

## COMPREHENSIVE SCHOOL HEALTH PILLARS



1. Teaching and learning	Resources, activities, and provincial/territorial curriculum where students gain age-appropriate knowledge and experiences, helping to build the skills to improve their health and well-being.
2. Social and physical environment	<p>Social environment is:</p> <ul style="list-style-type: none"> <li>• The quality of relationships among and between staff and students in the school.</li> <li>• The emotional well-being of students.</li> <li>• Influenced by relationships with families and the wider community.</li> </ul> <p>Physical environment includes:</p> <ul style="list-style-type: none"> <li>• The buildings, grounds, play space, and equipment in and surrounding the school.</li> <li>• Basic amenities such as sanitation and air cleanliness.</li> </ul>
3. Healthy school policy	Management practices, decision-making processes, rules, procedures, and policies at all levels that promote health and well-being, and shape a respectful, welcoming and caring school environment.
4. Partnerships and services	<p>Partnerships are:</p> <ul style="list-style-type: none"> <li>• The connections between the school and students' families.</li> <li>• Supportive working relationships within schools (staff and students), between schools, and between schools and other community organizations and representative groups.</li> <li>• Health, education and other sectors working together to advance healthy schools.</li> </ul> <p>Services are:</p> <ul style="list-style-type: none"> <li>• Community and school-based services that support and promote students and staff health and well-being.</li> </ul>

<b><i>Teaching and learning</i></b>	This pillar includes both formal and informal learning. Students attain the knowledge, skills, and attitudes needed to make healthy choices through achieving prescribed learning outcomes in areas such as Health and Career Education, Home Economics, and Physical Education, and through school initiatives and activities that promote cross-curricular learning. Healthy choices can also be encouraged through informal learning throughout the school environment by having healthy foods available or modeling healthy choices and behaviours.
<b><i>Social and physical environment</i></b>	This pillar includes the physical environment of the school and school grounds, as well as the 'feel' of the school environment, its culture, and the values embodied by its teachers, staff, and students.  Healthy schools feel welcoming and safe. Their physical environments, including such things as playground equipment, safe drop off zones/parking lots, water supplies, sanitation services, and food preparation facilities, are designed to minimize the likelihood of injury and illness. Healthy schools also foster a caring, nurturing, respectful environment that gives students a feeling of connection to their school and school community.
<b><i>Healthy school policy</i></b>	Healthy school policies include leadership practices and decision-making processes as well as guidelines, rules and procedures that affect how programs, services, and relationships are negotiated in school and community settings. It is very important for all members of the school community to have a voice in the development and implementation of policies.
<b><i>Partnerships and services</i></b>	Partnerships and services are the basis of successful health promotion. Schools, families, the health sector, and the community have a shared responsibility in ensuring children's healthy growth and intellectual development.  Working in partnership is a fundamental principle of CSH and yet, forming sustainable partnerships can be challenging. Mutual understanding, trust and respect between all partners is central to building lasting working relationships. Successful partnerships with schools are based on effective communication and strong relationships; fit with schools' focus on learning; build on links between health and learning; and require health and education professionals to understand and value each other's roles.  Families are key partners and their involvement may include work with Parent Advisory Councils, help with fundraising, or volunteering for school activities. Partnerships between schools and health authorities can play a critical role in providing health-related information and support. These partnerships may be within school districts (i.e. formal healthy schools coordinators) and/or health authorities (i.e. CSH support role) and support enhancing the capacity of schools to promote health. Other organizations such as Neighbourhood Learning Centres, also have a rich array of information, resources and services to offer schools.