

HEALTHY SCHOOL PLANNER USER GUIDE

Using the Healthy School Planner (HSP) is simple. Follow these steps and your school will be equipped to understand its current health of the school community and plan for improvements.

1) Form a team.

The whole is greater than the sum of its parts, and so working together with others will help you:

- Make the process of completing the HSP much easier
- Offer a more comprehensive reflection of your school community
- Increase buy-in and support from the school community as action plans are developed.

Try to include as many different stakeholders as possible. We recognize that for some schools it may be difficult to form a team but involving a variety of different stakeholders will increase the likelihood of influencing positive change.

Students are key stakeholders to involve in your team. Student involvement is crucial during the planning and implementation of activities that directly affect student health and well-being. It helps them feel empowered and reminds them that they are an important part of the school community.

Be persistent and patient – it may take time to solicit involvement from others, especially students, parents and community members.

Your school does not have to form a new team. The HSP can be added to the agenda of an existing team - such as a School Development Team or a School Health Team.

2) Designate a team leader.

The team will need a strong leader to guide team members through the process and keep the momentum alive at the school. The leader may be someone from within the school (teacher, administrator, student, etc.) or someone from the broader school community (parent, community member, etc.). The role of the leader will be to run regular team meetings, facilitate discussions to arrive at responses to the assessment, review results with the team and lead the development of an action plan.

The first team meeting will provide an opportunity for the leader to introduce the HSP, what the team is trying to accomplish and the rationale. To ensure commitment, it will be essential to explain the importance of planning for a healthy school and determining the needs of the school community.

TIP:

Consider including community representatives on your team, such as:

- health care providers
- law enforcement officers/youth workers
- registered dietitians
- representatives from community non-profit health organizations
- local recreation departments
- sport or youth groups
- local businesses

Representatives such as these individuals bring a broader perspective, as well as resources and supports to advance the health of the school community based on their roles and experience.

3) Register your school.

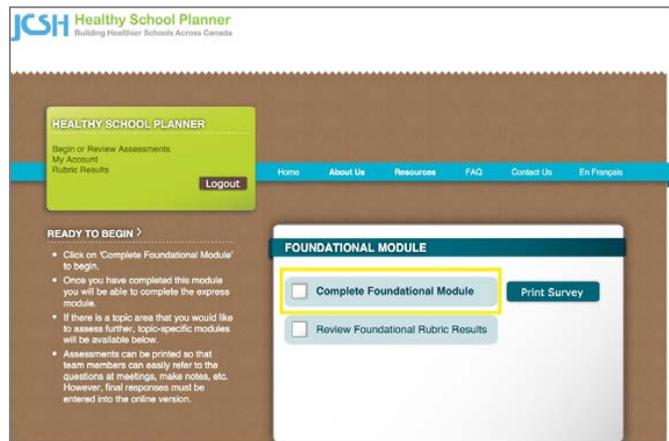
To register your school with the HSP, click the 'Register' button on the homepage. Select your province, school board / district, and school from the drop-down lists. You will also need to provide school contact information and create a password. The school contact will receive an email confirming registration and login information (username and password).



4) Complete an assessment.

The HSP is composed of several different modules, each focusing on a different topic area. Each assessment is structured around the four components of comprehensive school health: teaching and learning; social and physical environment; policy; and partnerships and services.

The first assessment to complete is the *foundational module*. The foundational module of the HSP asks a series of questions intended to introduce schools to the four components of the Comprehensive School Health framework, and the process to be used in healthy school planning (e.g., involving a team for assessment, considering all four components of Comprehensive School Health, celebrating successes, regular re-assessment). This module reinforces the importance of, and process behind, a Comprehensive School Health approach, and is not specific to any one topic area. It is composed of 6 main sections that assess the underlying structure and processes needed to become a healthier school community.



There are *express modules* for physical activity, healthy eating, and tobacco use. Schools can select the topic area that interests them most or can complete them all. These modules are intended to be a quick overview of key components of each topic area.

For schools wanting to dig deeper into a particular topic area, the HSP also offers *detailed modules* for physical activity, healthy eating, and tobacco use. These modules build on the express modules, but provide a more thorough, in-depth assessment of the school's health status with respect to the topic in question.

Hard copies of the questionnaire can be printed out and distributed to team members for review. Some questions may have a straightforward answer, while other questions may take some discussion and further investigation before the team arrives at the best response for your school. A member of the team could record the best responses and submit them online. Completing a module should take about 20 minutes.

In addition, the HSP features links to the JCSH Positive Mental Health Toolkit, as well as an express version of this Toolkit. Please note that the approach and format of the Positive Mental Health Toolkits are somewhat different from those of the foundational, tobacco, physical activity and healthy eating modules. For instance, in completing a Positive Mental Health Toolkit, you will not receive a rubric of your results. Rather, in completing the Toolkit's self-assessment indicator worksheet, your school will discover its areas of strength and areas for development. The Toolkit also provides tips for implementing your Positive Mental Health action plan, evaluating outcomes and celebrating successes.

5) Review your results.

Once the responses have been entered online, your school will immediately receive the results of each assessment indicator on a 4-point rubric.

Level 1 (Initiating): With respect to this particular indicator, your school is just beginning on its journey to becoming a healthy school and has lots of room for improvement.

Level 2 (Taking Action): With respect to this particular indicator, your school has started to set priority areas for creating a healthy school, but still has significant room for improvement.

Level 3 (Achieving Success): With respect to this particular indicator, your school is well on its way to developing a healthy school, but still has some areas that require improvement.

Level 4 (Maintaining Momentum): With respect to this particular indicator, your school is succeeding (well done!). Now is the time to concentrate on keeping the momentum alive to maintain while always considering new and interesting ways to continually improve. As a team, review the results of the assessment and use the results to prioritize areas for your school to focus your efforts.

Foundational Module Results				
SCHOOL NAME				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
STEP 1: TEAM				
School has a team that plans for a healthy school community with membership covering a variety of perspectives.	Our school does not have a team in place.	Our team consists of two members or just one perspective.	Our team consists of three or more members from two perspectives.	Our team consists of three or more members from at least three perspectives and a leader.
School has student representation on Healthy School Community planning team.	Our team does not have a student representative.	Our team includes one student.	Our team includes two students.	Our team includes three or more students.
STEP 2: PLANNING				
The school communicates the relationship between health and learning outcomes annually, at least.	Our school does not communicate the relationship between health and learning outcomes to any group.	Our school communicates the relationship between health and learning outcomes to one group at least annually.	Our school communicates the relationship between health and learning outcomes to two to three groups at least annually.	Our school communicates the relationship between health and learning outcomes to all groups at least annually.
The school develops SMART (specific, measurable, attainable, relevant, timely) goals built on accurate data to create a healthier school community.	Our school does not use data from any group or source and does not develop SMART goals to create a healthier school.	Our school uses data from at least one group or source, but does not develop SMART goals to create a healthier school.	Our school uses data from two to three groups or sources and develops SMART goals to create a healthier school.	Our school uses data from all groups or sources, and develops SMART goals to create a healthier school.

6) Plan your actions.

Once the key areas have been identified, your team will need to begin setting goals for what your school can do to improve and how it can take action to achieve these goals. Try to be realistic about what your school can accomplish and only choose one or two issues to start. All team members must agree on the priority areas to ensure commitment to taking action. The HSP provides an action planning template that your school can use to set goals and actions. While planning for change, be sure to review the HSP recommendations, resources list and when available, your school should also look at other sources of data, such as results from student level surveys.

7) Celebrate and re-assess.

Celebrating the success of your healthy school initiatives, both big and small, is important to keep momentum. Stakeholders will be able to see the progress your school is making and the school community will be re-energized to make further improvements. The HSP is intended to be a tool that you use over and over again to assess the health of your school, and to monitor and evaluate progress. Returning to the HSP will also allow your school to assess different topic areas and really explore the areas where your school can make significant changes.