

ESSENTIAL CONDITIONS FOR TAKING A COMPREHENSIVE SCHOOL HEALTH APPROACH

Core Conditions are the conditions necessary for a CSH approach to be successfully implemented. **Contextual Conditions** have a great degree of influence on the ability for the core conditions to be obtained.

THE CORE CONDITIONS

STUDENTS AS CHANGE AGENTS

Students are the heart of taking a CSH approach and their voices, leadership, and enthusiasm creates increased engagement. Students serve as change agents through peer to peer interactions. In the home environment, students are the drivers of change and help engage family through their buy-in.



SCHOOL-SPECIFIC AUTONOMY

When taking a CSH approach, activities need to be customized to meet the needs of the school. They should be flexible, build on the school's strengths and assets, be tailored based on school-specific evidence, and provide a sense of school ownership. Cultural considerations and diverse needs (geographical, historical and sociocultural) should be integrated.

DEMONSTRATED ADMINISTRATIVE LEADERSHIP

School principals are seen to play an invaluable role throughout the process of taking a CSH approach and are a key stakeholder in facilitating a culture shift within a school community. The key is that principals are actively engaged, rather than merely supporters of school health champions and offering passive buy-in.

HIGHER-LEVEL SUPPORT

Leadership and support at district and/or provincial/territorial levels sets the tone in order to prioritize CSH on the school agenda and provides opportunities for resources (time/funding) to be allocated.



DEDICATED CHAMPION(S) TO ENGAGE SCHOOL COMMUNITY

School health champions are imperative from a leadership perspective and for getting projects up and running and on-going integration of CSH in schools. However, school health champions can sometimes become a barrier as buy-in from all school staff is crucial for sustainability.

COMMUNITY SUPPORT

Establishing strong internal and external relationships and building partnerships with the community play a key role in the success of taking a CSH approach, especially before and during implementation. Community connections (including parents/families) can help strengthen the type of programs schools can offer.

QUALITY AND USE OF EVIDENCE

Evidence in the form of school-based process and outcome data, individualized school reports, and research findings are essential for planning, refining, and supporting school communities taking a CSH approach.



PROFESSIONAL DEVELOPMENT

Professional development and training prior to implementation is key for understanding the project and building self-efficacy. Ongoing PD is essential for strengthening knowledge and skills needed to support the success of taking a CSH approach.

THE CONTEXTUAL CONDITIONS

TIME

Enough time needs to be dedicated for implementation and success. Allotting time allows for CSH to be viewed as an embedded part of the school's culture.



PRIOR COMMUNITY CONNECTIVITY

Trusting relationships help stakeholders build competency, enthusiasm, and ownership, which can lead to a more natural implementation.

READINESS AND UNDERSTANDING

A clear understanding of CSH and why it's important can support readiness which creates a willingness for implementation.

FUNDING AND PROJECT SUPPORT

Sustainable funding and support from CSH project staff greatly contribute to the facilitation of implementation.