

SECTION 1: WHAT'S NEW?

3rd Annual School Health Conference June 8-10, 2007 – Vancouver

Canadian Association for School Health
For more information see last page of this newsletter or contact:
250-483-6988 or info@cash-aces.ca

- Public Health Agency of Canada launches website, dedicated to Canada's Response to the WHO Commission on Social Determinants of Health. www.phac-aspc.gc.ca/sdh-dss/index.html
The purpose of the site is to raise awareness of the Commission and to report on Canadian responses to Commission work.

- Federal Health Minister Tony Clement has appointed Dr. Khristinn Kellie Leitch as his Advisor on Healthy Children and Youth. In this role, Dr. Leitch will make recommendations regarding ways in which the federal government can better contribute to enhancing the health of children and youth.

As part of her mandate, Dr. Leitch will meet with stakeholders, experts, Canadians, as well as representatives from provincial and territorial governments to review existing children and youth health activities and programs, to deem their effectiveness and, to identify gaps and new initiatives that can directly impact the health of children and youth.

- March is Nutrition Month. The Dietitians of Canada are featuring healthy cooking as the theme for this year.
- Health Canada has published its national guide on Canadian Immunization Guide 2006 PDF Version The guide includes recommended immunization for all children, including several for school-age children and youth.
- The Canadian Pandemic Influenza Plan for the Health Sector includes an Annex on Public Health Measures. This annex

RESEARCH, REPORTS & SCHOOL HEALTH KNOWLEDGE

- Wiki-Bibliography on School Health
Members of the School Health Research Network are compiling a bibliography of selected references on school health promotion using the wiki platform provided free by Google. (The technology enables many people to edit the same document online.) If you want to view this ongoing project, simply click on the link above. If you want to add references to the bibliography, follow the instructions at the beginning of the document.
- Health Canada Reports on Climate Change. These reports are available from Health Canada

Climate Change and Health and Well-Being: A Policy Primer for Canada's North
Climate Change And Health & Well-Being In Canada's North: Report On A Public Health Planning Workshop On Climate Change And Health & Well-Being In The North - July 6-7, 2002, Yellowknife, NWT
Climate Change & Health Workshop Summary Reports Final Report on Health Impacts of the Greenhouse Gases (Ghg) Mitigation Measures - January 2000
First Climate Change and Health & Well-Being National Policy and Planning Conference
First National Health and Climate Change Science and Policy Research Agenda
First National Health and Climate Change Science and Policy Research Consensus Conference
Policy Primer on Climate Change and Health and Well-Being
Your Health and a Changing Climate

- New Study Shows that CPR Saves Lives
From the Red Cross.....Following the study on CPR published today in the Lancet medical journal, there are presently no plans to modify training courses based on its findings until the conclusions are further evaluated by medical professionals.

This study and many others will be carefully evaluated by medical professionals from around the world, who are members of the International Liaison Committee on Resuscitation, says Rick Caissie, national manager of first aid programs at Canadian Red Cross.

"The guidelines are thoroughly reviewed every five years, and if through this review changes are considered warranted, they will become part of the 2010 guidelines."

recommends the closing of schools in the event of an outbreak but does not recommend other steps such as increased cleaning of surfaces in public places nor does it recommend the wide-spread use of hand sanitizers.

- US Policies on School-based Clinics
From National Assembly on School-Based Health Care
At the federal level, school-based health centers sponsored by a medical institution (community health center, hospital, health department, pediatric practice, mental health organization, or other 501 C3 organization) are governed by Health Information Portability and Accountability Act (HIPAA) whereas the schools are governed by the Family Right to Privacy Act (FERPA). However, approximately 150 SBHCs are sponsored by boards of education and are predominately governed by FERPA except in the case of some state departments of education and/ or school districts that have actually created a medical or mental health division within their infrastructure that is governed by HIPAA. This has been happening sporadically across the country since the implementation of HIPAA.

In addition, school-based health centers that receive 330 funding from the HRSA, Bureau of Primary Health Care (BPHC) or have been granted federal qualified health center (FQHC) status but do not receive 330 funding are also governed by the HRSA, BPHC rules and regulations. In most states, there are not specific rules that govern school-based health centers, but many states do have standards, certification, and/or credentialing of the centers especially if they are providing state or local government funding for them through a state office of education, public health, mental health, or health and human services. The National Assembly on School-Based Health Care has adopted and published position statements and seven principles regarding school-based health centers. For additional information on school-based health care you can visit our website www.nasbhc.org. The specific links listed below may be of particular

- Two Simple, Effective planning Tools from the Victoria Dept of Education and Deakin University in Australia
Health Promoting School Strategic Planner
Health Promoting School audit 'What's happening in your school'
- Brief History of the Mind Matters Program in Australia.
This brief description of the Mind Matters program in Australia describes its development and the decision to implement a national schools and mental health program.
- BodySense is a web-based education and outreach program dedicated to the promotion of positive body image in sport environments. BodySense believes that an affirmative sport environment can facilitate in the development of positive character traits: perseverance, responsibility, integrity, and a strong and positive sense of self and body. <http://www.bodysense.ca>
- Pause to Play. This web site encourages kids to put down the controllers and get active.
- Global Student Health & Other Projects
There are many associations which assist classrooms to connect. Here are a few to consider: Connect with a Global Project

iEARN <http://www.iearn.org> - Started in 1988, iEARN is the world's largest non-profit global network that enables teachers and young people to use the Internet and other new technologies to collaborate on projects that both enhance learning and make a difference in the world.

Oz Projects <http://www.ozprojects.edna.edu.au/sibling/home>
This Australian site features online curriculum projects from across Australia. Search and browse the range of online projects in the project registry. Find a project of interest, visit the project's website and contact the project coordinator to begin your involvement.

Global SchoolNet Foundation (GSN)
<http://www.gsn.org/index.html> - Brings together youth online to explore community, cultural and scientific issues. The free membership program provides project-based learning support materials, resources, activities and lessons.
ePALS <http://www.epals.com/> - Connects over 6.5 million students and educators in 191 countries for classroom-to-classroom penpal exchanges and cross-cultural learning projects in the world's largest online classroom community.

The Global Gateway
<http://www.globalgateway.org.uk/Default.aspx?page=7> - This site connects teachers and is based in the UK. It requires teacher registration and login.

interest.

[www.nasbhc.org/APP/NASBHC Principles & Goals.htm](http://www.nasbhc.org/APP/NASBHC_Principles_&Goals.htm)

[www.nasbhc.org/EQ/articles/Performance %20Evaluation%20Final.pdf](http://www.nasbhc.org/EQ/articles/Performance%20Evaluation%20Final.pdf)

[www.nasbhc.org/APP/APP NASBHC Policies1.htm](http://www.nasbhc.org/APP/APP_NASBHC_Policies1.htm)

Also, for additional legal information regarding minor access to health care doctrine in all 50 states (she has recently published a second edition of a state law directory about this) and other health and education related issues related to the delivery of confidential services to adolescents I recommend that you contact Abigail English, Director, Center for Adolescent Health and the Law in Chapel Hill, NC. aenglish@adolescenthealthlaw.org (919) 968-8850 x 23.

Some Sample Global Student Projects

Global Grocery List Project <http://landmark-project.com/ggl/>

Students share local grocery prices to build a growing table of data to be used in social studies, science, health, mathematics, and other disciplines.

This is our time <http://www.timeproject.org/> - An annual global telecommunications project for secondary schools developed in cooperation with the UNESCO Associated Schools Project Network

FEATURE ARTICLE

Promoting Positives Through A Developmental Assets Approach

Nobody can do everything, but everyone can do something. - Author Unknown

A focus on nurturing positives and investing in strengths is in essence what is done in using a developmental assets-based approach to the health and well-being of children and youth. The intent of this article does not include a comparative analysis of the relationships of the developmental assets to a risk and protective factors approach to children's development. It is reasonable to assume that the two could be used synonymously for each other. In essence, it's about maximizing the positives while trying to minimize the presences and/or impact of the negatives.

Resilience is the reason some individuals succeed when faced with risks and adversity, is a dynamic state that develops and changes over time and is enhanced by protective factors (or assets) within the individual and social environments and contributes to the maintenance or enhancement of health (www.resiliencycanada.ca). *Resiliency - A Paradigm Shift for Schools* from the Center for Applied Research and Educational Improvement, University of Minnesota provides further insight in to resiliency and its relationship with development assets noting that "that successful learning and development is stimulated by the following conditions:

- caring relationships that provide love and consistent support, compassion, and trust;
- high expectations that convey respect, provide guidance and build on the strengths of each person;
- opportunities for participation and contribution that provide meaningful responsibilities, real decision-making power, a sense of ownership and belonging, and, ultimately, a sense of, spiritual connectedness and meaning (Benard, 1996).

Stewart, et al (2004) in research captured in Promoting and building resilience in primary school communities: Evidence from a comprehensive 'health promoting school' approach (*International Journal of Mental Health Promotion* 6(3):pp. 26-31) demonstrated positive effects. Characteristics of such schools included features like shared decision-making and planning, community participation, a supportive physical and social environment, good school-community relations, clearly articulated health policies and access to appropriate health services.

Research done by the Search Institute with over two million youth across the United States and Canada has provided key learnings about the experiences, attitudes, behaviours, and the number of developmental assets at work for these young people. The Search Institute, a US based independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities has developed the 40 Developmental Assets®, which are positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible.

Studies reveal strong and consistent relationships between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. Results show that the greater the numbers of Developmental Assets are experienced by young people, the more positive and successful their development. The fewer the number of assets present, the greater the possibility youth will engage in risky behaviors such as drug use, unsafe sex, and violence. In terms of boosting student achievement, it appears that "comprehensive, asset-based approaches to education and youth development have tremendous potential to contribute to the academic success of students from all backgrounds (Search Institute, October 2003).

The reality is that the average young person surveyed in the United States experiences only 19 of the 40

assets. Overall, 59% of young people surveyed have 20 or fewer of the 40 assets. In short, the majority of young people in this country--from all walks of life--are lacking in sufficient Developmental Assets needed for healthy development. These statistics, as well as the role assets play in predicting both positive and negative outcomes for youth, underscore the importance of the developmental asset framework and its application.

What are Developmental Assets?

As noted by [Strive! The Centre for Positive Youth Development](#) “Developmental Assets are 40 opportunities, skills, relationships, values and self-perceptions that all young people need to succeed. The Developmental Asset Framework was created by the Search Institute, a nonprofit, nonsectarian organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. The Framework is a research-based tool that encourages all individuals to make a difference. Supporting environments where assets can be built is one of the most important things we can do in the healthy development of young people. Here are a few principles that will help guide you in your efforts:

- **Everyone can build assets.** Building assets isn't just about great families or schools or neighbourhoods. It requires consistent messages across a community.
- **All young people need assets.** While it is crucial to pay special attention to youth who struggle - economically, emotionally, or otherwise - nearly all young people need more assets than they have.
- **Relationships are key.** Strong relationships between adults and young people, young people and their peers, and teenagers and children are central to asset building.
- **Asset building is an ongoing process.** Building assets starts when a child is born and continues through high school and beyond.
- **Intentional repetition is important.** Assets must be continually reinforced across the years and in all areas of a young person's life.
- **Consistent messages are important.** It is important for families, schools, communities, the media, and others to give all young people consistent and similar messages about what is important and what is expected of them.

Informal comparisons of gaps in assets in the lives of American and Canadian young people participating in student profile surveys show little difference in the number of assets reported.

For a complete list of the 40 Developmental Assets in English - [click here](#).

For a complete list of the 40 Developmental Assets in French - [click here](#).

Download a one-page chart of the [40 Developmental Assets](#)[®] that you can circulate for all to post on their bulletin boards and refrigerators as a reminder of the “good stuff” children and youth need.

A School's Role

As noted by research done through the Search Institute “raising awareness throughout the school community about the importance of nurturing these assets is only a first step toward promoting the well-being of students. In order for students to benefit from asset building, administrators, teachers, and staff have to be *intentional* about focusing on assets in the school and making them a part of everyday life.

Assets are built primarily through relationships. How students relate to their peers, teachers, and other school staff and volunteers is key to whether or not they experience an asset-rich environment. Teachers especially have a unique role as they, more than anyone in a school, have the potential to empower their students and help them succeed.

Teachers can often pick out the children early on who, if they don't get extra support and attention, are likely to have problems in the future. The developmental assets can potentially help narrow the achievement gap between high- and underachieving students by giving them clear, consistent messages that can improve learning.

To most effectively build assets for all students in a school community, assets must be integrated into the major areas of school life, including curriculum and instruction, organization, and community partnerships. Other things that schools can do include embracing the developmental assets framework and actively promoting it; working to raise awareness in the wider community of the importance of building assets; assessing the number of assets students currently experience and what the school is doing to build assets; and infusing assets into the daily routine”.

Implications of Asset Building in Schools, posted on a local US-based school district web site and reprinted from the Search Institute overviews in more detail how school communities can support asset building. For example:

FOR SCHOOL BOARDS

- Make asset building a focus in schools and the community.
- Keep student needs center stage in all school decisions and provide opportunity for their voices to be heard.
- Talk to and get to know students in your district.
- Communicate with stakeholders about the role of asset-building in the schools.
- Examine all school policies and practices to see whether they contribute to all students' success and healthy development.
- Allocate resources (staff, time, money) to support asset building strategies.

FOR PRINCIPALS AND OTHER ADMINISTRATORS

- Express interest in and care for all students.
- Empower all stakeholders to give of their time, talent, and creative potential to make good things happen in the lives of children and youth.
- Welcome and encourage innovation that benefits students and staff.
- Celebrate progress toward the vision and goals.
- Foster a positive, healthy school climate for faculty, staff, and students.
- Work with faculty and staff to shape policies on scheduling, grade configurations, building transitions, discipline, assessment and reporting practices, partnerships with parents, and similar issues so that they are consistent with asset building.
- Provide in-service opportunities to enhance staff members' skills in asset building strategies.
- Monitor students' developmental assets and progress in building assets.

FOR TEACHERS AND PARAPROFESSIONALS

- Express interest in and care for students.
- Develop lesson plans that integrate content, skills building, and personal responsibility for self and toward others.
- Create a positive learning climate where students feel challenged and supported.

- Work in teaching teams to explore alternatives, develop community, and focus on how best to teach students.
- Involve students in classroom and school decision making.
- Respect and teach to a variety of learning styles.

FOR STUDENTS

- Treat faculty, staff, and students with respect and courtesy.
- Take time to thank teachers, support staff, and others for their role.
- Participate in activities that build your own assets.
- Get involved in programs (such as peer-helping) that seek to build assets for other students.

Meaningful Youth Engagement – a key in Asset-building

Schools provide a number of opportunities for engaging youth in meaningful ways that will empower them and create processes and structures that ensure greater student involvement in educational and school decision-making. These include instructional strategies such as self-directed and cooperative learning strategies, project-based learning, formal student leadership programs and obligatory community service programs. There are also many ways that schools can empower and engage youth through school-based peer helper and mentoring programs, voluntary student activity programs, clubs and other extra-curricular activities. The policy, procedures and practices of the school can emphasize student involvement, fairness and assumption of responsibilities by young people. Further, the decision-making processes of the school can be modified to enhance student engagement, including formal roles for the Student Council, efforts to manage a wide range of students and the frequent use of formal needs assessments and student surveys. See www.safehealthyschools.org for a summary of youth engagement that provides links to educational, planning and assessment resources as well as research on engaging or empowering youth through school-community programs; [Fifty Things Adults can Do With Youth, adapted from work of the Search Institute, is an example.](#)

The [Centre of Excellence for Youth Engagement](#) provides further information and insight in to this important area of work.

[CYD Journal: Community Youth Development](#) is dedicated to voicing progressive, humane, and caring approaches to the development of youth and community. It is the only periodical whose focus is Community Youth Development (CYD): an exciting philosophical, sociological, and educational movement which harnesses the power of youth to affect community development, and similarly, engages communities to embrace their role in the development for youth. [Using Policy to Promote Youth Development](#) provides a look at the San Francisco Department of Public Health (SFDPH) work in adopting the Youth Development Standards of Practice (Standards). The purpose of the Standards is to both promote a common understanding of youth development and to establish a consistent set of standards for practicing youth development within city agencies and funded community-based organizations. The Standards will help to ensure that young people acquire the skills and support they need to be healthy adolescents and eventually to become healthy adults. The developmental assets are fundamental to this work.

Parents Play a Role Too

This of course goes without saying – an initiative of the Search Institute, www.mvparents.com provides some helpful and practical on-line information on things they can do to promote asset development in their children.

Relevant Initiatives in the Canadian Context:

Many Canadians working in the area of child and family services, mental health, psychology, education and community development have been exposed to the Search Institute's work with

the developmental assets and the excellent resources that have been created in support of them. The following features some related work ongoing in Canada:

The developmental asset framework is central to the conceptual model of Lions-Quest Programs and through the work of Lions-Quest Canada many educators have been introduced to the concept through in-service training and resources. The desire to expand the resources readily available to Canadians supporting the concept of developmental assets, and increasing the Canadian content of these resources is the motivating factor behind Lions-Quest Canada's new relationship with Search Institute. For more information on the Lion's Quest programs see [Thrive! The Canadian Centre for Positive Youth Development](#). A paper overview an asset based approach in Canada was written by staff from this centre. See: [Developmental Assets in Canada: Where are we now and where are we heading?](#)

Thrive! is working closely with a committed group of individuals and agencies, including the [Boys and Girls Clubs of Canada](#) across the country to help advance the concept at all levels within our communities. Visit www.assetchampions.com for more information.

A dedicated line-up of Asset Building Learning Sessions will be offered at this year's Helping Canadian Kids Thrive! Conference in New Brunswick on May 10-11, 2007. [Click here for more info.](#)

Crime prevention through social development, using an asset or strength based approach, has been ongoing to various degrees over the years. According to the [Canadian Council on Social Development](#), "Social conditions such as housing, family income, and education leave their deepest marks on children and youth. Improvements in these social conditions have been shown to open up new vistas for young people who might otherwise end up behind bars. This is the principle behind crime prevention through social development (CPTSD): promoting well-being through social, health, and educational measures. Such international authorities as the United Nations (2002) agree that CPTSD is effective, particularly with children and youth. By investing in kids to provide them with positive life experiences, we can avoid the considerable harms and costs of crime and victimization. Statistics Canada (2003) estimates that crime costs Canadians \$59 billion each year".

[Every Kid in Our Communities](#) is a community-based initiative led by the Brockville (ON) Police Services that has at its core an assets-based approach. An [Asset Development Checklist](#) developed through this initiative is a useful tool for assessing (albeit in an unscientific manner) the present status of developmental assets among those completing it.

[Asset Development Presentation](#) overviews this project from a community-policing perspective (a presentation used at a past meeting of the Canadian Association of Chiefs of Police).

The [BC Crime Prevention Association](#) has developed the Youth Safe Zone project which is a provincial Youth Asset Development project geared to addressing issues of gang and crime recruitment, child and youth sexual exploitation and broader risks of crime and victimization of youth in partnership with Public and Private Sector stakeholders in each community". This project is based on the work of the City of Richmond (BC) and its Assets Building Team which has experienced an amazing 41 % reduction in their youth crime during the past three years. [Positive Tickets](#) has been a contributing factor. The [Richmond area School District](#) has adopted the developmental assets as building blocks of healthy development that help young people to grow up healthy, caring, and responsible. In order to support those working with students, the school board provides in-service opportunities such as workshops. The following excerpt from their web site provides further insight in to how this work is linked with their district Health Promoting Schools initiative:

The health of students is understood in a broad sense to include physical, emotional and social dimensions. There are various direct curricular links to these dimensions of health as well as a general reference through the Human and Social Development goal in the Mandate Statement for

schools. The Ministries of Health and Education have jointly developed a policy framework for school and district work in this area. The school district is working with a collection of community partners (Health, MCFD, City and RCMP) using an asset building framework to support the full range of factors that affect student health and well being. Specific district activities that are already underway include support for daily physical activity in elementary schools using the Action Schools program and development of a nutrition policy that regulates food served to students or made available for purchase in schools, including vending machines. The Health Promotion Policy (506), Regulations, and Guidelines adopted in June, 2006, provide a framework for the continuing development of the school-based elements of an integrated health promotion strategy.

Asset Building Champions, led by the Boys and Girls Club of BC, features additional initiatives from across Canada.

The Abundant Assets Alliance combines the resources of YMCA of the USA, YMCA Canada and Search Institute--three distinguished organizations with proven success in building strong kids, families and communities. The alliance seeks to strengthen the capacity of YMCAs and the communities they serve to provide young people with the support and experiences they need to become healthy, caring and competent adults. Harnessing the power of extensive research on developmental assets--the essential building blocks for human development--the alliance partners have developed a holistic, systematic approach to improving young peoples' lives that involves the entire community.

Growing Healthy Canadians: has developed a "Guide for Positive Child Development" which was created to promote and illustrate a simple idea: that the healthy development of children and youth is a shared responsibility. There has been much debate about who should be doing what in order to grow healthy children. The truth is everyone has important contributions to make in ensuring that young people grow up in the kinds of conditions they require to thrive. At the same time, no one type of contributor -- not families, communities, workplaces, nor governments -- can successfully raise the next generation on their own.

Other Links of Interest

Project Cornerstone Project Cornerstone brings individuals, businesses, community organizations, schools and government together to understand and embrace the fact that interacting with young people is important and that every interaction makes a difference. The site provides information on developmental assets and tips and stories for asset building. It also contains guides and checklists to help organizations assess their asset-building capacities.

Helping America's Youth

This web site focuses on connecting at-risk youth with family, school and community in order to help kids and teens reach their full potential. The web site promotes positive youth development, identifies risk and protective factors for healthy development and provides descriptions of programs that build protective factors around youth.

Bridging Refugee Youth and Children's Services A U.S. based technical assistance project working to broaden the scope of information and collaboration among service providers in order to strengthen services to refugee children, youth and their families.

In Australia, the Resilient Schools Program is a new Embrace the Future project aims to help Australian primary schools to implement policies, practices and curricula which promote resiliency and mental health and wellbeing. We are implementing the project in recognition of the lack of services which specifically target primary age children. The Resilient Schools Program offers training, consultancy, resources and support to primary school teachers and management to raise awareness of resiliency and mental health issues and to help schools to put in place strategies and practices which promote resiliency. See "What Schools Can Do" Section for more information.

3RD ANNUAL SCHOOL HEALTH CONFERENCE

THE SCHOOL'S ROLE IN PROMOTING POSITIVE SOCIAL DEVELOPMENT & MENTAL HEALTH IN COOPERATION WITH HEALTH AUTHORITIES, YOUTH AGENCIES & POLICE SERVICES

Research on anti-social and risky behaviours is increasingly showing that delinquency, bullying, harmful substance abuse, and sexual risk-taking all stem from the disconnection between young people, schools and the community. Research shows that social problems are directly linked to dropping out of school, alienation within families, and the difficulties young people experience in identifying adults that are trustworthy guides and advocates.

School-based and school-linked programs and services are evolving to respond to these clusters of negative behaviours and include:

- Anti-bullying programs that take a social development approach
- Sexual health education programs that include youth development strategies
- Mental health programs that improve the social climate of the school
- Substance abuse prevention that builds life skills
- Crime prevention programs that include police service development of preventive and restorative justice approaches

EFFECTIVE PROGRAMS REQUIRE INTER-AGENCY COOPERATION TO BE EFFECTIVE & SUSTAINABLE

The third annual Canadian School Health conference will focus on how local agencies and professionals from a variety of sectors can work together on proven strategies.

Conference keynotes will share information about the latest developments. Conference workshops will provide hands-on, practice-based information and experience, including:

- **Together We Light the Way**, a social development program developed in Durham Ontario and evaluated in sites across Canada
- **The Gatehouse Program** that was developed and evaluated in Australia and Canada
- The research behind the **Canadian Sexual Health Education Guidelines**
- Canadian adaptations of international better practices guidelines in substance abuse prevention
- The new **RCMP Youth Officer Program**

SCHOOL HEALTH CONFERENCE

JUNE 8-10, 2007 | VANCOUVER, BC
VANCOUVER CONVENTION & EXHIBITION CENTRE

FOR MORE INFO CONTACT:

THE CANADIAN ASSOCIATION FOR SCHOOL HEALTH
250.483.6988 or info@cash-aces.ca

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