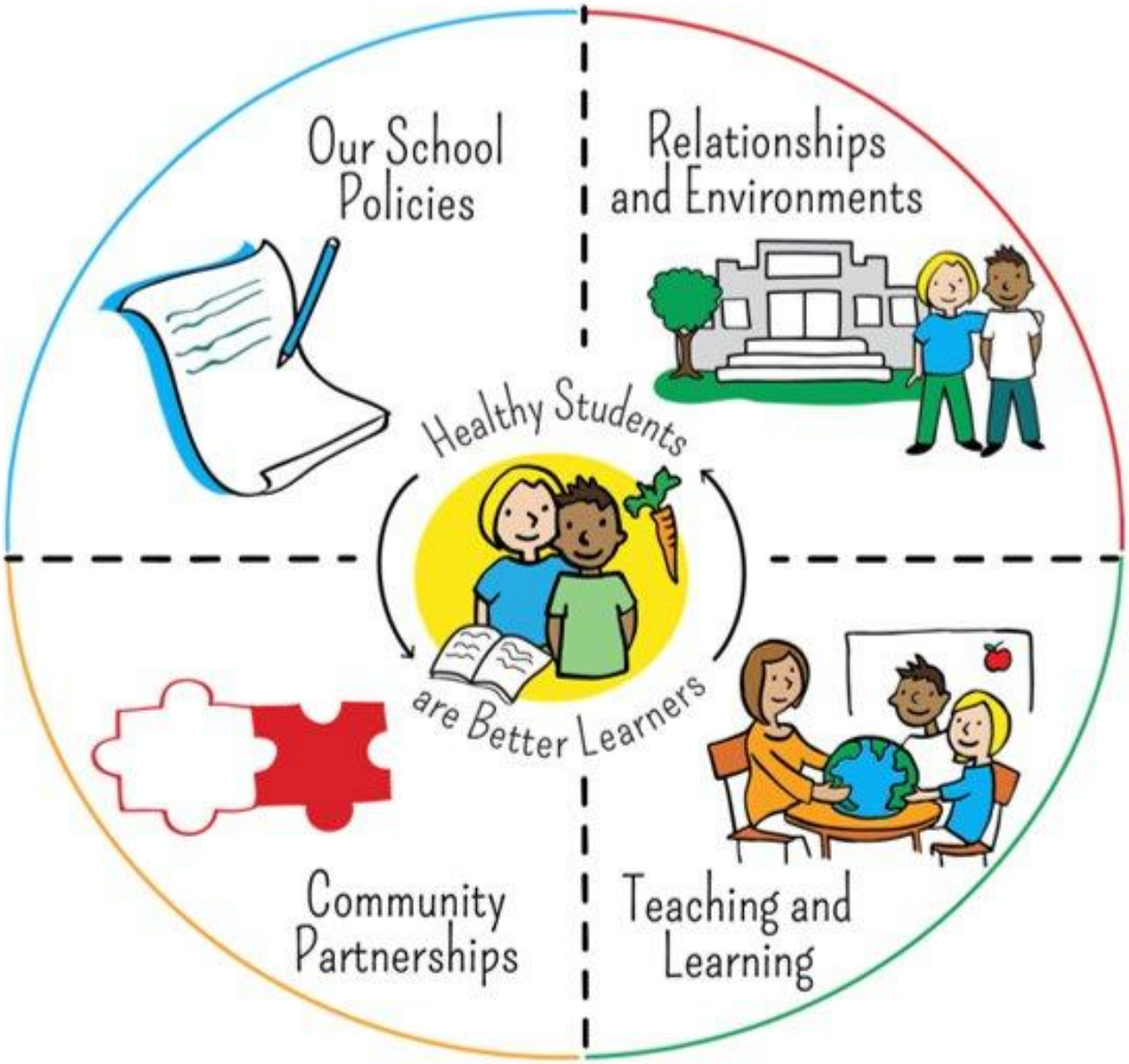
Comprehensive School Health Framework



HEALTHY SCHOOLS BC

JCSH
Pan-Canadian Joint Consortium for School Health
Governments Working Across the Health and Education Sectors

2 Comprehensive School Health: A Brief Overview

A CSH approach to practice is based on the understanding that healthy students are better learners and better educated students are healthier.[1] When addressed in concert, these elements will produce optimal health and learning outcomes for the student, the school, and the community. Putting the CSH approach into practice involves looking at the whole school environment and coordinating healthy school actions across four distinct but interrelated areas also referred to as pillars:

Teaching and Learning:

Includes both formal and informal knowledge/skill development; relates to resources, activities and curriculum that support learning and overall wellbeing.

Relationships and Environments:

Relates to emotional and social wellbeing, as well as the relationships between and among the physical and social spaces in the school setting.

Community Partnerships:

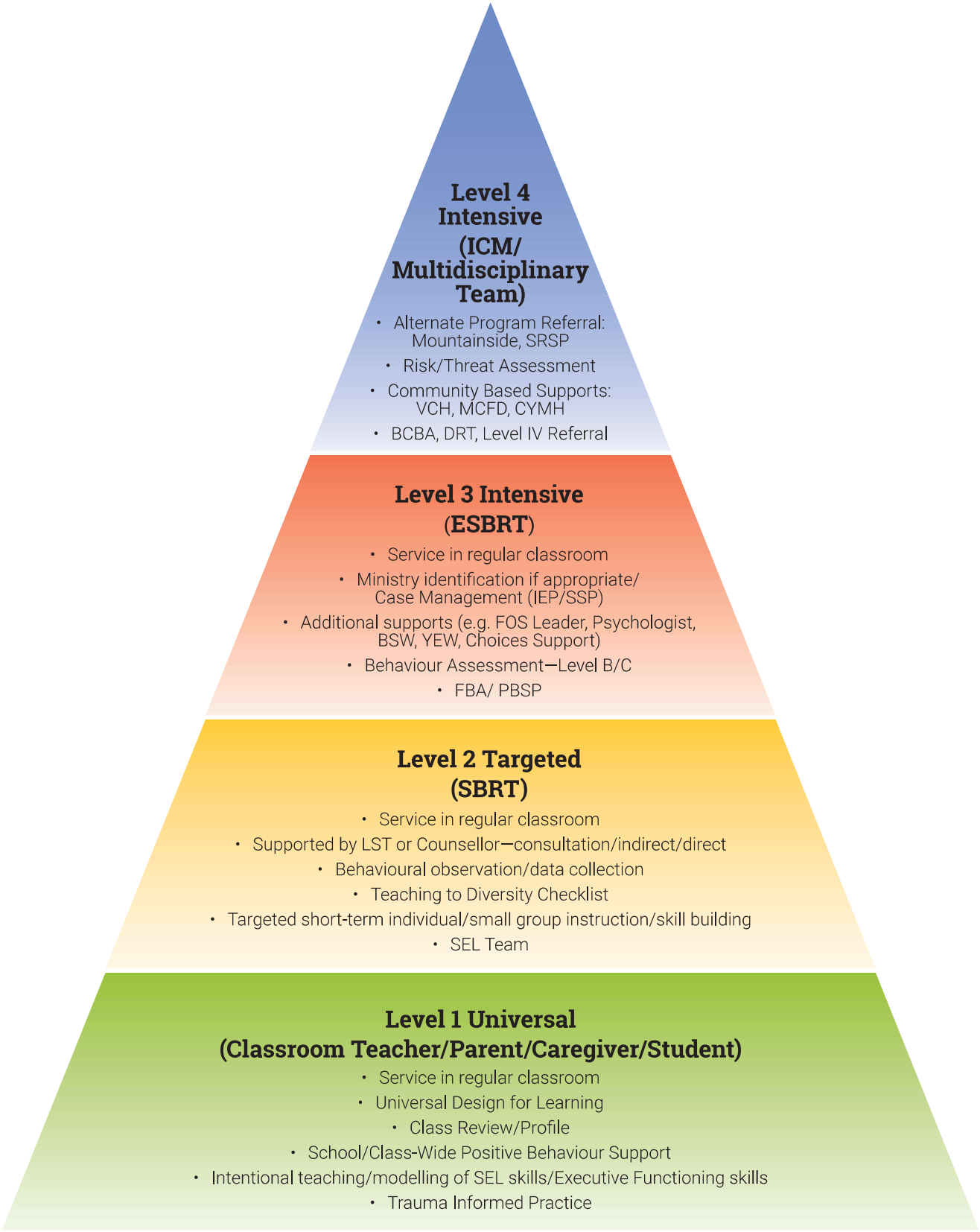
Relates to connections between the school and students' families, and relationships between the school and outside community organizations.

Our School Policies:

Relates to practices, procedures, rules, policies etc. at all levels, from provincial to classroom-specific that support wellbeing.

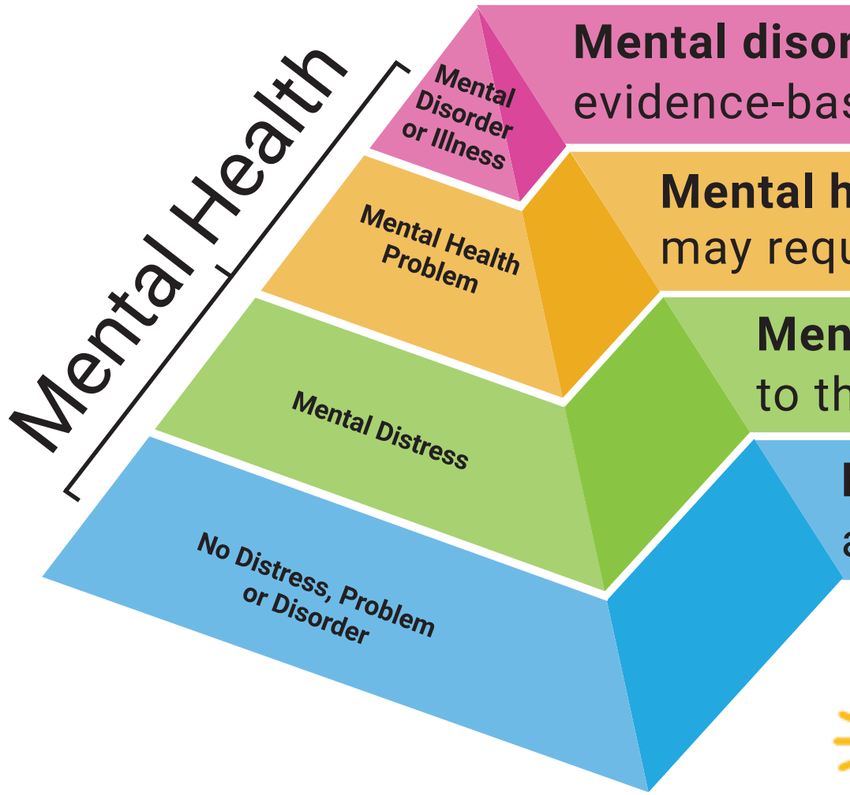
[1] Joint Consortium for School Health (2008). What Is a "Comprehensive School Health approach"?

Supporting Students with Behaviour/Mental Health Needs



Language Matters

Using clear, shared language to talk about our states of mental health can help reduce stigma and take action. This is mental health literacy.



Mental disorder or illness: clinically diagnosed, requiring evidence-based treatments from trained professionals

Mental health problem: larger life events or challenges which may require our resilience skills, support network or resources

Mental distress: common, normal and expected response to the stresses of everyday life

No distress, problem or disorder: generally, everything is going well and we are enjoying our daily lives, relationships, activities, etc.

We all have mental health. Mental health can be understood as the capacity to adapt to life's challenges. Too often, mental health is defined as 'feeling happy' or 'feeling good,' when in reality mental health consists of a wide range of states that include negative, neutral and positive thoughts and emotions.

The Mental Health Literacy pyramid shows four distinct, yet interrelated states that help us understand and act on our mental health.

The pyramid is not a continuum – we do not progress from one level of the pyramid to another, and we can even experience each state simultaneously.

mental health literacy

Learn more at **MentalHealthLiteracy.org**