

JCSH Equity Task Group

2021-22 Report Summary and Recommendations

Task Group Members

- Equity task group members:
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Task Group Objective and Activities

Objective:

There is a continual exchange of information and knowledge among member jurisdictions related to the connection between health, well-being, and learning outcomes for all students.

Activities:

Conduct Structural Determinants of Health and Equity Environmental Scans related to the school environment.

Indicators:

- ❖ Develop equity task group
- ❖ Identify priority scans
- ❖ Begin undertaking scans

Summary of Findings

- ❖ **Structural determinants of health** are how social, economic, and political factors influence a person's socioeconomic position which, in turn, plays a role in determining health outcomes.
- ❖ **Intermediary determinants of health** are the social determinants of health - the circumstances in which people are born, grow, live, learn, work, and age, which are shaped by a set of forces beyond the control of the individual.

Structural Determinants of Health

Colonialism

Social Policies

Economic Policies

Governing Process

Criminal Justice System



act on

Intermediary Determinants of Health

Housing

Community Design

Quality Education

Income

Working Conditions

Food Security



leading to

Stigma

Inequity

Poorer health outcomes



affecting

Populations disproportionately including individuals who identify as:

Living with Disability

Indigenous

Racialized

Immigrant

LGBTQ2+

Living in rural communities

Non-resident status

Seniors



Using Schools as a Setting – Structural Determinants of Health

- ❖ The Str. DOH is not a principal we can apply to a particular setting such as school however it should be considered in all decision making.
- ❖ Addressing the Str. DOH would be more effective at a higher level, across multiple systems that can influence these structures.
- ❖ Schools do address the impacts Str. DOH have on students.

Social Determinants of Health Equity

- ❖ The **social determinants of health inequities** are the structural processes that distribute the determinants of health unequally in society.
- ❖ A review of work around the social determinants of health inequities may give the JCSH some practical applications to address inequities in schools.

Addressing Health Equity in the School Setting

- ❖ Health in All Policies is a strategy to assist leaders and policymakers in integrating considerations of health, well-being, and equity during the development, implementation, and evaluation of policies and services.
- ❖ Health Equity Impact Assessments is a tool used to analyze a decision, program, or policy's potential impact on health disparities and/or on health of disadvantaged populations.

Health Equity Impact Assessment Example From TDSB

Persons impacted because of:	How may these persons be impacted:	
	Positively	Negatively
<input type="checkbox"/> Age (e.g., children, youth, seniors)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Race, Colour, Ancestry, Ethnicity, Culture, Place of Origin	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Indigenous Ancestry (First Nations, Inuit, Metis)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Nationality, Citizenship, Immigration Status	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Disability (e.g., persons with physical, mental, cognitive, auditory, visual, addiction, psychological disabilities or disorders, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Creed Beliefs (e.g., Muslim, Jewish, Hindu, Buddhist, Indigenous Spirituality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Sexual Orientation (e.g., gay, lesbian, queer, two-spirit, bisexual, pansexual, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Linguistic Origin (e.g., persons whose first language is not English or French, persons who use ASL or have different literacy levels)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Gender Identity, Gender Expression (e.g., female, transgender, non-binary, gender fluid, gender-queer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Socioeconomic Status (e.g., low income, precarious employment, housing or residing in priority neighborhoods, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Family Status and Marital Status (e.g., single parent, childcare, adoption, foster parents, diverse families, breastfeeding, maternity leaves, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Body Image (e.g., body size, appearance, body art, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other:	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations

- ❖ Invite representatives from Indigenous governments/communities to join the JCSH to be involved in decision making.
- ❖ Continue knowledge sharing and collaboration between health and education sectors across Canada through the JCSH.
- ❖ Consider the structural determinants of health in all decision making.
- ❖ Equity task group to focus on social determinants of health inequities in the school setting in 2022-23.

Recommendations - Scans

- ❖ Determine what Ministries/Districts/Schools want/need to support health equity and if health equity is a priority.
- ❖ Complete a scan of how JCSH jurisdictions implement Health in All Policies (HiAP) to address structural/social determinants of health.
- ❖ Complete a scan of how JCSH jurisdictions use health impact assessments to support HiAP.
- ❖ Conduct a jurisdictional scan of the school development planning and reporting processes in member jurisdictions.

Recommendations

- ❖ Determine what data is available on health equity measures for school aged youth across Canada. We can only count what is being counted.
- ❖ Determine the feasibility of developing a school/student health equity impact assessment tool to support HiAP for education and health in schools policies/programs/decisions that aligns with school development planning.