

JCSH ACCOMPLISHMENTS: CORE RESOURCES AND CURRENT INITIATIVES

CORE RESOURCES

JCSH has developed a number of resources since its commencement in 2005. Of these, four remain as essential initiatives: they offer supports to school communities everywhere, free of charge, in English and French.

In addition to the Comprehensive School Health Framework, noted earlier, there are five Core Resources. They are outlined below.

JCSH STATEMENT ON RECONCILIATION (ENGLISH, FRENCH, INUKTITUT, INUINNAQTUN)

See Appendix C

THE HEALTHY SCHOOL PLANNER

Recognizing that schools are a key environment where students attain the knowledge and skills needed for life-long health and well-being, the JCSH has developed the [Healthy School Planner \(HSP\)](#) - an online tool to assist educators in assessing their school's health promoting environment and in making plans for improvements.



The following represent main features of the Healthy School Planner:

- A foundational module and four topic-specific modules (healthy eating, physical activity, tobacco use, and positive mental health)
- School health is assessed by examining a school's overall wellness environment using the four components of CSH: social and physical environment, teaching and learning, policy, and partnerships and services.
- A team approach is recommended, composed of school community members to ensure a broad, informed assessment of the school and school community.
- Upon completion of any one of the Healthy School Planner modules, schools

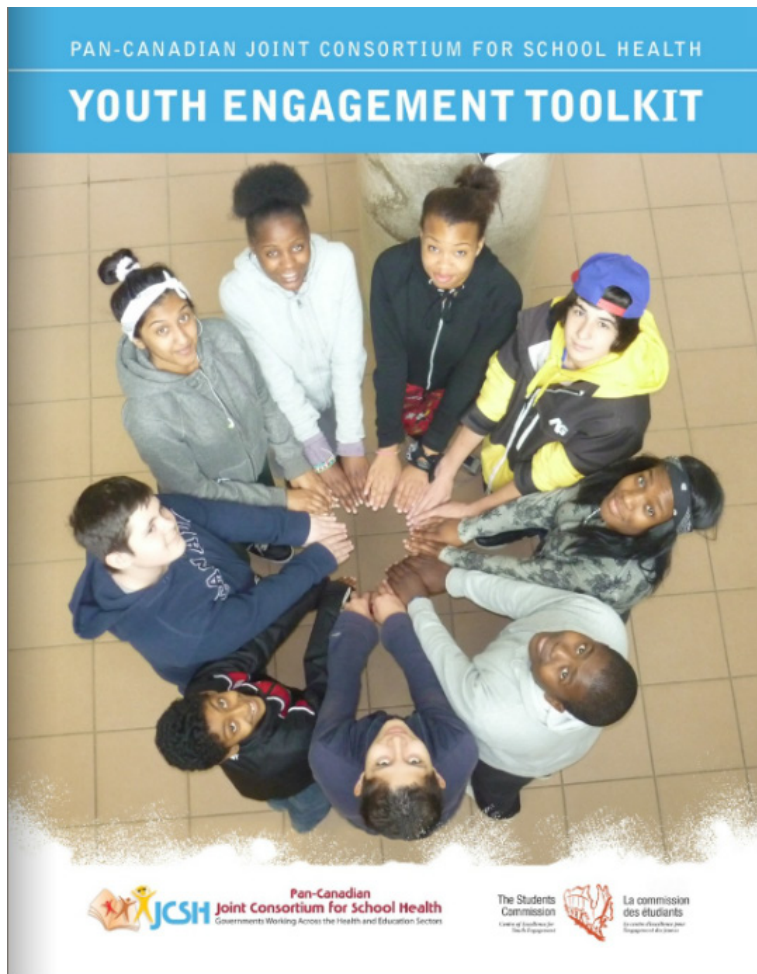
receive results specific to their responses, tailored recommendations based on their results, and a list of action-oriented and jurisdiction-specific resources. Schools can share their results and achievements with staff, students, parents, and the broader community.

- There is capacity to provide school boards and districts with an aggregate report of data generated by schools that have completed the Healthy School Planner.

In 2021, a JCSH Task Group was developed to take an extensive review of the Healthy School Planner. The task group developed a Request for Proposals that will begin the redevelopment of this work as well as a new set of Standards and Indicators / Wise Practices for Comprehensive School Health / Health Promoting Schools.

THE YOUTH ENGAGEMENT TOOLKIT

Meaningful youth engagement is associated with young people’s protection from risk, positive health outcomes, and student achievement. When young people are involved in decision-making, they feel connected to their school environment and community, they build relationships with their peers and adults, and they learn new skills. They are more likely to make healthy decisions, have healthy behaviours, and take fewer unhealthy risks. They are also more likely to do well in school and continue learning throughout their lifetime.



The [JCSH Youth Engagement Toolkit, revised in 2018](#), comprises eight distinct but interrelated modules that include defining, initiating, and sustaining youth engagement, and the Youth Who Thrive module:

- [Module 1: Introduction](#)
- [Module 2: What is Youth Engagement?](#)
- [Module 3: Youth Engagement in Action - Initiating Youth Engagement](#)
- [Module 4: Youth Engagement in Action - Qualities of Youth Engagement](#)
- [Module 5: Youth Engagement in Action - Sustaining Youth Engagement](#)
- [Module 6: Youth Engagement in Action - Challenges and Evaluation](#)
- [Module 7: Youth Who Thrive](#)
- [Module 8: Resources and Endnotes](#)

Produced in an interactive e-book format in English and French, the Toolkit includes a number of videos, tools, and links to additional resources that can be used in planning for and evaluating youth engagement.

THE POSITIVE MENTAL HEALTH TOOLKIT

The [Positive Mental Health Toolkit](#) (revised 2017), is available in English and French in an interactive e-book format, and includes a number of videos, links, and resources used by schools to self-assess and plan for positive mental health practices in the school setting through a comprehensive school health lens.



The Toolkit is divided into a series of online modules, presenting information and materials that are manageable and user friendly. It reflects recent Canadian research, has a module specific to staff well-being, and has, embedded throughout, promising practices in diversity and inclusion. In addition, it provides a means of measuring positive mental health practices, with results generating a series of individualized strategies for enhancing healthy school environments for students, educators, and staff members. These assessment measures can be used in conjunction with the [JCSH Healthy School Planner](#) as a means of evaluating overall school environments.

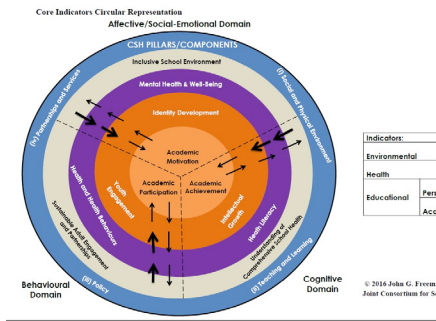
The Positive Mental Health Toolkit consists of five modules:

- Module 1: Introduction to Positive Mental Health
- Module 2: School Connectedness
- Module 3: Resiliency in School Environments
- Module 4: School Team Relationships
- Module 5: Assessing Comprehensive School Health

A companion to the Positive Mental Health Toolkit is [Schools as a Setting for Positive Mental Health: Better Practices and Perspectives](#) (2013). This literature review provides the research basis for the Toolkit and also key informant interview results, key concepts, and better practice statements using Comprehensive School Health as the foundation.

CORE INDICATORS MODEL OF COMPREHENSIVE SCHOOL HEALTH AND STUDENT ACHIEVEMENT (CIM) (2016)

The Core Indicators Model (CIM) of Comprehensive School Health and Student Achievement maps the interrelationship between a health promoting school community and student academic outcomes.



The CIM is built on research on comprehensive school health / health promoting schools and how this approach is operationalized in schools. It is also built on a series of interviews and focus groups with educators and policy makers. The CIM is visually represented in two ways: the Ecological presentation and the Table presentation. Both show the relationships that begin with a commitment to comprehensive school health in building educator and administrator understanding of its essential connections with achievement. Student agency, community partnerships, positive physical and social environment all lead the process to academic achievement outcomes.

JCSH continues to further work on the research begun with Dr. John Freeman and his team at Social Program Evaluation Group, Queen's University. In 2021, the Request for Proposals to develop Standards and Indicators / Wise Practices for Comprehensive School Health / Health Promoting Schools in Canada uses the CIM and the Comprehensive School Health framework as the foundation pieces.

	Environmental Indicators	Health Indicators	Educational Indicators	
			Personal Growth:	Academic:
Affective/Social-Emotional	Inclusive School Environment	Mental Health and Well-Being	Identity Development	Academic Motivation
Behavioural	Sustainable Adult Engagement and Partnerships	Health and Health Behaviours	Youth Engagement	Academic Participation
Cognitive	Understanding of Comprehensive School Health	Health Literacy	Intellectual Growth	Academic Achievement

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2020-2021 INITIATIVES

In 2020-2021, JCSH developed or began a number of initiatives. Issue-specific Task Groups guide this work: The Annual Work Plan Development Task Group, the Priorities and Implementation Task Group, the Healthy School Planner Task Group, the Problematic Substance Use Task Group, the Evaluation Task Group, and the Health Behaviour in School-aged Children Research Advisory Committee.

SCHOOL-RELATED SEDENTARY BEHAVIOUR RECOMMENDATIONS

A panel of international experts was convened by the Sedentary Behaviour Research Network (SBRN) in November 2020 to guide the development of these recommendations for children and youth aged ~5-18 years. JCSH is represented on this international panel.

The recommendations were informed by

- 1) age-relevant existing sedentary behaviour guidelines,
- 2) published research on the relationship between overall sedentary behaviour and health,
- 3) a de novo systematic review on the relationship between school-related sedentary behaviours with both health and academic outcomes, and
- 4) an environmental scan of the grey literature to identify existing recommendations for school-related sedentary behaviours. The recommendations and systematic review are scheduled to be published later in 2021.





HEALTH BEHAVIOUR IN SCHOOL-AGED CHILDREN 2021-2022 SURVEY ROUND

The 2021-2022 Canadian survey round of Health Behaviour in School-aged Children (HBSC) is led by Dr. Will Pickett of Brock University and Dr. Wendy Craig of Queens University. The goals of HBSC are:

- to initiate and sustain national and international research on young people's health behaviour, health and well being and social contexts
- to monitor and to compare young people's health, health behaviour and social contexts in Canada and other member countries
- to disseminate findings to relevant audiences including researchers, policy and practice, and the public

The first cross-national survey was conducted in 1984, with Canada participating for the first time in 1990. It is conducted every four years, now in 50 participating countries/regions. Since 2010, JCSH has contributed to HBSC by bringing together Health and Education Ministry representatives and colleagues from throughout Canada to support the co-investigators, the Public Health Agency of Canada, and the Students Commission of Canada in bringing this survey to schools in every province and territory. The results have been published in an online technical report by the World Health Organization, journal articles – including a themed issue of the *Journal of Adolescent Health*, and fine mini-reports with associated presentations and infographics. The mini-reports were informed by JCSH and PHAC:

- Concussion and Injury
- Health inequalities
- Mental health
- Substance use
- Relationships and connections

The four key themes of the last survey round (2017-2018):

- Mental health of girls
- Positive family relationships

- Changes in risk-taking behaviours
- Electronic communications

JCSH involvement as the Research Advisory Committee contributes to the questions and dissemination of the 2021-2022 survey round.

KNOWLEDGE DISSEMINATION, PRODUCTS

The JCSH Strategic Directions 2020-2025 is now available as a 2-pager (Appendix D)

As part of its commitment to COVID-19 Support priority, JCSH developed a Return-to-School poster using the Comprehensive School Health Framework (Appendix E)

The Problematic Substance Use priority led to a Task Group and the beginning steps for new resources. A set of Multi-Media Assets On Substance Use Prevention And Harm Reduction In Canadian Youth Grades 6-12 will be released later in 2021. Based on a Positive Youth Development approach, this initiative has three audiences: (1) Youth – Grades 6-9 and 9-12, (2) Adult Allies, and (3) Educators.

The Mental Well-being and School Food Environment priorities led to a Task Group on the Healthy School Planner, which features these areas, and a two-phase plan to revise this core resource. Phase 1 is the development of a set of Standards and Indicators / Wise Practices for Comprehensive School Health in Canada / Health Promoting Schools. This phase should be complete by early 2022.

TRENDS AND CHALLENGES IN CANADA'S PROVINCES AND TERRITORIES IN 2020-2021

Meetings of the two JCSH tables and presentations to School Health

Coordinators' Committee focused on a number of areas of concern. Topics included but were not limited to the following:

COVID-19: Support to students, educators, families, school communities

School Food Environment: School food program adjustments to feed students and assist families during the pandemic

Mental Well-Being: Concerns about and responses to increasing levels of anxiety, depression, isolation in students and families during the pandemic; trauma-informed practices in schools; suicide prevention initiatives

Problematic Substance Use Prevention: Positive youth development approaches; Planet Youth/Icelandic Model; responses to vaping, alcohol, cannabis, opioid





concerns in school communities

Sedentary Behaviours and lack of physical activity and movement in students and families during the pandemic

Social/digital media and associations with sedentary behaviours, depression, social anxiety, sleep disturbances, online bullying, sex trafficking

Structural determinants of health: role of race, culture, ethnic backgrounds and cultures and traditions, and impacts on the social determinants of health

Gender identification and expressions: Sexual Orientation and Gender Identity (SOGI)-inclusive education; safety of students, educators, school staff, families

Equity: Ethno-racial, Indigenous, linguistic and cultural diversity of student populations (including newcomers), youth identifying cognitive and physical exceptionalities, LGBTQ+ youth

Vaccination and immunization concerns

Return-to-School variations during 2020-2021 school year: a) full return, b) hybrid option of in person classes and online learning, c) fulltime online

Concussion safety: Development of resources to prevent and to respond to concussions

Health Behaviour in School-aged Children (HBSC): Data results from the 2017-2018 survey round, and dissemination of these through reports and infographics and presentations

Anti-sex trafficking policies to protect students in school communities



Transgender module in physical activity safety guidelines

Discoveries of children's remains at former residential schools

Youth-first strategies in schools

Formal agreements/relationships with First Nations schools, school boards

ENVIRONMENTAL SCANS

The following environmental scan topics were developed and/or updated by JCSH in 2020-2021:

- Bullying Prevention and Cyber-Safety
- Cannabis
- Student Injury Prevention
- School-based Mental Health Plans
- Return-to-School for Students with Prevalent Medical Conditions
- Sexual Violence / Misconduct in Schools
- School-based Responses to Vaping



WEBINAR SERIES

The following webinars were presented by JCSH in 2020-2021:

- Pan-Canadian Supports for K-12 Workplace Wellbeing. Presenter: Kim Weatherby, McConnell Foundation
- Planet Youth and the Icelandic Model. Presenter: Ian Parker, Manager, Health Promotion Unit, Department of Health

and Social Services, Yukon

- Nurturing SEL for policy makers, principals and teachers (preparing for system change). Presenter: Ellen Coady, Program Development Specialist for Health, Home Economics, Family Studies & Physical Education, Newfoundland and Labrador
- An Update on the Health Behaviour in School-aged Children survey. Presenters: Dr. Will Pickett and Dr. Wendy Craig, co-Principal Investigators, HBSC Canada
- Creating Healthy Food Environments with Canada's Food Guide: Update on Initiatives from Health Canada. Presenter: Krista Burns, Senior Policy Analyst, Policy and Issues Management Unit, Office of Nutrition Policy and Promotion, Health Canada
- Human Trafficking: Risks to Canadian Youth. Presenter: Mark Schindel, Public Safety Canada
- Impacts of school closures on learning, child and family well-being. Presenters: Dr. Naomi Dove, Public Health & Preventive Medicine Consultant, COVID-19, Office of the BC Provincial Health Officer; and Dr. Jason Wong, Public Health and Preventive Medicine physician at the BC Centre for Disease Control.
- Promoting Well-Being, Engagement and Flourishing in School Environments: New Directions in Positive Mental Health for Students, Educators, School Community Staff. Presenter: Dr. William Morrison, Professor of Education, co-Executive Director of the Health and Education Research Group (HERG), University of New Brunswick