

## JCSH Management Committee

October 12 2023 Meeting

### AGENDA

**Management Committee Co-Chairs: John Cummings (PE), Jillian Code (SK)**

Jurisdiction	Expected Participants:
BC	Rachel Yeung Thompson (H), Krystal Dash, Susan Paul (E)
AB	Dee-Ann Carol (H), Tracy Imai (E)
SK	Jillian Code (H), Kevin Kleisinger (E)
MB	Vicki Toews (H), Jennifer Young (E)
ON	Patrick Byam (E)
NB	Jeff Leblanc (E)
NS	Lisa Tobin (H), Erin Cusack (PH), Chris Boulter (E)
PE	John Cummings (E), Laura Lee Noonan (H) Sterling Carruthers (E) <i>SHCC Co-Chair</i>
NL	Gillian Sweeney (H), Scott Linehan (E) Peggy Orbasli (H) <i>SHCC Co-Chair</i>
NU	Mary Etuangat (E), Gabriela Goodman (H)
NT	Alana Kronstal (H), Shannon Barnett-Aikman (E)
YT	Liza Manolis (E), Laura Hillier (H)
PHAC	Sally Scott, Jennifer Anderson
CMEC	Katerina Sukovski, Piotr Dudek
Secretariat	Susan Hornby, Craig Watson

Agenda Item	Time allotted	Strategy/ Goal/ Metrics
Welcome; Jurisdictional Updates	40 minutes	Knowledge Translation / Adaptation
Review and Approval: Agenda, Record of Decision	5 minutes	Coordination
JCSH Task Groups Spotlight: JCSH Healthy School Planner / Canadian Standards & Indicators for HPS: Next Steps / JCSH Terminology: CSH/HPS	30 minutes	Support of Individual Members
JCSH Work Plan 2023-2024	20 minutes	Coordination
JCSH Mandate Evaluation: Update	10 minutes	Support of Individual Members
JCSH Annual Report	10 minutes	Support of Individual Members
Wrap-up, Next Meeting	5 minutes	Support of Individual Members

1. **Welcome: Jurisdictional Updates**
2. **Approval of Agenda, Record of Decision, June 2023 Joint Meeting**
3. **JCSH Task Groups Spotlight: Healthy School Planner Task Group**
  - **For Information: Healthy School Planner Tool: operations ceased.**
    - Related Document: Common Briefing Note (1)
  - **For Discussion: Next Steps – Contribution of *Canadian Standards & Indicators for Health Promoting Schools* to development of Healthy School Planner resource/new tool**
  - **For Discussion – Terminology at JCSH: Comprehensive School Health / Health Promoting Schools**
    - Related Document: Common Briefing Note (2)

**4. JCSH Work Plan 2023-2024: Decision Required: Acceptance of JCSH Work Plan 2023-2024**

- Related Document: Draft JCSH Work Plan 2023-2024

**5. JCSH Mandate Evaluation: Update: For Discussion**

- Brief Update of initial meetings with external Evaluators – Collective Results – from the Planning and Evaluation Task Group

**6. JCSH Annual Report 2022-2023: Decision Required: Acceptance of Annual Report**

- Related Document: JCSH Annual Report 2023

**7. Final Thoughts / Meeting Wrap-up**

- Post-Meeting Survey: Relevance, Results from Past Meetings

**8. Next Meeting**

**9. Adjournment**



**Record of Decision**  
**Joint Management Committee - SHCC Teams Meeting**  
**June 19 2023**

**Management Committee Co-Chairs: John Cummings (PE)**  
**School Health Coordinators' Committee Co-Chairs: Sterling Carruthers (PE)**

**Participants:**

Jurisdiction	Participants:
BC	
AB	Dee-Ann Carol (H) Pat Martz (H), Jeff Bath (E)
SK	Helen Flengeris (H), Anna Grumbly (E)
MB	Tara Loader (H)
ON	Patrick Byam (E) Stace Lum-Yip (E), Kathleen MacLellan (H)
NB	Jeff Leblanc (E) Aisha Khedheri (H)
NS	Chris Boulter (E) James Shedden, Kari Barkhouse (Public Health, Nova Scotia Health)
PE	John Cummings (E) Sterling Carruthers (E), Laura Lee Noonan (H)
NL	Gillian Sweeney (H) Ellen Coady (E)
NU	Mary Etuangat, Coreen Collins (E) Alicia Fraser, Maria McEachern (H)
NT	Alana Kronstal (H) Mabel Wong (H), Amanda Kanbari (E)
YT	Catherine Chénier (H)
PHAC	Jennifer Anderson Deepika Sriram, Suzy Wong
CMEC	Piotr Dudek
Secretariat	Susan Hornby, Craig Watson



## Record of Decision

### 1. Welcome and Roll Call

Sterling welcomed all to the meeting.

### 2. Presentation - *Provincial Territorial Group on Nutrition (PTGN)*

#### **Presenter: Pat Martz (PTGN/JCSH SHCC)**

Pat Martz provided the group with an overview of the PTGN's work, and how / where it may align with the work of the JCSH. PTGN members are involved in developing and supporting school food guidelines and policies in their jurisdictions, offer support with the development, revision, and implementation of their guidelines / policies, share school food resources, and conduct school food guideline / policy scans.

JCSH representatives are welcome to reach out to the PTGN representative in their province/territory for agreed-upon food and nutrition program standards developed from throughout Canada.

Presentation slide deck:



PT Group on  
Nutrition JCSH (June

### 3. Review and Approval of the Agenda

The agenda was approved as written.

### 4. Review and Approval of Draft Record of Decision from Joint MC - SHCC meeting of April 25 2023

The Record of Decision from the Joint MC - SHCC meeting of April 25 2023 was approved as written.

### 5. JCSH Task Groups Spotlight - JCSH Research Network Draft Terms Reference

Susan updated the group on the renewal of the JCSH Research Council Task Group - with that group now re-forming to become the JCSH Research Network. The purpose of this new group is to provide a forum to share the latest research and innovation that supports the creation and maintenance of healthy school environments for students and staff in K-12 schools. The group has developed a draft Terms of Reference that will require approval from Management Committee. The Research Network has added two Co-Chairs: one representing JCSH - Peggy Orbasli (NL SHCC), and one representing the research community - Dr. Wendy Craig (Queen's University/HBSC/PrevNet). The next step in forming the Research Network is to create a process to identify and invite researchers to join. In order to do this, it will need to be determined which research area(s) will be the priority for the JCSH 2023-2024 Work Plan.

Action:

The draft Terms of Reference will be forwarded to Management Committee and the School Health Coordinators' Committee for review and subsequent approval. Response deadline has been set for June 26.

**6. JCSH Workplan**

● JCSH Year-End Reports

The group was provided with an annual snapshot of the 2022-2023 year-end reports for the various JCSH Task Groups - Evaluation, Workplan Development, Equity, Reconciliation, Healthy School Planner, and Research Network. In addition, an overview was provided that outlined new and/or revamped task groups for the current 2023-2024 fiscal year - with the Equity group joining the Healthy School Planner group, the Evaluation and Workplan Development groups merging as the JCSH Planning and Evaluation Task Group, and the Research Council group becoming the JCSH Research Network. The JCSH Reconciliation Task Group remains unchanged.

Year-End Reports Slide deck:



2022-2023 JCSH  
Task Groups - Annu

● JCSH 2020-2025 Mandate Evaluation: Update

The JCSH Planning and Evaluation Task Group and lead province (PE) are preparing for an external evaluation of the JCSH - for the current 2020-2025 mandate. It is intended that this report will be complete by the end of March 2024. This timeframe would allow JCSH members a year for mandate renewal development and briefing within their respective jurisdictions. A Request for Proposal document for the external evaluator has been developed; this is an Invited RFP, with a submission deadline of July 7<sup>th</sup>. JCSH members have been asked to send the Secretariat the contact information of evaluators / evaluation companies who may be interested in conducting this evaluation. From there, Procurement Services in Prince Edward Island will send the individuals / companies the invited RFP.

**7. Jurisdictional Updates**

See Appendix below for Jurisdictional Updates table.

**8. Next Meeting**

The next meeting date will be set by Doodle poll, with a targeted timeframe of mid to late September.

**9. Adjournment**

**Appendix: Jurisdictional Updates by Issue**

Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
HPS/CSH Focus	ON	June 2023	Survey has been released - looking to identify the types of work the Ontario's Public Health Units have carried out within this school year		
	MB	June 2023	EOI currently posted for review of the Healthy School Grants Program. Grants are intended to help schools advance Comprehensive School Health		
Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Curriculum	NL	June 2023	Work on grade 4-6 curriculum currently underway; health curriculum being updated for grades 7-9; Health foundation document recently developed and incorporates Social Emotional Learning (SEL)		
	AB	June 2023	New curriculum implemented provincially in September: K-6 Physical Education and Wellness curriculum. Curriculum uses a comprehensive, strengths-based focus that develops the whole individual and nurtures students in pursuing a healthy and active life		
Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Data/Surveys	PE	June 2023	COMPASS research survey (University of Waterloo) being implemented in schools; health promotion team will be supporting grants to schools for program and policy		

			implementation based on data from school reports		
	PHAC	June 2023	Data collection for the current HBSC cycle is complete - data processing now underway; data sets for international HBSC have been compiled - work underway on producing research papers and reports, with a specific focus on Covid impacts		
Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Equity					
Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Gender & Sexual Health	NB	June 2023	Policy changes/updates to Policy 713 coming into effect in July		
Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Physical Health	NS	June 2023	Department of Education & Early Childhood Development releasing new Physical Activity Framework – fall, 2023		
Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Indigenous School Communities	NB	June 2023	Finalizing a report on recently renewed Enhancement Agreements with First Nations communities in the province		
	PE	June 2023	Funding increases have resulted in in-person supports, and new resource positions embedded within the public schools that support Indigenous students		
Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Mental Health and Wellbeing					



Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Publication	PHAC	June 2023	In conjunction with Children First Canada, two sets of promotional videos are being produced to provide educational resources for National Child Day (November 20) - to support and promote awareness of child rights and the UN Convention on the Rights of the Child	<a href="#">National Child Day</a>	
Activity	Jurisdiction	Meeting Date	New/Update -	Links	Requests
Rural & Remote					
Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
School Food/Nutrition	NB	June 2023	EECD - signed agreement with Food Depot Alimentaire to support breakfast programs in schools, and now looking to expand into rural areas; school food security remains a priority; partnership with Food for All New Brunswick	<a href="https://fooddepot.ca/">https://fooddepot.ca/</a> <a href="https://foodforallnb.ca/">https://foodforallnb.ca/</a>	
	MB	June 2023	Poverty and Education Task Force has put forth several recommendations looking at ways to reduce the impacts of poverty on education - one recommendation of note looks at enhancing food security/access to nutritious food; EOI being developed to review in-school meal program		
	NL	June 2023	Provincial Healthy Eating Policy being rolled out across the province		

Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Student Supports	NL	June 2023	Safe and Caring Schools Policy currently being reviewed/updated; Responsive Teaching & Learning Policy being expanded beyond the Grade 6 level		
Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Substances	PE	June 2023	Smoking/vaping cessation program/guide (“Quit Your Way”) developed that can be delivered within schools	<a href="#">“Quit Your Way”</a>	
Activity	Jurisdiction	Meeting Date	New/Update	Links	Requests
Other	NL	June 2023	Merger of School District into the Department of Education ongoing; French District will remain as its own entity		
	NL	June 2023	Integrated Child and Youth Community Health Model currently being implemented		
	PE	June 2023	Work underway to update Early Years policies and guidelines around healthy living		

# Common Briefing Note

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2023 September 28

To: **JCSH Management Committee and School Health Coordinators' Committee**

Re: Healthy School Planner has closed down

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FOR INFORMATION PURPOSES

## Issue

The Healthy School Planner has been a core resource for JCSH since its development in 2007-2010. The age of the tool, the age of the web platform, and a commitment to more assets- and equity-based approaches to school wellness have led to the termination of operations of the Healthy School Planner. The resource was removed from the JCSH website in August, 2023.

## Background

JCSH began work to develop the Healthy School Planner in 2007, modeling development from tools used in the United States and South Australia. There was no Canadian assessment/planning tool for schools to improve school community health and well-being at the time it was developed.

Use of the Planner has waxed and waned over the years:

- In 2010, the first year of operations, approximately 500 schools used the Planner, as it was familiarly known. These schools represented all provinces, including Quebec, and the three territories.
- In total, between the earliest available data and 2019, the Planner was completed by over 4,500 schools.
- In that year, the Planner's web was transferred from the Propel Centre for Population Health Impact at University of Waterloo (which housed the research leads of the resource) to the JCSH website.

## Key Considerations:

- In 2019, the Healthy School Planner Task Group had committed to renewing the resource, for two main reasons: the web platform was dated and needed to be rebuilt, and the task group members advocated a more positive approach, one

## Common Briefing Note

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that would be more likely to resonate in Indigenous and Northern school communities.

- JCSH Management Committee approved a Request for Proposals in November 2021 to develop the *Canadian Standards & Indicators for Health Promoting Schools*. In addition to this resource being a useful communications piece for JCSH, it was intended that this would also be a foundation for a replacement for the Healthy School Planner.
- The resource *Canadian Standards & Indicators for Health Promoting Schools* is complete.
- The intention of the task group was that Management Committee would be provided with an overview and request for decision to cease operations of the Healthy School Planner in advance of a new replacement resource.
- Unfortunately, the Planner's website was hacked on a number of occasions in the spring of 2023. The web platform was so dated the webmaster could not restore it to usability, and the decision to take it down was therefore necessary in advance of a Management Committee decision.

*Completed by: JCSH Secretariat  
September 28 2023*

# Common Briefing Note

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2023 October 06

To: **JCSH Management Committee and School Health Coordinators' Committee**

Re: JCSH Terminology: Comprehensive School Health – Health Promoting Schools

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For: Discussion

## Issues

1. Should JCSH<sup>1</sup> formally adopt the term *Health Promoting Schools* to describe the whole school approach to creating a healthy school community setting.
2. If JCSH decides to formally adopt the term *Health Promoting Schools* to reflect the approach, should JCSH also change the name of the *Comprehensive School Health Framework* to *Health Promoting Schools Framework*.

## Background

JCSH has used the term *Comprehensive School Health* since the first mandate (2005-2010) to reflect both: (1) the whole-school approach to create a healthy school community setting, and (2) the four-component framework to capacity to incorporate well-being as an essential aspect of student achievement. This term was the one used, at that time, by the World Health Organization (WHO).

The decision to develop and name the Comprehensive School Health Framework was made by Management Committee at the May 2008 meeting.

## Key Considerations

- The terminology used to describe the framework for creating healthy school settings has varied between countries. In Canada, the Joint Consortium for School Health adopted (CSH) in 2008.
- Since that time, many countries have selected the Health Promoting Schools (HPS) terminology, as this term may resonate better with partners and is more descriptive of the intention, which is to support population based, health promotion work in schools.

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<sup>1</sup> This suggestion is for JCSH, as the collective, not necessarily the individual Provincial/Territorial member jurisdictions

## Common Briefing Note

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- The World Health Organization (WHO) and United Nations Educational, Scientific and Cultural Organization (UNESCO), along with other United Nations (UN) partners have recommended that every school become a Health Promoting School.
- WHO and UNESCO have developed global standards and indicators for HPS and resources to support implementing and scaling up HPS initiatives.
- JCSH began discussion on possible formal change of term use from Comprehensive School Health to Health Promoting Schools during the Management Meeting of December 7 2021, and the Joint MC-SHCC meeting of February 8 2022; at the latter meeting, the decision was made to continue the discussion following completion of the *Canadian Standards & Indicators for Health Promoting Schools*.
- The JCSH has just completed *Canadian Standards & Indicators for Health Promoting Schools*.

### Considerations for adopting the Health-Promoting Schools language

- Align with work happening globally
- Link to the predominant language used in research and resources
- The HPS language may speak more clearly to the work of creating healthy school settings and may be better understood with the school community.
- CSH terminology is not used in the same way in the Global Standards and Indicators and in the *Canadian Standards and Indicators of HPS*: this may cause confusion for schools.
- WHO and UNESCO continue to create resources and support research using HPS terminology.

*Completed by: JCSH Secretariat*

*October 6 2023*

## Joint Consortium for School Health Work plan April 1 2023 – March 31, 2024

**Vision:** Children and youth in Canada are thriving in school communities that are committed to health, well-being, and learning

**Mission:** To work collaboratively across jurisdictions and between the education and health sectors to support health, well-being and learning of children, youth, and school communities using the JCSH Comprehensive School Health Framework.

Objective 1: Increase capacity, collaboration and efficiency among member jurisdictions to promote health, well-being, and learning outcomes for all students in the school setting using the Comprehensive School Health approach.						
Activity (What we will do)	Task (How we will do it)	Indicator of Completion	Lead(s)	Timeline	Budget	Status Update/Other Notes
<b>Activity 1:</b> Ensure reporting, and financial accountability for the JCSH	1.1 Develop an annual report	<ul style="list-style-type: none"> <li>• Final report of the annual plan submitted to Management Committee</li> <li>• Annual report infographic/summary presented to Management Committee</li> </ul>	Secretariat, Planning and Evaluation Task Group (TG)	March 31, 2024		
	1.2 Develop a financial statement	<ul style="list-style-type: none"> <li>• Annual financial statement submitted to Management Committee</li> <li>• Financial statement summary/infographic presented to Management Committee</li> </ul>	Lead jurisdiction	April 30, 2024		
<b>Activity 2:</b> Ensure accountability for JCSH objectives/outcomes	2.1 Hire an external consultant to conduct a mid-term evaluation (2020-2023) of JCSH	<ul style="list-style-type: none"> <li>• External consultant hired</li> <li>• Evaluation report created and submitted to Management Committee</li> <li>• Explore meeting possibilities to discuss evaluation outcomes, new evaluation resource elements (including</li> </ul>	Lead jurisdiction, Planning and Evaluation TG	<ul style="list-style-type: none"> <li>• Consultant hired August 2023</li> <li>• Evaluation completed March 31, 2024</li> </ul>	\$55,000  ?	

		Logic Model and Evaluation Framework), and next steps for JCSH to continue to ensure alignment of focus areas and jurisdictional priorities, mandate renewal.				
	2.2 Revise JCSH logic model	<ul style="list-style-type: none"> <li>JCSH members invited to participate in logic model revisions</li> <li>Revised Logic model created</li> </ul>	Planning and Evaluation TG	2024-2025 work plan		Complete following Evaluation work by Collective Results.
	2.3 Begin developing a monitoring and evaluation plan and evaluation tools (surveys, etc. ) for JCSH	<ul style="list-style-type: none"> <li>Feedback from the external evaluator considered in the evaluation planning</li> <li>Monitoring tools created</li> </ul>	Planning and Evaluation TG	2024-2025 work plan		Work will continue into the 2024-25 year.
<b>Activity 3:</b> Communicate JCSH information and resources with member jurisdictions and partner collaborators	3.1 Maintain JCSH website	Website contains updated information and links	Secretariat	Ongoing	\$1311 web hosting \$1311 webmaster support	Deep Blue Creative holds this contract with JCSH.
	3.2 Promote JCSH website private side with member jurisdictions	JCSH website (membership side) analytics tracked and reported to JCSH committee members	Co-Chairs, Secretariat	March 31, 2024		
	3.3 Promote JCSH resources and tools with partner collaborators	JCSH website (public side) analytics for JCSH resources/tools tracked and reported to JCSH committee members	SHCC Secretariat	March 31, 2024		
<b>Activity 4:</b> Develop resources that support the creation and maintenance of healthy school settings	4.1 Complete the Canadian Standards and Indicators (S&I) of Health Promoting Schools	<ul style="list-style-type: none"> <li>S&amp;I document submitted to Management Committee</li> <li>S&amp;I document shared on JCSH website</li> <li>S&amp;I document communicated with partner collaborators</li> </ul>	Healthy School Planner TG	March 31, 2024	\$10,000	
	4.2 Hire a consultant to engage with JCSH partner	<ul style="list-style-type: none"> <li>Project outline created</li> <li>Contractor hired</li> </ul>	Healthy School Planner TG	January 31, 2024	\$50,000	Keep in view for the 2024-25 work plan – the needs



	collaborators and educators to determine needs for Comprehensive School Health/Health Promoting Schools resources	<ul style="list-style-type: none"> <li>• Partner engagement conducted with representatives from all member jurisdictions</li> <li>• Final needs assessment report submitted to Management Committee</li> <li>• Recommendations provided to Management Committee regarding revisions of the Healthy School Planner</li> </ul>				identified will be actioned with appropriate resource development.
	4.3 Ensure JCSH Resources are up-to-date in terms of information, research, and tech capacity	<ul style="list-style-type: none"> <li>• Review, revise, and complete tech update of Youth Engagement Toolkit</li> <li>• Review, revise, and complete tech update of Positive Mental Health Toolkit</li> </ul>	?	March 31 2024 March 31 2024	\$? \$?	
	4.4 Consult with CMEC re: Work with Indigenous Governments, Organizations and researchers to: “ii. Share information and best practices on teaching curriculum related to residential schools and Aboriginal history.” <sup>1</sup>	<ul style="list-style-type: none"> <li>• Partner collaborators identified</li> <li>• Best practice information and practices compiled</li> <li>• Information shared with JCSH members</li> <li>• Information shared on JCSH website</li> </ul>	Reconciliation TG	March 31, 2024		Note, this is a recommendation from the Truth and Reconciliation Commission of Canada for the Council of Ministers of Education (#63)
<b>Objective 2:</b> Exchange information and knowledge among member jurisdictions related to the connection between health, well-being, and learning outcomes for all students.						
Activity (What we will do)	Task (How we will do it)	Indicator of Completion	Lead(s)	Timeline	Budget	Status Update/Other Notes

<sup>1</sup> 4.3 and 5.1 : wording from TRC C2A

<b>Activity 5:</b> Provide learning opportunities for JCSH committee members to support healthy school settings	5.1 Work with JCSH members and partner collaborators to provide a webinar series “on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations....”	<ul style="list-style-type: none"> <li>• Webinar series offered to all JCSH committee members/JCSH webinar series</li> <li>• Webinar series evaluation completed</li> </ul>	Reconciliation TG	March 31, 2024	\$50,000	Note, this is a recommendation from the Truth and Reconciliation Commission of Canada for all PTs (#57)
<b>Activity 6:</b> Organize opportunities for collaboration and sharing between member jurisdictions to support healthy school settings	6.1 JCSH Management Committee meetings facilitated	6 meetings completed	Secretariat, Co-Chairs	March 31, 2024		
	JCSH School Health Coordinator Committee meetings facilitated	6 meetings completed	Secretariat, Co-Chairs	March 31, 2024		
	All JCSH committee members invited to participate on task groups	Request for new TG members emailed to all JCSH committee members	Secretariat, Co-Chairs	March 31, 2024		
	Support request for information through Environmental Scans as requested by member jurisdictions	<ul style="list-style-type: none"> <li>• Environmental Scan/Information requests sent to all Management and School Health Coordinator Committee members</li> <li>• All submitted information collected and shared with all JCSH members</li> </ul>	Secretariat	ongoing		

<b>Objective 3:</b> Increase collaboration with other FPT bodies, key stakeholders, and national and international researchers in the field of youth wellness/healthy schools to enhance healthy school environments.						
<b>Activity (What we will do)</b>	<b>Task (How we will do it)</b>	<b>Indicator of Completion</b>	<b>Lead(s)</b>	<b>Timeline</b>	<b>Budget</b>	<b>Status Update/Other Notes</b>
<b>Activity 7:</b> Engage with key partners to facilitate collaboration and advance work to support healthy school settings	Engage with partners (including Government and Non-Government Organizations) to deliver presentations to support JCSH priority areas and other relevant topic areas	<ul style="list-style-type: none"> <li>Criteria for collaborative partnerships created</li> <li>Presentation areas of interest are determined by JCSH committee members</li> <li>Partners, including international partners, are invited to present to JCSH committees</li> <li>6 presentations completed</li> <li>Post presentation evaluations completed and presented to JCSH members</li> </ul>	Secretariat, Co-chairs, Planning and Evaluation TG	March 31, 2024		
	Partner with PHAC and Queens University to support HBSC survey	Support provided to PHAC and Queens University as requested	JCSH membership	Ongoing		
<b>Activity 8:</b> Establish a JCSH Research Network to share the latest research and innovation to support the creation and maintenance of healthy school settings	8.1 Establish Research Network membership	<ul style="list-style-type: none"> <li>Network Terms of Reference approved</li> <li>Annual research area(s) of focus determined by JCSH membership</li> <li>Researchers invited to join network</li> <li>JCSH members invited to join network</li> </ul>	Research Network TG	September 2023		
	8.2 Annual Research Network plan developed	<ul style="list-style-type: none"> <li>Work plan submitted to Management Committee for approval</li> </ul>	Research Network TG	October 2023 – work plan March 31, 2024 annual report		To be added to the work plan – explore discussions with SSHRC and CIHR regarding initiatives and funding calls

		<ul style="list-style-type: none"><li>• Annual report submitted to Management Committee</li></ul>				
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Joint Consortium for School Health  
Pan-Canadian



Annual Report  
2023

September 30 2023



IT'S THE ADVENTURE  
YUKON

  
**KUIU**  
TREASURE HUNTING

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# Executive Summary

The work of the Pan-Canadian Joint Consortium for School Health – JCSH – is grounded in the application of a comprehensive school health (CSH) or health-promoting school (HPS) approach to support the interconnections of learning, health, and well-being in Canadian school communities.

Recognizing that every province and territory has initiatives in place to foster healthy school environments, JCSH brings together key representatives of government departments responsible for health and education for the following purposes:

- Strengthen cooperation among ministries, agencies, departments and others in support of healthy schools
- Encourage the education and health sectors to work together more efficiently and effectively while promoting and integrating learning, health, and well-being in the school setting
- Promote understanding of, and support for, the concept and benefits of comprehensive school health / health promoting school initiatives.

Every five years since it was established in 2005, the Provincial and Territorial Ministers of Education and Provincial and Territorial Ministers responsible for Health and/or Wellness have formally committed to this work.





## JCSH Priorities 2020-2025

The priorities for this mandate (2020 – 2025) were set with some focus areas but also with the understanding that “member jurisdictions will anticipate and provide timely evidence-based responses to emerging health and well-being issues that impact students’ overall learning and long-term development.”<sup>1</sup>

The initial areas included:

- Mental Well-Being, including social-emotional learning, resiliency, anxiety, protective factors and disruptive behaviours
- Problematic Substance Use, with a strong initial focus on vaping
- School Food Environment, including the alignment of healthy eating school food policies and priorities through the comprehensive school health approach

## JCSH Accomplishments 2022-2023

- A primary reason for the existence of JCSH is to provide a forum for active collaboration across Health and Education Ministries, and among Provinces and Territories, together with the Public Health Agency of Canada (PHAC) and the Council of Ministers of Education, Canada (CMEC), on areas impacting the optimal learning, health, and well-being development of children and youth in Canada. It is the opportunity for the representatives to share challenges and responses to translate knowledge into local contexts, to support individual member jurisdictions, and to provide opportunities for learning and innovation. These forms of collaboration occurred regularly in 2022- 2023 through meetings of the JCSH tables.


1 JCSH Strategic Directions 2020-2025 p. 4

- *Canadian Standards & Indicators for Health-Promoting Schools* has been completed, following intensive research, consultation with education and health experts throughout the country, and collaboration of the research leads and a JCSH advisory team. Led by Dr. Paul Veugelers and Dr. Katerina Maximova, this new evidence-and-policy-based resource will be both a foundation for new resource supports for school communities in Canada and also a guide for provinces and territories, ministries, and schools.
- A webinar series, begun in 2020, continued on a bi-monthly basis with researchers, policy-makers, and practitioners presenting on issues of priority to JCSH. In the past year, there were 12 webinar presentations.
- The JCSH Reconciliation Task Group continues to work towards an initiative to describe wise practices in place that build and support health promoting schools in Canada.

## Next Steps

The JCSH 2023-2024 annual work plan will continue to focus on priorities that support the healthy school setting. JCSH will continue to approach this work with equity lenses that celebrate and champion the uniqueness and complexities of child and youth learning and healthy development within the school setting. Assets and protective factors of students and school communities are essential elements of JCSH initiatives: culture, family, community, social connections. Comprehensive School Health is the foundational framework through which initiatives are developed, all with a goal of developing health promoting schools.





# UPSTREAM APPROACHES AND COMPREHENSIVE SCHOOL HEALTH: THE CASE FOR CROSS-SECTOR COLLABORATION

The achievement of equitable learning and well-being outcomes for all children and youth in Canada is a complex issue requiring system change.

A commitment to work collaboratively means, by definition, that the contributors are not competing. Each jurisdiction's needs and strengths are unique; combining forces allows each to reach the goals that are shared.

The outcome sought by this cross-sector collaboration of health and education ministries known as JCSH is optimal student well-being, health, and learning in thriving school communities.

The work toward system change is a primary commitment of JCSH. Its health and education representatives actively support initiatives that move from individual responsibilities to more upstream approaches, never more definitively than since the COVID-19 pandemic outbreak at the beginning of 2020.

Moving away from a focus on individual behavior change to population health has been evidenced by consistent and growing recognition of cultural perspectives, and by social and structural impacts and determinants of health.<sup>2</sup>

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<sup>2</sup> Schulz, A. J., Mehdipanah, R., Chatters, L. M., Reyes, A. G., Neblett Jr, E. W., & Israel, B. A. (2020). Moving health education and behavior upstream: lessons from COVID-19 for addressing structural drivers of health inequities. *Health Education & Behavior*, 47(4), 519-524.

## ABOUT COMPREHENSIVE SCHOOL HEALTH / HEALTH PROMOTING SCHOOLS



Comprehensive school health (CSH) is an internationally recognized framework to improve student achievement and wellbeing.

In all provinces and territories in Canada, the links between healthy students and optimal learning outcomes are recognized and supported. The use of a planned, integrated, and holistic approach is known as Health Promoting Schools (HPS).<sup>3</sup>

Health Promoting Schools involves the whole school community and comprises four distinct but inter-related components: the Comprehensive School Health Framework.

### Social and physical environment

The social environment is

<sup>3</sup> Comprehensive School Health has been the term championed by JCSH since its formation in 2005. In the past couple of years, however, JCSH has begun to use Health Promoting Schools more often to describe the whole school approach to the inter-relationship of student learning with well-being and health, and Comprehensive School Health to describe the four-component framework. Health Promoting Schools is the term used in many parts of Canada and in many countries around the world to describe this approach.

- The quality of the relationships among and between staff and students in the school
- The emotional well-being of students
- Influenced by relationships with families and the wider community
- Supportive of the school community in making healthy choices by building competence, autonomy, and connectedness.

#### **The physical environment is**

- Safe, accessible, and supportive of equitable and healthy choices for all members of the school community
- The buildings, grounds, play space, and equipment in and surrounding the school
- Basic amenities such as sanitation, air cleanliness, safe drinking water, and healthy foods
- Spaces designed to promote student safety and connectedness and minimize injury.

#### **Teaching and learning**

- Formal and informal provincial / territorial curriculum, resources, and associated activities
- Knowledge, understanding, and skills for students to improve their health and well-being and enhance their learning outcomes
- Professional development opportunities for staff related to health and well-being.

#### **Policy**

- Policies, guidelines, and practices that promote and support student well-being and achievement and shape a respectful, welcoming, and caring school environment for all members of the school community.

#### **Partnerships and services**

##### **Partnerships are**

- The connections between the school and students' families

- Supportive working relationships among schools, and among schools and other community organizations and representative groups
- Health, education, and other sectors working together to advance school health.

#### Services are

- Community and school-based services that support and promote student and staff health and well-being.

## A Comprehensive School Health Framework For Health Promoting Schools

Healthy students are better learners; educated individuals are healthier.<sup>456</sup> "School health efforts that are high quality, strategically planned, and effectively coordinated are one of the best investments for influencing the health, as well as the minds, of the nation's youth."<sup>7</sup> This is the basis for JCSH to champion the Comprehensive School Health Framework.

## Comprehensive School Health in Canada: Student Well-being and Student Achievement

Effective, sustainable progress in a health promoting school commitment depends on a common vision, shared responsibilities, and harmonized actions among health, education, and other sectors.

The challenge is to coordinate these efforts so that partners pool resources and develop action plans together with, and in support of, schools.

In Canada, the JCSH models and encourages the collaborations between education and health sectors essential to implementing comprehensive school health framework components in school communities.

4 Stewart-Brown, S. (2006). What is the evidence on school health promotion in improving health or preventing disease and, specifically, what is the effectiveness of the health promoting schools approach? Health Evidence Network Report. Copenhagen, DK: WHO Regional Office for Europe. <http://www.euro.who.int/document/e88185.pdf>.

5 Hussain, A. Christou, G., Reid, MA, & Freeman, J. (2013) Core Indicators and Measures (CIM) Framework for school health and student achievement in Canada. Summerside, PE: Pan-Canadian Joint Consortium for School Health (JCSH). <http://www.jcsh-cces.ca/>

6 Murray, N.D., Low, B.J., Hollis, C., Cross, A., Davis, S. (2007). Coordinated school health programs and academic achievement: A systematic review of the literature. *Journal of School Health*, 77(9), 589-599

7 Basch CE. (2011). Healthier students are better learners: high-quality, strategically planned, and effectively coordinated school health programs must be a fundamental mission of schools to help close the achievement gap. *Journal of School Health*. 81 (10), p. 597.

# JCSH Governance

## JCSH Membership

Members of the Joint Consortium for School Health represent the health and education ministries/departments in the following jurisdictions:

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Saskatchewan
- Yukon



The Public Health Agency of Canada, representing the federal government at the JCSH tables, is not a member, but serves in a funding and advisory capacity.

The Council of Ministers of Education, Canada sits as an observer.

Although Quebec shares the concerns and objectives of the JCSH and will continue to contribute by sharing information and leveraging best practices, Quebec intends to remain solely responsible for responding to school health needs within its territory.

## Mandate

JCSH operates on five-year mandates supported by the Minister of Education and the Minister of Health / Wellness in each of the participating jurisdictions.

In 2020, the Provincial and Territorial Ministers of Education and Provincial and Territorial Ministers responsible for Health / Wellness committed to the current five-year JCSH mandate (2020-2025).

## Vision

Children and youth in Canada are thriving in school communities that are committed to optimal health, well-being, and learning.

## Mission

To work collaboratively across jurisdictions and between the education and health sectors to support optimal health, well-being, and learning of children and youth in school communities.

## Values

Collaboration

Innovation

Diversity and Inclusion

Accountability

Equity

Efficiency

Evidence-Informed Practice

Knowledge Mobilization

## Strategic Directions

JCSH's Strategic Directions 2020-2025 support priorities of the Council of Ministers of Education, Canada (CMEC) and Federal, Provincial, and Territorial Ministers of Health where these priorities impact the learning, health, and well-being outcomes of children and youth in the school setting.

The work of the JCSH results in many efficiencies and enhancements within and across member jurisdictions, including:

- increased knowledge exchange
- enhanced collaboration across relevant sectors and jurisdictions
- improved coordination of school health policy and research agendas
- development of evidence-based, user-friendly tools and resources
- identification of common strategies to address the needs of diverse population groups.

The strategic directions and priorities continue to support JCSH's purpose: to be a catalyst to strengthen cooperation and capacity among the health and education ministries to better accomplish mutual goals and support shared mandates for the health, well-being, and learning of children and youth in Canadian schools.

The broad direction is set out in the JCSH Strategic Directions 2020-2025 (see Appendix D).



## Long-Term Outcomes

The JCSH has committed to three overarching long-term outcomes:

### Increased System Capacity, Collaboration, and Efficiency

Member jurisdictions experience increased capacity, collaboration, and efficiency in their efforts to promote optimal health, well-being, and learning outcomes for all students.

### Increased Exchange of Information and Knowledge

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

### Increased Recognition

The JCSH is recognized by the other FPT bodies and key stakeholders for its expertise in the promotion of initiatives to improve the health, well-being, and learning of all students in Canada.

## Organizational Structure



JCSH is governed by two Deputy Ministers' committees – the Advisory Committee of Deputy Ministers of Education (ACDME) and the Conference of Deputy Ministers of Health.

The two committees of the JCSH responsible for the strategic direction and work agenda are the Management Committee and the School Health Coordinators' Committee.

## Management Committee

The Management Committee provides the main forum for executive level discussion and decisions affecting the work of the JCSH. The mandate of the Committee is to further the Consortium's strategic priorities, as communicated by the two Deputy Ministers' committees, by

- exchanging ideas, opportunities, and concerns related to existing and emerging issues
- providing oversight and direction for major projects endorsed by the Consortium and undertaken by the Secretariat
- providing guidance and supporting linkages between the Consortium objectives and jurisdiction-specific health and educational issues
- participating in discussions and making decisions on strategic or operational matters, as required, to support the Secretariat in moving the Consortium's agenda forward
- offering a forum for discussion on other health and educational issues where appropriate.

## School Health Coordinators' Committee

School Health Coordinators are drawn from senior policy analysts, consultants, managers, and specialists in the ministries of education and health / health promotion. The School Health Coordinators' Committee serves as a pan-Canadian forum to advance comprehensive school health initiatives across Canada, and to support collaboration and alignment between health and education sectors in the promotion of student success and well-being.

Through the early identification and analysis of issues, gaps, emerging trends, and areas of interest to the JCSH and its member jurisdictions, the School Health Coordinators' Committee works collaboratively to move forward the work of the JCSH in the provinces and territories.

## Secretariat

The Secretariat is responsible for leadership, planning, and coordination for the JCSH.



# JCSH Core Resources

JCSH has developed a number of resources since its commencement in 2005. Of these, the six below have been core to the mission of JCSH: To work collaboratively across jurisdictions and between the education and health sectors to support optimal health, well-being, and learning of children and youth in school communities. The resources below were developed for every school, offering supports to school communities, free of charge, in English and French.<sup>9</sup>

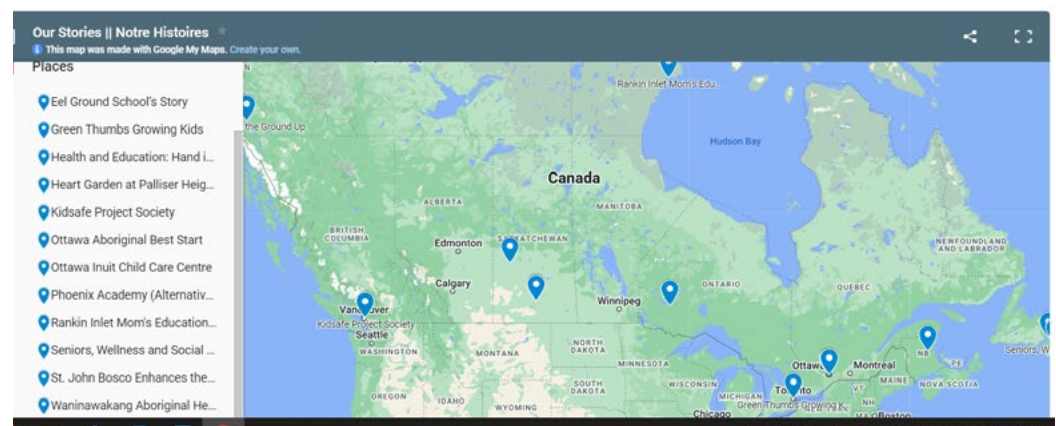
In addition to the Comprehensive School Health Framework, noted earlier, the seven Core Resources of JCSH in 2022-2023 are outlined below.

## JCSH Statement On Reconciliation

(English, French, Inuktitut, Inuinnaqtun) See Appendix C

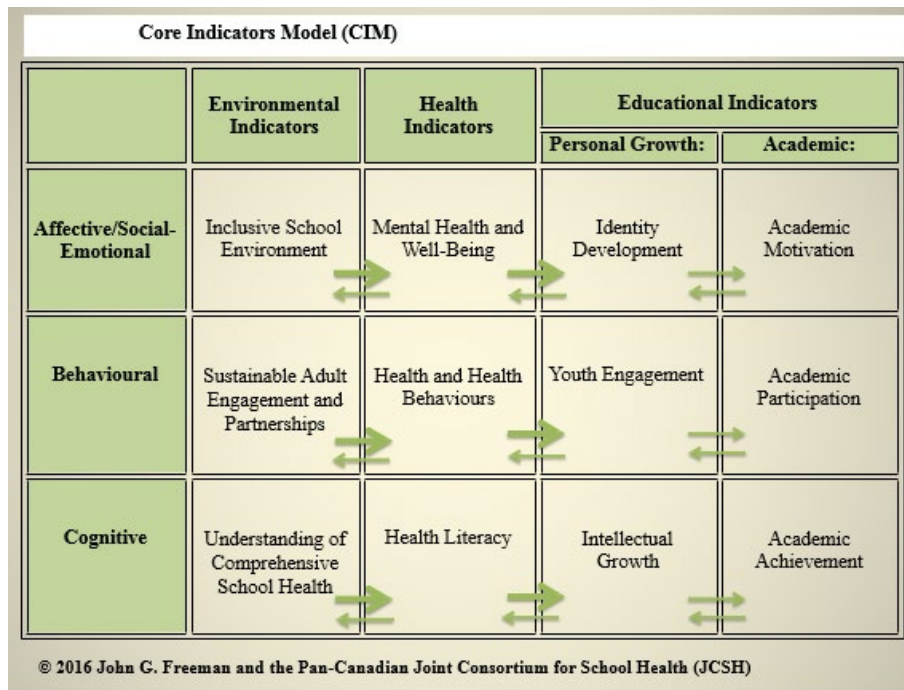
## JCSH Website

Essential to communications and work of JCSH is the website. Housed at [www.jcsh-cces.ca](http://www.jcsh-cces.ca), the website offers the essential link to the resources, key concepts and foundational documents, and contacts throughout the country. It is also the link for sharing wonderful work underway in school communities throughout Canada, such as through our Stories Map:

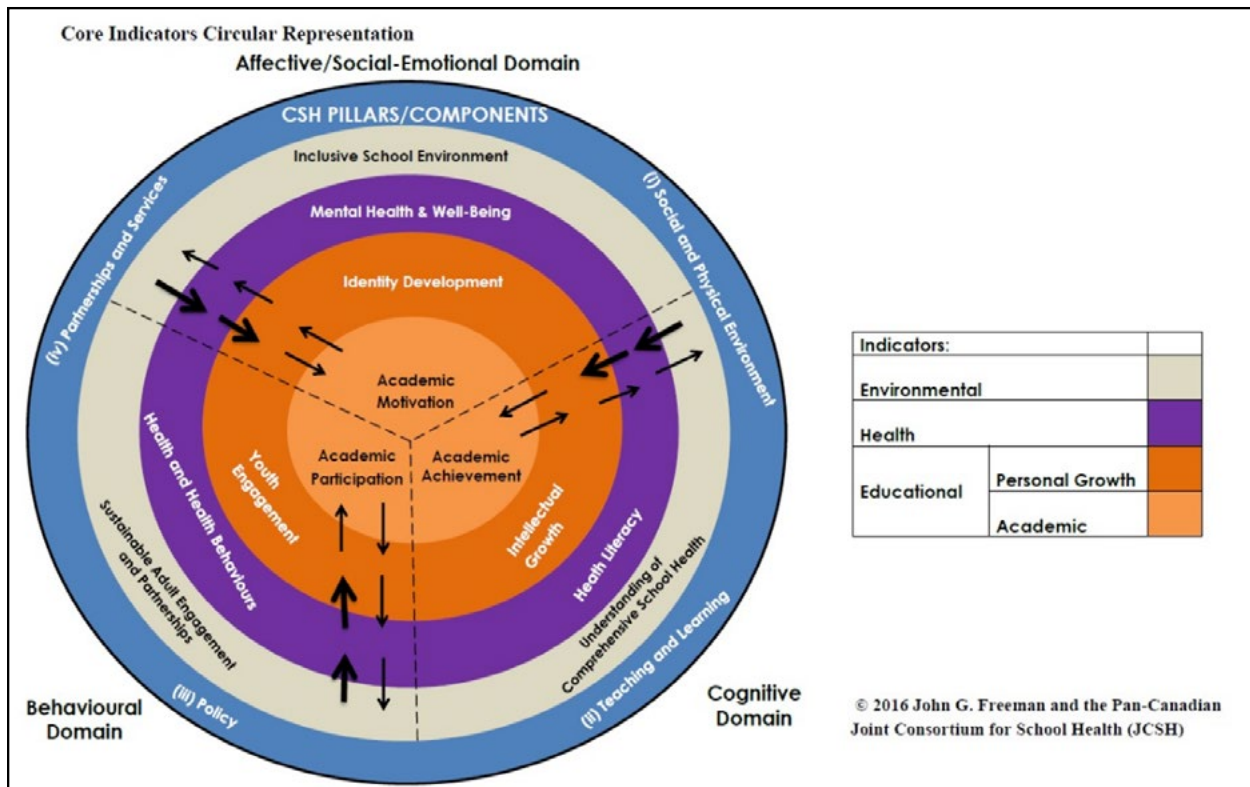


<sup>9</sup> The exception to the resources in English and French is the Statement on Reconciliation. Thanks to the JCSH representatives in Nunavut, this Statement has been also translated into Inuktitut and Inuinnaqtun.

# Core Indicators Model of Comprehensive School Health and Student Achievement (CIM)



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



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 that began with Dr. John Freeman and his team at Social Program Evaluation Group, Queen's University.

## 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 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 represented the 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. This work is well underway.



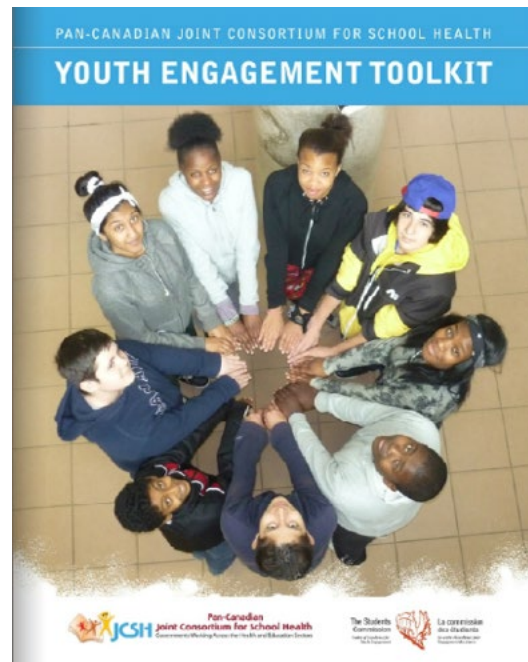
## The Youth Engagement Toolkit

Meaningful youth engagement is associated with young people's positive health outcomes, student achievement, and protection from risk factors. 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.

## RETHINKING CONVERSATION AROUND YOUTH SUBSTANCE USE: ADDRESSING THE PREVENTION OF SUBSTANCE USE HARMS IN CANADIAN YOUTH

In 2021, JCSH initiated a project with The Students Commission of Canada to develop a series of multi-media assets on substance use prevention and harm reduction in Canadian youth Grades 6-12 using a positive youth development approach. The aim was to provide the most current evidence and knowledge on substance use prevention of harms in young people and positive youth development as a set of communication and actionable pieces.

Working with a JCSH task group, The Students Commission of Canada developed a set of videos and resources on preventing youth substance use harms using a positive youth development approach. The multi-media assets consist of three videos: one for youth in Grades 6 to 8, one for youth in Grades 9 to 12, and one for adult allies and educators. Each of the videos was developed in English and in French, with subtitles; companion resources include a discussion guide, and a resources list.

Youth and adult allies were consulted in the initial phases of this project. They expressed that they preferred short videos (under 3 minutes, or a series of 30–50 second videos), especially when they provide information they were not actively seeking. All key audiences also provided input on music and sound effects.

### Just Think Ahead: Video for Youth Grades 6-8

Created for youth in Grades 6-8, [this video](#) encourages individuals to think about their boundaries around substance use ahead of time.



### Just Think Ahead: Discussion Guide for Adult Allies and Educators

Developed as a complement to the Just Think Ahead video, this [Discussion Guide](#) supports adult allies and educators as they accompany their group of youth through the exploration of the topic of substance use.



## Eight Cups of Coffee: Video for Youth Grades 9-12

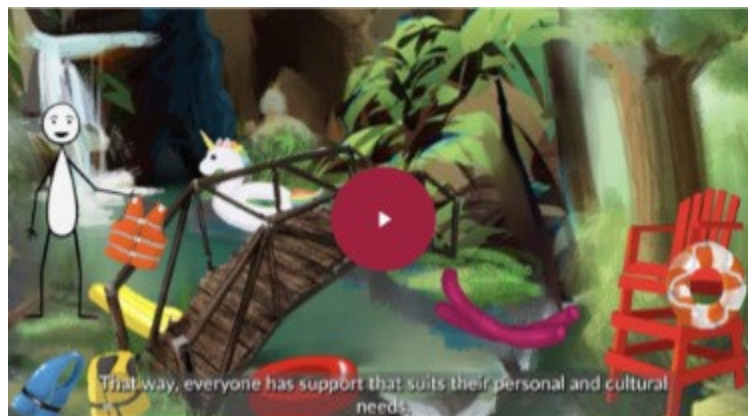
Created for youth in Grades 9-12, this video encourages individuals to support peers who may be struggling with substance use.



## Eight Cups of Coffee: Resources List for Youth Grades 9-12

Developed as a complement to the Eight Cups of Coffee video, this [Resources List](#) guides youth towards nationwide and local resources that can provide support related to substance use.

## River Parable: Video for Adult Allies



Created for adult allies, this video encourages individuals to leverage evidence-based practices to reduce harms related to youth substance use.

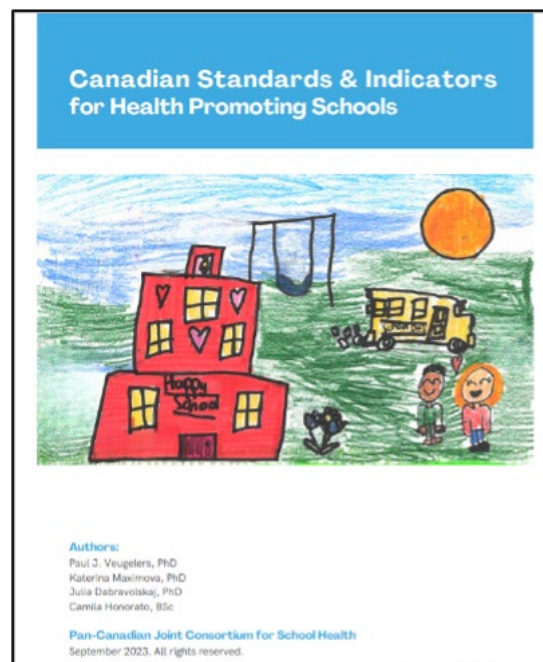
# JCSH 2022-2023: INITIATIVES AND ACCOMPLISHMENTS

*In this current mandate (2020-2025), JCSH began a series of task groups to ensure the annual work plan <sup>10</sup> and the mandate priorities <sup>11</sup> are carried out.*

*Although all JCSH mandates have included a number of similar advisory committees, this is the first mandate to formally support the task groups as essential to its outcomes. From the beginning of this mandate, members of Management Committee and School Health Coordinators' Committee have participated actively in moving forward progress on priorities to the benefit of all jurisdictions.*

## CANADIAN STANDARDS & INDICATORS FOR HEALTH PROMOTING SCHOOLS (2023): NEW PUBLICATION

The newest resource from JCSH is Canadian Standards & Indicators for Health Promoting Schools (2023). This work, available in English and French, free-of-charge, maps out standards and their indicators to support initiatives for Health Promoting Schools in Canada.



<sup>10</sup> JCSH Task Groups for 2022-2023: Annual Work Plan, Equity, Evaluation, Health Behaviour in School-aged Children Research Advisory Committee, Healthy School Planner, Reconciliation, Research Council.

<sup>11</sup> See JCSH Strategic Directions 2020-2025: Appendix D

From the Executive Summary: Schools are ideal settings to promote health and to inspire commitment to Health Promoting Schools (HPS) among students, parents/guardians, school staff, and broader school community. HPS is an internationally recognized approach for supporting improvements in student educational outcomes while addressing school health in a planned, integrated, and holistic way. While several international documents offer a collection of Standards and Indicators, there is a need for a distinct set of Canadian Standards and Indicators to guide the planning, implementation, sustainment, and monitoring and evaluation of HPS in Canadian schools.

Canadian Standards and Indicators for Health Promoting Schools provide a foundation for education and health systems to work together to create healthy school environments to improve the health & well-being and academic outcomes of all students. In this report, Standards refer to the guiding principles and expectations of the implementation and sustainment of HPS, and Indicators refer to the tools or signs that indicate whether schools meet Standards.

These Standards and Indicators have been developed through a rigorous 3-step process: 1) a comprehensive literature review of the peer-reviewed and grey literature on Standards and Indicators related to the HPS approach; 2) a consensus-seeking process among 53 experts from JCSH Member Jurisdictions across Canada who assessed the achievability of Standard Components (i.e., sub-components of Standards) and acceptability and feasibility of Indicators; and 3) grouping Standard Components into Standards and mapping Indicators to these Standards.

This report serves as the roadmap that schools, administrators, school staff, school communities, policymakers, health service providers, and health promotion coordinators and practitioners can follow for the planning, implementation, everyday practice, adaptation, scaling, sustainment, and monitoring and evaluation of HPS in Canadian schools.

## TRENDS AND CHALLENGES IN CANADA'S PROVINCES AND TERRITORIES IN 2022-2023

A primary purpose of JCSH is to bring representatives from the member provinces and territories together as a knowledge network and, through regular meetings, to share knowledge of best practices, innovations, and challenges. Topics included but were not limited to the following:

- Comprehensive School Health / Health Promoting Schools
- Data/Surveys: Health Behaviour in School-aged Children (HBSC)\*, Canadian Student Tobacco, Alcohol and Drug Survey (CSTADS)
- Equity
- Gender, Sexual Health
- Indigenous School Communities
- Mental Health and Well-being
- Physical Health
- Preventing Substance Use Harms

- School Food Environment, in particular, cross-jurisdictional support
- Student Supports

## Health Behaviour in School-aged Children 2021-2022 Survey Round: 2023 Update

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; Canada participated for the first time in 1990. HBSC is conducted every four years, now in more than 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 national results of this, the latest survey round, are expected in 2024.

## ENVIRONMENTAL SCANS

The following environmental scan topics were developed and/or updated by JCSH in 2022-2023:

- Equity – Health in All Policies
- Equity – Education: School Development/Improvement Plans
- School-based Mental Health Plans

## WEBINAR SERIES

The following webinars were presented in JCSH’s webinar series in 2022- 2023:

**Rethinking Conversation Around Youth Substance Use: A Knowledge Mobilization Process.** Official Launch of New JCSH Resources. Presenters: From The Students Commission of

Canada (SCC). SCC led this work for JCSH. Florence Bergeron (She/her), Lead Analyst; Zac Arseneau (They/he), Network Coordinator; Alexis Holmgren (She/They), Youth Partner.

**School Food Programs Across Canada.** Presenters: Dr. Amberley Ruetz, University of Saskatchewan; Dr. Mary McKenna, University of New Brunswick

A discussion of their research paper: Characteristics of Canadian school food programs funded by provinces and territories.

**Comprehensive School Health Project – Newfoundland & Labrador: Creating Healthy School Settings.** Presenter: Peggy Orbaşlı, Health Promotion Consultant (school and community health), Department of Health and Community Services, Public Health Division, Government of Newfoundland and Labrador.

**Physical Literacy-Enriched School Communities: Towards a Community Valuing Movement: The Physical Literacy Engine for Social Innovation, Equity, and Sustainability.** Presenter: Dr. Dean Kriellaars, University of Manitoba.

**Embracing Life: A tool to support wellness and resilience.** Presenter: Brandi Bell, Senior Policy Analyst Secretariat of Embracing Life, Northern Engagement, Indigenous and Northern Relations, Ministry of Government Relations, La Ronge, Saskatchewan.

**New Brunswick’s Student Wellness Survey: How the province manages and displays data on student health and well-being.** Presenter: Monica Lavoie, New Brunswick Health Council.

**Wellness Together Canada: Mental Health and Substance Use Support.** Presenter: Fraser Ratchford Vice-President, Strategic Relations, Stepped Care Solutions.

**Inuit Child First Initiative: Nunatsiavut Government.** Presenters: Dolores Flowers, Regional Child Services Program Manager, Department of Health and Social Development, Nunatsiavut Government; Danielle Baikie, Director of Family Services, Department of Health and Social Development, Nunatsiavut Government.

**An Integrated Population Health Model: Applying Mental Health Literacy Approaches to Address Child and Youth Mental Health.** Presenters: Dr. Yifeng Wei, Assistant Professor, Department of Psychiatry, Faculty of Medicine and Dentistry, University of Alberta; Andrew Baxter, School Mental Health Literacy Lead, Alberta Health Services; Adjunct Lecturer, University of Calgary

**Healthy Lifestyle School Intervention in Slovenia: Lessons learned.** Presenter: Dr. Gregor Starc, [The Academic and Research Network of Slovenia · University of Ljubljana, Faculty of Sport](#)

**Indigenous Youth Health.** Presenter: Dr. Niigaanwewidam Sinclair, Professor & Acting Head, Dept. of Indigenous Studies; Faculty of Arts Professorship in Indigenous Knowledge and Aesthetics - University of Manitoba; columnist Winnipeg Free Press.

## SYMPOSIUM ON SOCIAL MEDIA

From the Executive Summary: *Connected: Youth Health in a Digital World* was a virtual symposium on social/digital media use and youth health that took place in October and November 2022 organized by the Public Health Agency of Canada (PHAC) and the Pan-Canadian Joint Consortium for School Health (JCSH). *Connected* consisted of a four-part webinar series and a two-day meeting.

The webinar series included:

- Promoting Healthy Digital Media Use Among Children and Youth
- Researcher Perspectives on Youth Health in a Digital World
- UNICEF and MediaSmarts perspectives on Youth Health in a Digital World
- Youth Perspectives on Youth Health in a Digital World

The purpose of the two-day follow-up meeting was to identify potential collaborative federal / provincial / territorial projects to promote healthy social/digital media use among youth, as well as establish relationships between levels of government, across jurisdictions, and across health and education.

# Appendix A: Pan-Canadian Joint Consortium for School Health Agreement

## Background

WHEREAS in 2005, provincial and territorial ministers of Education and provincial and territorial ministers of Health and the federal Minister of Health established the Pan-Canadian Joint Consortium for School Health (JCSH) to facilitate a comprehensive and coordinated approach to health promotion in the school setting. The JCSH received a second five-year mandate from the federal, provincial, and territorial deputy ministers of Health on June 19, 2009 and from the provincial and territorial deputy ministers of Education on September 03, 2009. A third mandate was signed by all parties on April 01, 2015.

AND WHEREAS by virtue of this agreement (“the Agreement”) being entered into by provincial and territorial Ministers of Education and the provincial and territorial Ministers of Health and/or Wellness, hereinafter collectively called “the Parties”, the JCSH is continued (2020-2025).

THE PARTIES AGREE that the terms and conditions of their relationship are as follows:

## 1.0 Purpose of the JCSH

1.1 The purpose of the JCSH is to be a catalyst to strengthen cooperation and capacity among the Parties to better accomplish mutual goals and support shared mandates regarding the promotion of the health of children and youth in Canadian schools.

1.2 Recognizing that every province and territory has initiatives in place to foster healthy school environments, the JCSH provides a forum for key representatives of government ministries responsible for health and education to:

- Facilitate and promote collaboration among its inter-governmental provincial and territorial membership;
- Facilitate jurisdictions to work together and to support and build capacity within its member governments;
- Encourage the education and health sectors to work together efficiently and effectively while

promoting and integrating learning, health, and well-being in the school setting.

- Three long-term outcomes associated with achieving the JCSH's Vision are:
  - *Member jurisdictions experience increased capacity, collaboration, and efficiency in their efforts to promote optimal health, well-being, and learning outcomes for all students.*
  - *There is a continual exchange of information and knowledge related to optimal health, well-being, and learning outcomes for all students among member jurisdictions.*
  - *The JCSH is recognized by other FPT bodies and key stakeholders for its expertise in the promotion of initiatives to improve the health, well-being, and learning for all students.*

## 2.0 Commencement and Duration of Agreement

2.1 Once signed by all Parties, this Agreement commences April 1, 2020 and remains in force until March 31, 2025.

## 3.0 Governance Structure

### Consortium Lead

3.1 The Government of British Columbia was lead jurisdiction and host of the Secretariat from 2005-2010. The Government of Prince Edward Island has been lead jurisdiction and Secretariat host since 2010.

### Advisory Committee of Deputy Ministers of Education and Conference of Deputy Ministers of Health

3.2 The JCSH will be governed by the Advisory Committee of Deputy Ministers of Education (ACDME) and the Conference of Deputy Ministers of Health (CDMH).

3.3 The CDMH shall invite the Public Health Agency of Canada to appoint a similarly senior representative to participate in discussions related to the JCSH in an advisory capacity.

3.4 The deputy ministers of Health/Wellness and the deputy ministers of Education in the lead or co-lead jurisdictions will act as liaisons between the JCSH and their respective provincial/territorial deputy ministers' tables. These liaison deputy ministers in the lead jurisdictions may name another



deputy minister within the same sector in another jurisdiction to provide the leadership function.

3.5 As the governing bodies, the ACDME and the CDMH will provide strategic direction for the JCSH by:

- establishing a Management Committee as the oversight committee of the JCSH and approving its Terms of Reference;
- providing strategic information and direction to the Management Committee;
- approving the strategic plan and any subsequent amendments to the plan, submitted by the Management Committee to the ACDME and the CDMH;
- reviewing and accepting the annual report with financial statements, submitted by the Management Committee; and
- tabling the annual report at a meeting of the FPT Ministers of Health and at a meeting of Council of Ministers of Education, Canada (CMEC).

3.6 Decisions of the ACDME and the CDMH shall be communicated by the respective liaison deputy ministers to the co-chairs of the Management Committee.

## 4.0 JCSH Committees

### Management Committee

4.1 JCSH Management Committee is a decision-making committee that oversees the implementation of the annual work plan (Schedule 2 – Management Committee Terms of Reference).

4.2 Management Committee members reflect the interests of their jurisdiction.

4.3 The role of the Management Committee representative includes meeting four times annually (by teleconference / videoconference, with one being a joint meeting with School Health Coordinators' Committee).

### School Health Coordinators' Committee

4.4 JCSH School Health Coordinators' Committee (SHCC) is an operational committee that reports to the Management Committee and implements the annual work plan.

4.5 SHCC members provide direct input on their jurisdiction's need and product development.

4.6 Members participate in monthly teleconferences / videoconferences and one of which will be joint with the Management Committee.

4.7 The SHCC is accountable to the Management Committee. Individual school health coordinators are accountable to their respective jurisdictions in the manner determined by individual jurisdictions.

4.8 The roles and responsibilities of the SHCC are outlined in the SHCC Terms of Reference, which are approved by the Management Committee.

## 5.0 JCSH Secretariat

5.1 The Parties agree to continue the operation of a JCSH Secretariat.

5.2 The Secretariat functions as neutral support to the co-chairs and members of the JCSH, and facilitates collaboration and sharing of information within the JCSH member jurisdictions.

5.3 The Management Committee provides direction to the Secretariat.

## 6.0 Addition of a Provincial/Territorial Jurisdiction to the JCSH

6.1 A provincial/territorial government entity may be invited to join the JCSH on the condition that it becomes a Party to this Agreement. Participation is contingent upon payment of the amount in accordance with the formula as set out in the Cost-Sharing Agreement.

## 7.0 Withdrawal of a Provincial/Territorial Jurisdiction from the JCSH

7.1 Any Party can withdraw from the Agreement by providing 90-day written notification to the liaison deputy ministers in the lead jurisdiction.

7.2 In the event of withdrawal, the withdrawing Party shall pay a pro-rated portion of its contribution fees for the Fiscal Year (beginning on April 1 of a calendar year and ending on March 31 of the subsequent calendar year) in which it withdraws from the JCSH.

## 8.0 Funding

8.1 The Parties agree to fund the salary, benefits, and program costs associated with the obligations of their respective representatives serving on the Management Committee.

8.2 The Parties agree to fund the salary, benefits and program costs associated with the obligations of SHCC members.

8.3 The Parties agree to provide funding according to Schedule 1 of this Agreement. Funding obligations by parties are contingent each year upon federal government funding being provided for that year as specified in Schedule 1. The lead jurisdiction will invoice for member contribution fees by April 15th of each year of this Agreement; fees are due within thirty days of receipt of invoice, and are to be accounted for separately by the lead jurisdiction. Notwithstanding any other provision of this Agreement, the payment of money by any Party is subject to:

- (a) there being sufficient monies available in an appropriation, as defined in the applicable legislation of the jurisdiction of the relevant Party (the "Appropriation Legislation"), to enable the applicable Party, in any Fiscal Year or part thereof when any payment of money falls due under this Agreement, to make that payment; and
- (b) the treasury board or other similar decision body of the applicable Party, not having controlled or limited, under the Appropriation Legislation, expenditure under any appropriation referred to in paragraph (a).

8.4 The JCSH may seek other funding sources to supplement funding arrangements articulated in this Agreement.

## 9.0 General Provisions

### Schedules

9.1 The Schedules to this Agreement shall have the same force and effect as if expressly set in the body of this Agreement and any reference to this Agreement shall include the Schedules.

### Variation of the Agreement

9.2 This Agreement may be amended at any time by unanimous written agreement of the Parties. Amendments may be authorized by the Parties' respective deputy ministers.

## Termination of the Agreement by Mutual Agreement

9.3 This Agreement may be terminated at any time by unanimous agreement of the Parties provided in writing.

9.4 Termination of this Agreement is without prejudice to the rights, duties, and liabilities of the Parties accumulated prior to termination.

9.5 Intellectual property developed under the Agreement shall become the property of the lead jurisdiction at the time of termination. The lead jurisdiction shall grant licences to the Parties for full use of intellectual property developed pursuant to this agreement.

## Legal Rights and Responsibilities

9.6 The creation of the JCSH does not constitute a regulatory power or otherwise result in any diminution of the responsibilities of the provincial or territorial ministers of Education, or any of the provincial or territorial ministers of Health/Wellness.

9.7 The Agreement creates legal rights and responsibilities of the Parties with respect to Sections 2 (duration), 7 (withdrawal), and 8 (funding).

## Evaluation

9.8 The Parties agree to further evaluation of the JCSH, as determined by the Management Committee.

## SCHEDULE 1

### Cost-Sharing Agreement

Funding for the JCSH operations and the cost of the Secretariat will be shared among the federal and the provincial/territorial jurisdictions:

- Public Health Agency of Canada will contribute \$150,000 annually; and
- Provinces and territories will equitably share the balance (\$100,000) according to the schedule outlined below.

Funds are committed for five years commencing April 1, 2020.

Provincial/territorial jurisdictional contributions are based on a fixed contribution of \$2,000 annually plus

a variable portion based on total population of their respective jurisdictions.

Jurisdictions with less than one percent of the population will contribute the fixed portion only.

**Proportional breakdown of the provincial/territorial contribution:**

Province/ Territory	Base Amount	Amount Based on Population %	Total
AB	2,000	11,400	13,400
BC	2,000	12,920	14,920
MB	2,000	3,800	5,800
NB	2,000	2,280	4,280
NL	2,000	1,520	3,520
NT	2,000	0	2,000
NS	2,000	2,280	4,280
NU	2,000	0	2,000
ON	2,000	38,000	40,000
PE	2,000	760	2,760
SK	2,000	3,040	5,040
YK	2,000	0	2,000
Totals	\$24,000	\$76,000	\$100,000

# Appendix B: Pan-Canadian Joint Consortium for School Health Statement of Revenue, Expenses, and Operating Surplus

For The Year Ended March 31, 2023

	2022	2023
<b>Revenue</b>		
Membership Fees	\$100,000.00	\$100,000.00
Public Health Agency of Canada	\$150,000.00	\$150,000.00
Miscellaneous Revenue	\$721.34	\$4,751.93
<b>Total</b>	<b>\$251,721.34</b>	<b>\$254,751.93</b>
<b>Expenses</b>		
Administration	\$1,825.08	\$597.77
Materials, Supplies, and Services	\$3,835.95	\$5,858.80
Professional Services	\$68,000.00	\$20,000.00
Salaries	\$171,307.26	\$173,261.60
Projects		
<b>Total</b>	<b>\$244,968.29</b>	<b>\$199,718.17</b>
Operating Surplus/(Deficit)	\$5,753.05	\$55,033.76
Accumulated Surplus/(Deficit) - Opening	\$103,383.04	\$109,136.09
Accumulated Surplus/(Deficit) - Closing	\$109,136.09	\$164,169.85

# Appendix C: JCSH Statement on Reconciliation

## JCSH STATEMENT ON RECONCILIATION

“All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships.” The legacy of residential schools and the ongoing effects of colonization, intergenerational trauma and systemic racism impact the health and learning outcomes for First Nations, Métis and Inuit children.

The Pan-Canadian Joint Consortium for School Health (JCSH) values and supports the work of the Truth and Reconciliation Commission of Canada in recognizing the harmful impacts and legacy of the residential school system. We will use our national platform to bring awareness to, and when appropriate, address the Calls to Action for education and health.

The JCSH also recognizes the importance of the self-determination of Indigenous peoples as articulated in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The JCSH is committed to supporting and echoing Indigenous perspectives and ways of knowing, increasing inter-and cross- cultural understanding and fostering shifts in thinking and attitude within our school communities.

The JCSH will respond to the Calls to Action by deepening relationships with First Nations, Métis, and Inuit peoples, and by examining issues of power and privilege. This is an opportunity to reconcile our shared history and build a brighter future for all Canadians.

“Despite being subjected to aggressive assimilation policies for nearly 200 years, Aboriginal people have maintained their identity and their communities. They continue to assert their rights to self-governance. In this they are not alone” and the JCSH stands with them as an ally in continuing on this constructive path.

## DÉCLARATION DE RÉCONCILIATION DU CONSORTIUM CONJOINT PANCANADIEN POUR LES ÉCOLES EN SANTÉ

« Tous les Canadiens, à titre de personnes visées par les traités, partagent la responsabilité de l'établissement et du maintien de relations mutuellement respectueuses. » L'héritage laissé par les pensionnats ainsi que les effets permanents de la colonisation, des traumatismes intergénérationnels et du racisme systémique ont une incidence sur la santé et l'apprentissage des enfants des Premières Nations, métis et inuits.

Le Consortium conjoint pancanadien pour les écoles en santé (CCES) apprécie le travail de la Commission de vérité et réconciliation du Canada, et il l'appuie en reconnaissant les séquelles et l'héritage douloureux laissés par les pensionnats. Nous utiliserons notre plateforme nationale pour faire connaître ses appels à l'action dans les domaines de l'éducation et de la santé, et, le cas échéant, pour y répondre.

Le CCES reconnaît également l'importance du droit des peuples autochtones de disposer d'eux-mêmes, conformément à l'énoncé de la Déclaration des Nations Unies sur les droits des peuples autochtones (DNUDPA). Le CCES est déterminé à appuyer et à rappeler les perspectives et modes de connaissance autochtones, à améliorer la compréhension au sein des communautés et entre celles-ci, et à favoriser un changement de mentalité et d'attitude dans nos milieux scolaires.

Le CCES répondra aux appels à l'action en approfondissant les relations avec les Premières Nations, les Métis et les Inuits, et en examinant les enjeux liés au pouvoir et aux privilèges. Nous avons l'occasion de réconcilier notre histoire commune et de bâtir un avenir meilleur pour tous les Canadiens.

p.  
33

« Bien qu'ils aient été soumis à des politiques d'assimilation agressives pendant près de 200 ans, les peuples autochtones ont conservé leur identité et ont préservé leurs collectivités. Ils continuent de défendre leurs droits à l'autonomie gouvernementale. Ils ne sont pas seuls dans cette bataille », et le CCES demeure un allié dans la poursuite de leur quête.

## PAN-CANADIAN JOINT CONSORTIUM FOR SCHOOL HEALTH (JCSH) UQARIIRUTIKHAA MAMITTIRNIKKUT IKAYUQHIRMUT

“Tamaita Kanatamiutat, Angiqatigiigutikhaqaqtut inuit, piqatigiigutikhaqaqtut atuqatigiiklugit piliuqlutik munarilutiklu angiqatigiiktumik nakuuyumik piqatigiigutikhamut.” Atuqhimmaaqpagaat ahinukyuuaq nunamut ilihariaktuqhimayut kangaraalukmit unalu pidjutigihimayait nunaqatigiiliqhimayunut, kingulliriiqaqtuni inungnut kanagaraalukmit ayuqhautikyuat unalu inungni inuuhiqaqtunik aallatqiinik ihuigiyyutigivagainut pidjutauvaktut aanniaqtailinikkut iliharnikkullu ukununga First Nations, Métis ukunungalu Inuit nutaqqanut.

Nunakyuami Kanatamiutat Piqatigiigutaat Iliharvikni Aanniartailinirmut (Joint Consortium for School Health -JCSH) pihimayumayaat ikayuutigivlugulu havakpagainut Itquumanikkut Nutaanguqtiriniqlu Katimayiyut Kaanatamut (Truth and Reconciliation Commission of Canada) ilitarivlugit ihuirutauvaktut pidjutigivagait ahinukyuuaq nunanut ilihariaktuqhimayunut ilihapqahutik. Atuqpaktaqqullu nunakyuami pidjutikhaq kangiqhipkaidjutikhanut tahapkununga, ihuaqqallu, havaarilugitqanmaqtuq Pitquidjutit Havaktauvlugit ilihaidjutikhanut aanniartailinirmullu.

JCSH-kut ilihimayait piyakhata inikkut pivallianirmut Nunaqaqqaaqhimayunut inungnut naunaiyariiqhimayumut talvani uqariiqhimayunut pilaarutikhanut inungnut United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). JCSH-kut havakpiakniaqtut ikayuqlugit naunaiktidjutigilugillu Nunaqaqqaaqhimayut ihumagiyaainut qanuqlu ilihaliqpalliadjutainut, amigaikyuumilugu angiklikpallianirmut aallatqiini pitquhiqaqunut kangiqhivagianginni atuqlugillu ihuaqtumik ihumalirnikkut ilitquhiinullu pigiyaptingni iliharviqaqtunut nunallaani.

JCSH-kut kiuniaqtut Pitquidjutit Havaktauvlugit nakuuhivallialugit piqatigiigutikhat ukunani First Nations, Métis, Inuinnauyunullu, naunaiklugit pidjutit hakugiknikkut pittaarutikhanullu. Una pidjutikhaq ihuaqhiyuumilugu piqatigiigutikhaptinut ilitquhiliqidjutinut piliklugu nakuutqiyamik hivunikhamut tamainnut Kanatamiutanut.

“Ilauvagaluahutik akhuunginnaqtumik ilagiutyauvalliarnikkut atugakhanut naavyakhugu 200-ni ukiuni, Nunaqaqqaaqhimayut inuit munarihimavagait inmik kinavyaakhamingnut nunallamingnullu. Pihimmaakpaktut atuqhimmaaahugu inmik pilaarutikhatik inikkut kavamakhamingnut. Imaatut inmik avaliingittut” JCSH-kullu ikayuqtait ikayuutigivlugu pihimmaaqlutik uumunga pidjutikhamut.





# Appendix D: JCSH Strategic Directions 2020-2025

## VISION

Children and youth in Canada are thriving in school communities that are committed to optimal health, well-being, and learning

## Mission

To work collaboratively across jurisdictions and between the education and health sectors to support optimal health, well-being, and learning of children and youth in school communities

### GOAL 1

#### PROVIDING LEADERSHIP

To advance coordinated and aligned policy, programs, and practice that support the optimal health, well-being, and learning of children and youth in Canada

### GOAL 2

#### ENHANCING CAPACITY THROUGH KNOWLEDGE DEVELOPMENT AND EXCHANGE

To build, share, and leverage knowledge that enables member jurisdictions to support the optimal health, well-being, and learning of children and youth in Canada

### GOAL 3

#### PROMOTING INNOVATION

To support innovative approaches to policy, programs, and practice in member jurisdictions that address common challenges to the optimal health, well-being, and learning of children and youth in Canada

### GOAL 4

#### MONITORING, EVALUATION, AND ACCOUNTABILITY

To implement a comprehensive evaluation framework for the goals, strategies, and operational plans of the JCSH 2020-2025 mandate

## GOVERNANCE

Ministries of Education and Ministries responsible for Health/Wellness in 12 provinces and territories, and the Public Health Agency of Canada representing the Federal Government

## Providing Leadership

**Strategy 1:** Strengthen connections with the Council of Ministers of Education, Canada and the FPT Ministers of Health to encourage alignment of priorities and needs.

**Strategy 2:** Continue to support member jurisdictions with policy and practice-based tools and resources that leverage a comprehensive school health approach.

**Strategy 3:** Proactively engage with federal initiatives focused on student health and well-being to align with efforts within jurisdictions and encourage principles of CSH to be embedded and visible within these federal initiatives.

**Strategy 4:** Continue to strategically engage representatives of the non-government sector, and key stakeholders in sectors beyond health/wellness/education,

in order to advance CSH-based approaches to common needs and issues.

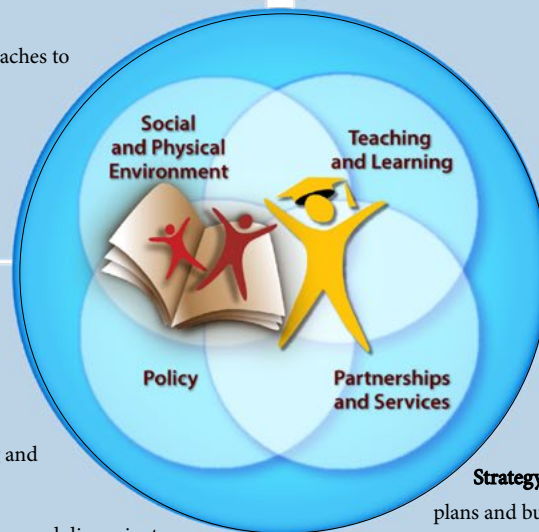
## Enhancing Capacity Through Knowledge Development and Exchange

**Strategy 1:** Support member jurisdictions to be responsive, resource efficient, and economically responsible by sharing knowledge of what works best and has the greatest positive impact.

**Strategy 2:** Identify and/or develop tools to strengthen existing partnerships across the education and health sectors.

**Strategy 3:** approaches can meet the needs of diverse population groups and address inequities.

**Strategy 4:** Increase and enhance opportunities for knowledge exchange among member jurisdictions.



## Promoting Innovation

**Strategy 1:** Proactively identify and provide potential solutions to existing and emerging challenges to

student health, well-being, and learning, and disseminate results among member jurisdictions.

**Strategy 2:** Utilizing a comprehensive school health approach, advance application of evidence to address emerging issues of concern (e.g. vaping).

**Strategy 3:** Continue engaging research partners in order to create an evidence base of strategies to support student health, well-being, and learning and comprehensive school health approaches.

**Strategy 4:** Work with research partners to advance evidence-based reviews of responses to emerging challenges.

## Monitoring, Evaluation, and Accountability

**Strategy 1:** Develop annual JCSH operational plans and budgets that

specify planned areas of actions to support the five-year JCSH goals and strategies.

**Strategy 2:** Undertake a comprehensive evaluation of the JCSH during the mandate.

**Strategy 3:** Support and ensure the ongoing alignment between the JCSH governance structure, the operational policies, and the implementation of the Strategic Directions.