

# Health Goal

## What does a healthy community look like at Burnaby South?

For this goal, the committee decided to break it down into 5 sub-areas for investigation:

1. Active Living
2. Food and Nutrition
3. School Connectedness
4. Mental Health
5. Aboriginal Engagement

### 1. Active Living

#### *Strengths:*

- Zumba and yoga instructors from the community visit during lunch hours and instruction time to showcase active living opportunities in the community.
- Staff model active lifestyle by participating in intramurals and extracurricular fitness opportunities (lunchtime yoga, Zumba, volleyball, soccer, badminton, walking and run clubs) with the student body.
- Burnaby Mental Health, with Burnaby South, has a weekly, afterschool yoga group for girls.
- A fitness tip of the week is given through RATV
- The weight room and track are open at lunch time
- Senior PE classes go on fieldtrips exposing them to facilities available to them in the community (eg. Grouse Grind, yoga, golf, snow shoeing, extreme air park)
- Open gym for basketball and soccer intramurals at lunch

#### *Areas for Improvement:*

- R.I.D.E. indoor spin bike opportunities for staff and students
- Media campaign to encourage school wide participation in Active Living through the use of RATV, and YouTube tutorials.
- Student led Active Living clubs (yoga, and running) to help promote Healthy School goals and mental health
- Increased student participation in intramurals and use of the weight room at lunch

### 2. Food and Nutrition

#### *Strengths:*

- Improved access to healthy food options in the cafeteria, especially the popular salad bar.
- Green Team grows healthy, sustainable food options for themselves and the school community.
- BC Fruit and Vegetable Program delivers fresh produce once a month for distribution to the student population.
- Rebels Lunch program (students identified by school staff as needing assistance) provide a balanced lunch 5 days a week for the approximately 30 enrolled students through community partnerships and donations, such as the Burnaby Firefighters who donate cereal and granola bars.
- Tzu Chi Foundation currently provides a hot breakfast once a week for students registered in the Rebels Lunch program.

#### *Areas for Improvement:*

- Encouraging students to make healthy food choices more often, particularly in lunchtime.
- Forming a student led group to liaison with the cafeteria to create a variety of healthy food options.

### 3. School Connectedness

#### *Strengths:*

- Based on the University of Waterloo's Canadian Student Tobacco, Alcohol and Drugs Survey, 80% of grades 8-10 feel they are part of the school.
- Students at South are engaged in leadership activities through the following curricular opportunities: Student Government, Leadership, Community Leadership, P.E. Leadership, Recreation and Athletic Leadership, Peacemakers, Peer Mentors, Peer Tutors, First Aid Leadership, Social Justice and Tech Leadership.
- Burnaby South has many student-led events through extracurricular clubs and councils such as Interact, WE Council, Burnaby South Mental Health Awareness Club, etc (Sandi to add in later)
- Rebelfest, grade 8 retreat, Rebel Famine, Winter Formal, Staff Olympics, Elf Auction, Rebel Nations.
- Peacemakers: A group of socially responsible students that help to create a safe and caring environment. This is done by mentorship, mediation, presentations, and by being socially responsible.

#### *Areas for Improvement:*

- Increase student participation in formalized activities, leadership opportunities and workshops
- Connect students with outside organizations for increased volunteering opportunities
- Bring students involved in the different clubs and councils together, both within South, and at the district level.

### 4. Mental Health

#### *Strengths:*

- Professional development committee has coordinated this year's pro-d days to align with the Healthy Living goal in the areas of social emotional learning, self-regulation, and mental health through district and outside agencies.
  - November 2014 – Introduction to Social Emotional Learning (SEL) and Self-Regulation and School Connectedness
  - January 2015 – Trauma and Attachment Theory (UBC's Andrea Chatwin)
  - April 2015 – Mindup Lite (An Introduction to the Mindup Program)
  - May 2015 – Social Emotional Learning (SEL) with Peter Van Den Hoogen / Sue Dorey
- Student led Mental Health Awareness Club that meets weekly to support Mental Health Awareness and Education in the student body.
- Burnaby Mental Health, in combination with Burnaby South, has created a weekly, afterschool girls yoga group.
- Bibliotherapy Resource Library in Student Services is available for all students to access.
- Compilation of activities and exercises for all staff to use in their classes to prevent mental fatigue and maintain high levels of student engagement.
- Staff meeting format changed to incorporate brain breaks
- Health tip of the week through RATV

- SEL Collaboration group works together to compile resources for teaching practice, discuss areas of need and serves as a weekly temperature check of the school climate. Ideas discussed are shared with staff at meetings and professional days.
- LIF funds allocated to a behavior teacher who works with our high functioning autistic students who need individualized behavior strategies.
- Manipulatives including balance seats, tactile objects in the Learning Center serve to help students self-regulate
- iPads (4 kits of 5) used throughout the school to allow for differentiated learning and brain breaks.
- School wide education through expert guest speakers:
  - Jesse Miller – internet safety
  - Psychosis Sucks – mood disorders
  - Schizophrenia BC’s Brett Seale – life with a mental illness
  - Crisis Center – Suicide Prevention
  - Restorative Justice – Natalie De Freitas
- Media campaign to encourage school wide participation in Active Living through the use of RATV, and Youtube tutorials.
- Student led Active Living clubs (yoga, and running) to help promote School Health goals and mental health
- Burnaby South’s Counselling Department also provides the following services for students:
  - Social and Emotional Support for relationship issues both with family and friends
  - Support for issues around stress, anxiety, depression, grief/loss, self-esteem, and medical/health concerns
  - Support for conflict management and positive resolution strategies
  - Exploration of students strengths, needs and values
  - Assistance in accessing support for mental health concerns
  - Assistance in accessing services within the community
  - Community resources accessed include: The Ministry of Children and Family Development, Burnaby Family Life, Youth Crisis Program, St. Leonard’s Youth and Family Services, Odyssey Counselling, Burnaby Mental Health, Crisis Center,
- School initiated preventative measures include: Clubs, Leadership classes, Student Mentorship, Teacher Mentorship, support groups, various school-wide assemblies to address significant issues, grade 7 integration meetings, and a meet and greet with the school counsellor when new students are registered at the school

#### *Areas for Improvement:*

- Improve the visibility of the counselling department
- Reach out and connect more students with counselors as well as other staff and peers
- Increase contact with staff to build connections with and around at-risk youth

## 5. Aboriginal Engagement

### *Strengths:*

- Aboriginal Success Teacher who works one on one with Aboriginal students to maintain academic success in their classes.
- The Circle Program for Aboriginal students, where they can learn more about their culture and heritage, as well as forge connections with other Aboriginal students and staff.
- Increased staff in the school have taken on mentorship roles with Aboriginal students, and connected with the Aboriginal Worker regarding those students.
- BC First Nations 12 is running as an alternative to Social Studies 11 as a graduation requirement.

- Shelley Janvier presented to the whole staff about resources accessible to teachers to embed Aboriginal content in any subject areas.
- Brandon Curr presented at a Pro-d where he presented sociological statistics on Aboriginal students with the goal of improving Aboriginal graduation rates.

*Areas for Improvement:*

- More presentations that share positive images about Aboriginal culture and people
- Continue forging connections with all staff to continue creating a positive, adult network for Aboriginal students
- Create an Aboriginal Articulation system to inform teachers at the beginning of the year.