# JCSH News and Resource Bundle January 6 2023

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
1. 3267. Why critical race theory should inform schools

In this article, authors [Carl E. James](https://theconversation.com/profiles/carl-e-james-416389) and [Vidya Shah](https://theconversation.com/profiles/vidya-shah-610548) explore critical race theory (CRT) and how it assists in explaining racism, not as an individual affront and assault, but as systemic and structural. These structures and systems “prevent equal outcomes in education, healthcare, housing, employment and more. CRT seeks to consider how historical, economic, political, social and cultural contexts inform contemporary realities and issues.” Law professor [Derrick A. Bell](https://www.newyorker.com/magazine/2021/09/20/the-man-behind-critical-race-theory) is credited with introducing critical race theory within legal studies in a 1976 article for *Yale Law Journal* and another in 1980 for the *Harvard Law Review*. “All students are entitled to experience a classroom environment in which they can build strong relationships with teachers and fellow classmates, take risks with their learning and have their experiences affirmed, “ state the authors. “We need dialogue that is committed to centring the voices of those who live marginalized and racialized realities and for whom schooling has failed to meet their interests, needs and aspirations.”

<https://theconversation.com/why-critical-race-theory-should-inform-schools-185169?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20December%2027%202022&utm_content=Latest%20from%20The%20Conversation%20for%20December%2027%202022+CID_d2a10671ad11005bc29cfb0a78a8d96f&utm_source=campaign_monitor_ca&utm_term=Why%20critical%20race%20theory%20should%20inform%20schools>

2. 3259. (Jan3) Student and teacher involvement in reforming schooling matters — how Montréal schools are tackling this

“If you could redesign high school, what might you change?” Authors [Aron Rosenberg](https://theconversation.com/profiles/aron-rosenberg-1383802) and [Lisa Starr](https://theconversation.com/profiles/lisa-starr-1391397) explore an educational reform initiative in Québec called NEXTschool, as well as other learning centres in Quebec seeing reforms. These [innovative models of education](http://www.nextschoolquebec.com/) are among the efforts of a number of schools there exploring “[flexible timetabling](https://www.amle.org/is-your-school-schedule-flexible/), [project-based learning](https://www.pblworks.org/what-is-pbl), [co-curricular crediting](https://www.overlake.org/students/policies/cocurricular) where students earn credits for participating in extracurricular activities, and [learning hubs](https://edpolicyinca.org/publications/learning-hubs) that offer small groups of students academic and other holistic supports.” In a song attached to the story, researcher Vanessa Gold sings, “Would it all go to hell if we got rid of the bell?” The story includes links to research and news articles exploring the divergent roles of [compliance](https://crowleym.com/2018/03/22/education-in-a-world-of-compliance/) and [risk-taking](https://www.ascd.org/el/articles/taking-beautiful-risks-in-education) in education.

<https://theconversation.com/student-and-teacher-involvement-in-reforming-schooling-matters-how-montreal-schools-are-tackling-this-194006?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20Canada%20for%20January%203%202023&utm_content=Latest%20from%20The%20Conversation%20Canada%20for%20January%203%202023+CID_f2a33fb44f4b29c3b28c21f58c6ff7e9&utm_source=campaign_monitor_ca&utm_term=Student%20and%20teacher%20involvement%20in%20reforming%20schooling%20matters%20%20how%20Montral%20schools%20are%20tackling%20this>

3. 3229. Mindfulness in schools does not improve mental health, study finds

Efforts by educators and administrators to improve student mental well-being through school-based mindfulness training does not appear to have had positive results, according to a multi-university, international study. While the research found that mindfulness training had a positive impact on the teachers involved, the students did not maintain the training and complained that it was boring. School focus on social-emotional learning yielded better results. “The findings from this study certainly suggest there is a need to consider whether the mental health support we are providing to teenagers within schools is fit for purpose”, said Dr Dan O’Hare, a co vice-chair of the division of educational and child psychology at the British Psychological Society. “While mindfulness sessions can be hugely beneficial, it’s important to understand that it isn’t a surface level intervention, and how children and teenagers respond to it will be affected by the context in which it’s being taught and the school environment.”

<https://www.theguardian.com/society/2022/jul/12/mindfulness-schools-does-not-improve-mental-health-study>

4. 3243. How drama can help open up conversations on suicide for young people in post-pandemic times

A Scottish researcher and lecturer in performance carried out a research project in 2019 “to change attitudes towards talking about suicide.” His  [research](https://www.ingentaconnect.com/contentone/intellect/jaah/2019/00000010/00000003/art00002) has shown that using drama to explore sensitive issues could be one way to tackle the mental health crisis in youth emerging out of the pandemic. As he notes, and as expressed in the wonderful TED Talk included in this story, “contrary to popular belief, if there are serious concerns about someone’s safety, asking them directly if they’re contemplating suicide is recommended by mental health charity [Mind](https://www.mind.org.uk/information-support/helping-someone-else/supporting-someone-who-feels-suicidal/talking-about-suicidal-feelings/).”

[How drama can help open up conversations on suicide for young people in post-pandemic times (theconversation.com)](https://theconversation.com/how-drama-can-help-open-up-conversations-on-suicide-for-young-people-in-post-pandemic-times-188806?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20August%2022%202022&utm_content=Latest%20from%20The%20Conversation%20for%20August%2022%202022+CID_4b86240d67bf3360ac4c07600a9f3c6c&utm_source=campaign_monitor_ca&utm_term=How%20drama%20can%20help%20open%20up%20conversations%20on%20suicide%20for%20young%20people%20in%20post-pandemic%20times)

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**Resources:**

**Resource 1.**3264. (Resource) In-Person Schooling and Youth Suicide: Evidence from School Calendars and Pandemic School Closures

Abstract: This study explores the effect of in-person schooling on youth suicide. We document three key findings. First, using data from the National Vital Statistics System from 1990-2019, we document the historical association between teen suicides and the school calendar. We show that suicides among 12-to-18-year-olds are highest during months of the school year and lowest during summer months (June through August) and also establish that areas with schools starting in early August experience increases in teen suicides in August, while areas with schools starting in September don’t see youth suicides rise until September. Second, we show that this seasonal pattern dramatically changed in 2020. Teen suicides plummeted in March 2020, when the COVID-19 pandemic began in the U.S. and remained low throughout the summer before rising in Fall 2020 when many K-12 schools returned to in-person instruction. Third, using county-level variation in school reopenings in Fall 2020 and Spring 2021—proxied by anonymized SafeGraph smartphone data on elementary and secondary school foot traffic—we find that returning from online to in-person schooling was associated with a 12-to-18 percent increase teen suicides. This result is robust to controls for seasonal effects and general lockdown effects (proxied by restaurant and bar foot traffic), and survives falsification tests using suicides among young adults ages 19-to-25. Auxiliary analyses using Google Trends queries and the Youth Risk Behavior Survey suggests that bullying victimization may be an important mechanism.

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.nber.org/system/files/working\_papers/w30795/w30795.pdf?utm\_source=PANTHEON\_STRIPPED&amp%3Butm\_campaign=PANTHEON\_STRIPPED&amp%3Butm\_medium=PANTHEON\_STRIPPED&amp%3Butm\_term=PANTHEON\_STRIPPED

Resource 2. 3251. (Resource) Original quantitative research – Correlates of perceived success of health-promoting interventions in elementary schools

This research, by a team from University of Toronto and l'Université de Montréal, explores the impact of school-based health-promoting interventions on youth development and lifestyle behaviours. Although this article does not reference the Comprehensive School Health Framework used in other parts of Canada, it does reference Health Promoting Schools work, including the Global Standards and Indicators for Health-Promoting Schools (WHO, UNESCO, 2021).

From the Results: “Participants generally perceived HPIs[health-promoting interventions] as highly successful. After controlling for number of students, language of instruction, school neighbourhood and school deprivation, we identified five correlates of perceived success, including lower teacher turnover, higher scores for school physical environment, school/teacher commitment to student health, principal leadership and school being a developer (vs. adopter) of the HPI.”

This article is available through open access from the *Health Promotion and Chronic Disease Prevention in Canada: Research, Policy and Practice (the HPCDP Journal);* it is a bilingual, peer-reviewed scientific journal of the Public Health Agency of Canada’s Health Promotion and Chronic Disease Prevention Branch.

<https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-42-no-9-2022/correlates-perceived-success-health-promoting-interventions-elementary-schools.html>