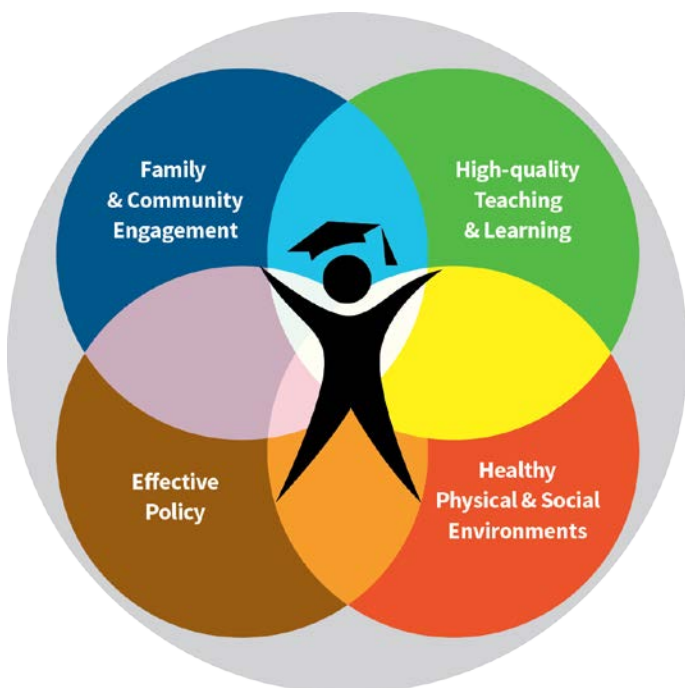# Comprehensive School Community Health

What is Comprehensive School Community Health?

The framework for Comprehensive School Community Health (CSCH) is internationally recognized for supporting student success while addressing school community health in a planned, integrated and holistic way. Health, education and other sectors must work together, sharing a common vision, to successfully implement CSCH. A successful CSCH program supports student success and motivates the whole school community to take action.

CSCH encompasses four integrated components:

What does Comprehensive School Community Health do?

CSCH provides a common foundation for families, students and communities to work together to support students' full potential as learners and become responsible and healthy community members. Each child, in each school, in each of our communities deserves to be healthy, safe, engaged, supported and challenged.

Comprehensive School Community Health:

- facilitates improved student learning;
- responds to students' needs;
- encourages and supports healthy options, and promotes students' health and well-being;
- supports an inter-agency approach; and
- thrives with the participation, support and engagement of families and community.

Why do we need Comprehensive School Community Health?

Research has shown that CSCH facilitates improved student learning and supports their well-being. CSCH encourages and supports the development of children and youth in becoming physically, mentally, spiritually and emotionally safe and healthy.

The goals of CSCH are to:

- promote health and wellness while preventing specific diseases, disorders, and injury;
- intervene to assist children and youth in vulnerable circumstances and/or are experiencing poor health; and
- provide equitable opportunities that address disparities and contribute to the success of children and youth.

Student First

Government of Saskatchewan

Better Health = Better Learners

Different Terminology – Same Ideas

The term "Comprehensive School Community Health" may be known as "Comprehensive School Health", "Health Promoting Schools" or "Coordinated School Health," and its four integrated components may be expressed in different ways; however, the underlying concepts are the same as they are all based on the World Health Organization's Ottawa Charter for Health Promotion (1986).

When We Say	We Mean
High-Quality Teaching & Learning	**High-quality teaching and learning includes:** • provincial curricula and related resources that are developmentally appropriate and culturally responsive; • place-based learning experiences that support a sense of personal competency, self-efficacy and social responsibility; and • a wide range of opportunities to learn, practice, experience and demonstrate understanding, confidence, and motivation for a healthy and balanced life.
Safe and Healthy Physical & Social Environments	**Safe and healthy physical and social environments include:** • access to and support for healthier options; • a welcoming, caring and inclusive environment; • healthy relationships among and between staff, students and community; • responsive and inclusive leadership of staff, students and community; • relationships that influence and are influenced by families, cultural perspectives and the community; • strategies to use the school building and grounds, materials, equipment and the routes to and from the school to enhance well-being of staff, students and community; and • informal role modelling, peer support, nurturing families and safe communities.
Family & Community Engagement	**Families and communities are engaged when:** • efforts are aligned to promote student, family, staff and community health and well-being; • School Community Councils and First Nations Education Authorities are involved in school improvement plans; • school leadership values cooperation, effective interpersonal communication and shared decision making; • schools, families and communities engage in on-going discussions and shared efforts to promote and support the health and well-being of staff, students and community; and • reciprocal relationships share resources and services within the school and community.
Effective Policy	**Effective policy development is characterized by incorporating:** • protocols for collaboration on policy development and related protocols and practices for health and well-being; • on-going evaluation and monitoring of needs and effectiveness of efforts to improve well-being; • promising practices that enhance health and well-being; and • clear practices, procedures, protocols and regulations regarding health and safety of children and youth, (e.g., nutrition, anti-bullying, physical activity, pandemic planning, recycling, air quality).

Student First

Government of Saskatchewan