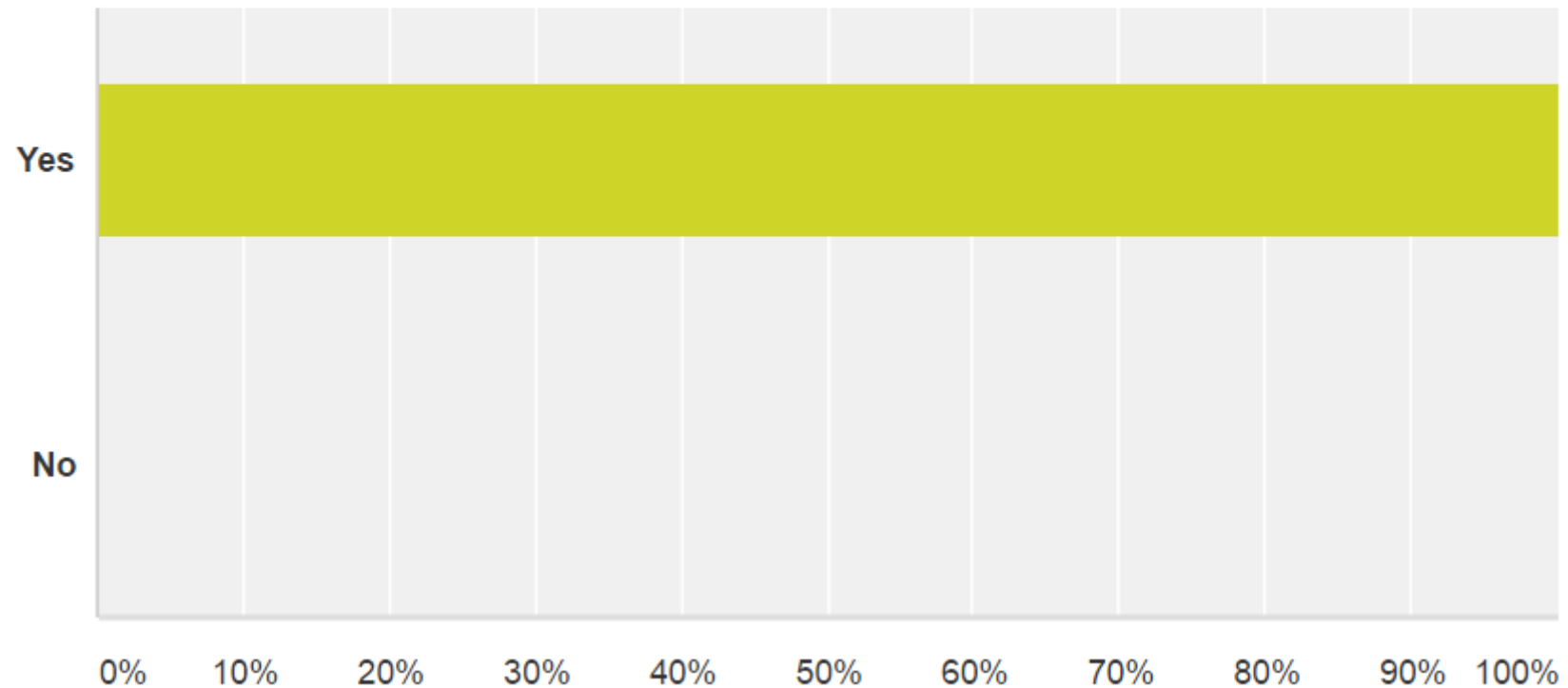
A word cloud featuring various actions and attitudes of caring adults. The words are arranged in a circular pattern around the central phrase "Offer help". The words are in different sizes, colors (dark blue, brown, and orange), and orientations. The background is white with a teal border on the left and bottom.

Build relationships
Check in
Understand you
Do extras
Say thanks
Fair
Trust
Authentic
Connect with home
Care
Accept mistakes
Motivate
Take action
Positive
Present
Persevere
Celebrate
Problem solve
Encourage
Model respect
Greet you
Show interest
Support
Show empathy
Listen
Offer help
Make time

April 5th

Would you recommend participating in workshops like today to other people?

Answered: 59 Skipped: 0



“It was very helpful, as a student I am happy to know that not only are you listening to what we have to say, but you are doing something with it.”

“I thought we are doing amazing not just as a school but a whole board together.”

“I liked that the process was very open and there was a lot of discussion.”

“It was very open and people were very accepting and constructive to ideas.”

“I enjoyed the opportunity to been seen as an equal in front of teachers and principals.”

This Year's Survey....

Student-written questions included in this year's survey....

1. If you have stress at school, where would you feel most comfortable seeking help?

- a) School staff
- b) Parent/ parent guardian
- c) Help line
- d) On-line resources / social media
- e) Friends

2. What helps you relieve stress/anxiety at school?

- a) Physical activity / sports / exercise
- b) Arts/music/drama
- c) Talking to friends
- d) Talking to an adult

Considerations and Next Steps

Focus aligned with Ipsos-Reid recommendations on stress at school and anxiety, using the same general format as this year with all 7-12, 9-12 and K-8 Schools.

On-going commitment to the “We asked / You Said / We’re Doing” process when administering surveys.

School Team days built into T4L calendar – Fall and Early Spring

Opportunity to look at how we ‘do’ school and what current structures and procedures may be creating stress and anxiety across the system (ex. Assignment calendar, District-wide timetabling ...)

Schools share their Wellness Plan with their SIPSA Plans.

Expand on parental and community involvement to support *student goals*.

