

# *Healthy Schools – Comprehensive School Health Overview:*

## **Purpose:**

To promote and support healthy schools that consistently strengthen their capacity as a healthy setting for learning, playing and working.

## **Relationship:**

A horizontal relationship exists between health and education that aims to:

- support a coordinated approach to health schools across the district,
- builds the capacity of both sectors to effectively implement healthy school initiatives, and;
- improve the health and education outcomes for all students across the district.



## **Approach:**

To shift from specific, targeted programs for a few students to a comprehensive school health approach (CSH). This “comprehensive” approach “impacts all learners and school community members across all aspects of the school” (CSH Guide, p. 23).

CSH involves everyone in the school being aware of the programs, resources, healthy policies, partnerships, and services working together to improve the health and learning of students.

Actions address four, interrelated areas of focus called pillars. These pillars are Social and Physical Environment, Teaching and Learning, Healthy School Policies, and Partnerships and Services.

**Social:**

- quality of relationships among and between staff and students, includes emotional well-being.

**Physical:**

- refers to the buildings, grounds, play spaces and equipment which surrounds

- formal instruction and informal learning (direct teaching and modeling).
- health promotion discussions and teaching, integrate student perspective and culturally relevant themes.



- Linking the school to the broader community to enhance the range of supports and opportunities.

- management practices
- decision making processes
- rules, procedures and policies.



Within Each pillar are four Aspects of Healthy Schools, they are:

- **Healthy Eating:**  
Increasing knowledge about healthy eating and reinforcing positive messages by creating healthy food environments, school communities have an opportunity to improve student learning and impact the life-long well-being of school community members.
- **Active Living:**  
Physical activity is a an essential ingredient for healthy growth and developments and as such, a very important component in promoting student health.
- **Healthy Relationships:**

Schools should be a place of belonging that helps students to develop and maintain their emotional and psychological well-being. Promoting and supporting the development of healthy relationships between students and their peers as well as between students and teachers, and/or other adults in the school community, helps to build a positive school environment and school connectedness.

- **Healthy Practices:**

Encouraging students to adopt healthy practices will vary greatly across schools and may include actions related to tobacco and substance use, safety and injury prevention, personal health, environmental health, anaphylaxis and media awareness.

HLPS Matrix	Healthy Eating	Active Living	Healthy Relationships	Healthy Practices
Teaching & Learning	In the school/classroom, is sufficient time allotted for teaching and learning opportunities about healthy eating?	In the school/classroom, is sufficient time allotted for teaching and learning opportunities about active living?	In the school/classroom, is sufficient time allotted for teaching and learning opportunities about healthy relationships?	In the school/classroom, is sufficient time allotted for teaching and learning opportunities about healthy practices?
Relationships & Environment	To what extent is the school/classroom environment supportive of healthy eating?	To what extent is the school/classroom environment supportive of active living?	To what extent is the school/classroom environment supportive of healthy relationships?	To what extent is the school/classroom environment supportive of healthy practices?
Our School Policies	Does the school/classroom have policies that support healthy eating? If so, does the school/classroom actively align and model actions with the policies?	Does the school/classroom have policies that support active living? If so, does the school/classroom actively align and model actions with the policies?	Does the school/classroom have policies that support healthy relationships? If so, does the school/classroom actively align and model actions with the policies?	Does the school/classroom have policies that support healthy practices? If so, does the school/classroom actively align and model actions with the policies?
Community Partnerships	To what extent is the school/classroom utilizing available community partnerships to support healthy eating?	To what extent is the school/classroom utilizing available community partnerships to support active living?	To what extent is the school/classroom utilizing available community partnerships to support healthy relationships?	To what extent is the school/classroom utilizing available community partnerships to support healthy practices?