**JCSH Healthy School Planner Task Group**

**Meeting 1 - January 6th, 2021**

**Participants:**

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Key Takeaways:   
  
● HSP - Historical/Current Perspectives  
  
- In many jurisdictions, unless the HSP was tied to grant funding/grant programs in some capacity, uptake has been generally minimal.  
  
- Much of the feedback in the past from those who have used the HSP has been centered around issues of length/duration to complete it, etc.   
  
- Historically, the HSP has typically not been used in the Territories.   
  
- The questionnaire format of the HSP is a closed/restrictive format - with users being limited by the specific topics that are covered, and specific questions that are being asked.   
  
- Perhaps the HSP is at a stage where it needs a restart all together - a new, more relevant resource that reflects the current realities of schools (Covid-19 implications, vaping, sedentary behavior, school food policies/programs, etc).  
  
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● HSP - Future Direction  
  
- It would be helpful if it was made into an assessment tool/resource that can be embedded into grant programs, or used on its own.  
  
- Perhaps the initial part of the assessment portion of the HSP could be some sort of visioning exercise, as opposed to just specific/pointed questions - allowing users to determine what is already in place, and

legitimize what is working in their school environment, from an asset-based perspective. From there, users would have concrete tools to build on those practices, and involve people accordingly who could support these practices.  
  
- It would be helpful to re-frame the HSP so that it could encompass the varying directions schools might want to work towards, while still helping the users to determine and identify healthy behaviors in schools.   
  
- Social determinants of health components should be listed/incorporated into the HSP - to ensure a more holistic approach to health overall.   
  
- When a school completes the HSP, they should be provided with a robust action plan, so they are able to consistency track their progress on the initiatives that they have deemed important.   
  
- Perhaps more of a knowledge exchange model for the HSP is necessary - to encourage more conversation/dialogue and exchange of ideas, rather than just a front-end data mining model.   
  
- The HSP could be structured around an integrated knowledge translation lens - a continual action/research type approach to wellness in the school environment.  
  
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● HSP - Considerations  
  
- Does the HSP warrant two separate streams - one for junior high schools/high schools, and one for elementary schools?  
  
- How could the HSP be more user-friendly for students?  
  
- How might the HSP be attached/aligned and layered with the HBSC? How can the CIM on Comprehensive School Health and Student Achievement be integrated?  
  
- Is it possible/helpful to have the Planner relevant to post-secondary education (also area of involvement for CMEC) – not a consistent area of interest/focus across the task group   
  
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● RFP Considerations  
  
- Is it necessary to have yet another HSP evaluation completed, or could information from prior

evaluations be used?   
  
- Would it be helpful/necessary to consider conducting administrator focus groups to review the HSP?  
  
- Prior to developing an RFP a concrete list of specific areas of focus for the HSP is required  
  
- It is important that the RFP incorporates Indigenous perspectives/Indigenous ways of being.