



Joint Consortium for School Health
Governments Working Across the Health and Education Sectors

Healthy Eating Assessment for Anyplace High School

Project development provided by:



Your Confidential Report

This JCSH Healthy Schools Tool Feedback Report presents in summary form all of the information that you have entered into the JCSH Healthy School Tool for the module that you have just completed. The Feedback Report contains:

- the results of the assessment portion of the tool, for each category and overall results for the school;
- recommendations for your school addressing each indicator that you selected for action;
- your action plan, containing the goals and strategies for each indicator that you selected for action, and a prioritized action plan with timelines and specific actions to meet your goals;
- resources for your school to consider when implementing your action plan.

The JCSH Healthy Schools Tool is based on the concept of “comprehensive school health (CSH)”, an internationally recognized education framework. It emphasizes the provision and coordination of supports and services in the school setting to encourage healthy habits that can enhance learning. It was developed by the **Centre for Behavioural Research and Program Evaluation** and the **Population Health Research Group** at the University of Waterloo, under the guidance of an **Advisory Committee** formed by the JCSH, and with funding support from the **Public Health Agency of Canada**.

The assessment portion of the tool uses the **School Health Action, Planning and Evaluation System (SHAPES)** healthy school environment survey and an adapted version of the **School Smoking Policy Survey**, developed by the **University of British Columbia**. The tool has also adapted many features contained in the **Michigan Healthy Schools Action Tools**.

The primary purpose of the JCSH Healthy Schools Tool is to provide schools with information about the status of the health of their school, and to assist them with their own planning and evaluation efforts. A secondary objective is to gather information on the health of schools at a regional level, to assist education and health program planners and researchers in targeting, planning and evaluating efforts with school aged children, and to facilitate teamwork between schools, school boards and health organizations.

Information and feedback reports generated through the use of the tool is retained by the Population Health Research Group at the University of Waterloo indefinitely on a secure server, accessible only to research staff assigned to this project. The JCSH, other schools, school boards and government agencies do not have access to this information. While your school is in no way obligated to share the results of your assessment or how you have used the results of your assessment to help you plan your improvements, you are encouraged to share your school’s feedback report with your school board and government education and health departments.

For more information on this report, or the research project associated with it, please contact:

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Assessment Results

The school's phase on the Healthy School Continuum with respect to *Healthy Eating* is...
Incalculable

Category	Indicators (M = Maintenance, A = Action, I = Initiation, N/A = Not Applicable, INC = Incomplete)		Category Phase (Maintenance, Action, Initiation, Incalculable)
<p style="text-align: center;">HEALTHY PHYSICAL ENVIRONMENT</p> <p>A safe and healthy physical environment improves the conditions for learning. The physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs.</p>	Student access to a pleasant and safe eating environment	INC	Incalculable
	Sufficient time allotted for eating, including enough time for travel, clean-up, and socializing	INC	
	Promotion of healthy food choices available at school cafeteria, snack bar/tuck shop, and vending machine(s)	INC	
<p style="text-align: center;">TEACHING AND LEARNING</p> <p>Quality instruction provides students with a wide range of opportunities to learn, practise, and demonstrate knowledge and skills related to living a healthy life. Programs offered during the instructional day often lay the foundations for other activities done outside instructional time. Quality programs also include opportunities for teachers and school administrators to participate in professional learning opportunities.</p>	Diverse, inclusive approach to implementing healthy eating education through curriculum	INC	Incalculable
	Incorporation of healthy eating into other school subjects	INC	
	Availability of school nutrition programs	INC	
	Accessibility of school nutrition programs	INC	
	Frequency of school nutrition program review	INC	

<p style="text-align: center;">SUPPORTIVE SOCIAL ENVIRONMENT</p> <p>A supportive social environment has a positive impact on students' learning. Many practices within a school foster such an environment. Students, teachers, and parents can benefit from the support provided, which may be formal (e.g., school policies, rules, clubs, or support groups) or informal (e.g., unstructured peer interaction or free play).</p>	Priority given to healthy eating by school	INC	Incalculable
	Implementation of activities/programs that promote the availability of healthy food choices	INC	
	Encouragement for parent/families/guardians to support and reinforce healthy eating and nutrition education	INC	
	Formal collection of suggestions from the school community about healthy eating at school	INC	
	Presence of written policies or practices that support healthy eating	INC	
<p style="text-align: center;">COMMUNITY PARTNERSHIPS AND SERVICES</p> <p>Community partnerships provide access to resources and services available to support staff, students, and families in the development and implementation of healthy schools initiatives. Various organizations can deliver services within the school setting, including public health.</p>	Support available for school staff	INC	Incalculable
	Connection to community resources	I	

Recommendations for Healthy Eating Capacity

The following are specific recommendations linked to indicators from your assessment results.

HEALTHY PHYSICAL ENVIRONMENT

The environment can have a powerful influence on eating behaviour. A pleasant eating area encourages students to pay attention to what they are eating and enjoy the sensory and social aspects of a healthy meal.¹⁴ Providing students with an adequate amount of time and an appropriate place to eat lunch are key factors in the development of healthy eating habits and send the message that your school values mealtime.¹⁵

If the school meets the following recommendations related to *healthy physical environment* for healthy eating, then it is on the right track to providing opportunities for, and promoting healthy eating among, the students:

Indicator: Student access to a pleasant and safe eating environment

Dining areas are attractive, safe and have sufficient space for seating.

Why? A pleasant dining area allows students to pay attention to what they are eating and to enjoy the sensory and social aspects of a healthy meal.¹⁴

Schools can ensure:

- All students have access to a table and chair of appropriate height.¹⁴
- All tables and chairs are cleaned before each meal.

Hand washing before lunch is included in the daily routine for all students.

Why? Having clean hands is the single most important factor in preventing the spread of infectious diseases, including food borne illness.¹⁶

Schools can ensure:

- Hand washing equipment and supplies are in a convenient place so that students can easily wash their hands before eating.
- Appropriate supplies (e.g., liquid soap and paper towel or hand dryer should be provided at all sinks).

Amenities to support healthy eating are available to students.

Why? Easy access to drinking fountains allows adequate water consumption. Microwaves provide older students with the opportunity to consume hot meals from home and encourage variety in foods consumed at school.

Schools can ensure:

- Drinking fountains are available for students to get water at meals and throughout the day.
- Microwaves are available for students to use.

Indicator: Sufficient time allotted for eating, including enough time for travel, clean-up, and socializing

Meal and snack periods are long enough for students to eat and socialize.

Why? Enjoying meals with others is an important component of healthy eating. Providing students with an adequate amount of time to eat lunch is a key factor in the development of healthy eating habits.¹⁵ With insufficient time to eat, many students turn to less nutritious foods that are readily accessible in vending machines, snack bars, and school stores.¹⁷

Schools can:

- Provide students and staff a minimum of 20 minutes to eat lunch. This provides time for the brain to register that the body is satisfied, provides a break in routine, and restores energy and enthusiasm for afternoon classes.
- Ensure that all students have equal opportunities and time to eat.
- Schedule meals and other activities so they complement each other, rather than compete.

Indicator: Promotion of healthy food choices available at school cafeteria, snack bar/tuck shop, and vending machine(s)

Food offered at the school cafeteria, snack bar/tuck shop, or vending machine(s) is nutritious foods (i.e., low in fat, salt, sugar) are available and promoted to students.

Why? Only foods and beverages that contribute to the nutritional well-being of students should be dispensed through elementary school vending machines.¹⁸ For example, in 2007, the Government of Ontario began introducing legislation to ban trans-fats from school vending machines, and extend vending machine content restrictions to secondary schools. Schools in British Columbia already have a ban on junk food, and by 2010 will have a ban on trans-fats.

Schools can:

- Promote healthy food through a variety of venues, from selling healthy food via fundraising to a healthy eating cafeteria program (e.g., The Eat Smart! School Cafeteria Program or other independent program) and a healthy vending program.

Advertising healthy foods can help promote healthy eating by encouraging selection of healthy food options.

Why? Research shows that food advertising works.¹⁹

Schools can ensure that:

- Signs, labels, and posters are visible wherever healthy food choices can be accessed.

Nutritious foods are priced affordably.

Why? Students often choose to buy and eat lower priced foods. Lower prices have been shown to increase student consumption of foods such as fruit and vegetables.²⁰

Schools can:

- Lower the price of healthier food and drink options (e.g., sandwiches and salads) so they cost the same or less than high fat or high sugar options which may increase the likelihood of students selecting the healthier option.

TEACHING AND LEARNING

The health education curriculum helps students develop the knowledge, skills, and attitudes needed in order to adopt and maintain lifelong healthy eating patterns. Children who suffer from poor nutrition score much lower on tests of vocabulary, reading comprehension, arithmetic, and general knowledge.²¹ This academic impairment can be corrected through improved nutrition.²²

School nutrition programs offered at breakfast, lunch and snack times, any of which can involve a school milk program, can ensure that all students have access to healthy, affordable foods during the school day. School nutrition programs can provide needed nutrients to food insecure children and serve as a vehicle for nutrition education and modelling of healthier food choices. Evaluations of such programs indicate their ability to improve student eating behaviour¹⁶ which serves to combat overweight and prevent early onset of nutrition-related chronic diseases.

If the school meets the following recommendations related to instruction and programs for healthy eating, then it is on the right track to providing opportunities for, and promoting healthy eating among, the students:

Indicator: Diverse, inclusive approach to implementing healthy eating education through curriculum

Teachers use *Canada's Food Guide* materials to support the healthy eating curriculum.

Why? Canada's Food Guide can help students gain an understanding of food choices, serving sizes, and how to balance their consumption of different types of foods.

Schools can:

- Use Eating Well with Canada's Food Guide materials to support lesson plans related to healthy eating.

Teachers act as role models for what is taught in the healthy eating education curriculum.

Why? Teachers have been found to have a potentially greater influence on a child's health than any other group outside of the home, especially elementary school teachers.²³ Children and adolescents who see teachers eating healthy foods are more likely to eat well themselves.²⁴

Students are provided with multiple opportunities to take part in health promotion/nutrition activities outside of regular classroom activities.

Why? Research shows that children who plant and harvest their own fruits and vegetables are more likely to eat them.²⁵

Schools can:

- Take a field trip to a local farm or the grocery store. This provides experiential learning opportunities, which help link learning to the classroom.
- Incorporate gardens into learning as a way to reinforce nutrition education.

Indicator: Incorporation of healthy eating into other school subjects

Nutrition education is infused into a variety of different subjects and school activities.

Why? Increasing the amount of curricular nutrition instruction students receive increases the likelihood that students will eat more healthily.²⁵ A minimum of 50 hours of nutrition education per elementary school year has been identified in the U.S. as critical in order to impact behaviour.²⁵

Schools can:

- Weave instruction into a variety of activities can help achieve curricular instruction targets.
- Maximize classroom time by applying skills learned in other classes (e.g., math or language arts) to nutrition education. ^{16, 25}

Indicator: Availability of school nutrition programs

School nutrition programs consisting of breakfast, lunch, snack, and milk programs are available to all students.

Why? Well-designed school nutrition programs provide nutritious breakfasts, snacks and lunches based on *Canada's Food Guide* and provide a vehicle for delivering nutrition education and consistent healthy eating messages to children and youth.² Participants are more likely to consume vegetables, milk and milk products, and meat and other protein-rich foods, both at lunch and over 24 hours. School nutrition programs have demonstrated improvements in school performance, attendance rates and tardiness among participants.²⁶

Schools can:

- Refer to your provincial/territorial government's website to learn about local community nutrition programs.

Indicator: Accessibility of school nutrition programs

School nutrition programs are available to all students regardless of ability to pay. In order to ensure that healthy food and beverage choices are accessible to all students, schools can work towards offering programs at minimal or no cost and ensuring programs are available to students in a non-stigmatizing manner.

Schools can:

- Refer to your provincial/territorial government's website to learn about funding support opportunities available for community nutrition programs.
- Use the following key resources:
- Breakfast for Learning (<http://www.breakfastforlearning.ca/>)
- Dairy Farmers of Canada School Milk Program (www.dairygoodness.ca/en/consumers/food/dairy-products/milk/esmp.htm)

Indicator: Frequency of school nutrition program review

School nutrition programs are reviewed annually to ensure that healthy food choices are offered, at reasonable prices. Changes are made to the program as appropriate to increase its effectiveness.

SUPPORTIVE SOCIAL ENVIRONMENT

A supportive social environment refers to the characteristics of a school's social environment that predispose, reinforce and enable enjoyable, lifelong healthy eating.

If the school meets the following recommendations related to a *supportive social environment* for healthy eating, then it is on the right track to providing opportunities for, and promoting healthy eating among, the students:

Indicator: Priority given to healthy eating by school

Healthy eating is a very high priority at your school.

Why? Schools are an ideal setting to establish and promote healthy eating amongst children and adolescents since a large number of students eat at least one of their meals at school every day.¹ Well-nourished students are more likely to be better prepared to learn.^{25, 27}

Indicator: Implementation of activities/programs that promote the availability of healthy food choices

Healthy food choices are offered at all venues and programs that provide food on school premises.

Why? When nutritionally inadequate foods (i.e., high in fat, sugar, salt, and ultimately, calories) are available and promoted to children at school every day, it is difficult for students to eat these foods in moderation.³ Allowing sales of foods with little nutritious value to compete with healthy options sends mixed messages to students.

Schools can:

- Ensure that school nutrition programs (e.g., breakfast, lunch, snack) and all sales venues (e.g., cafeteria, snack bar or tuck shop, special food days, and vending machines) provide healthy options based on Eating Well with Canada's Food Guide.
- Take efforts to ban or reduce 'junk food' sold or provided.

Forming a School Nutrition Action Committee (SNAC) is a powerful way to make change happen.

Why? A formal, ongoing commitment to healthy eating provides the basis for a successful shift in behaviour.

Schools can:

- Form a School Nutrition Action Committee (SNAC). This can be done in many ways. The definition of what constitutes a committee may differ from school to school.
- Designate one or more champion(s) for healthy eating in the school.

Indicator: Encouragement for parent/families/guardians to support and reinforce healthy eating and nutrition education

Parents are provided with multiple nutrition-related education resources to encourage their involvement in healthy eating activities, including Canada's Food Guide.

Why? The attitudes and behaviours of parents and caregivers directly influence children and adolescents' choices of foods. Students are more likely to adopt healthy eating behaviours if they receive consistent messaging through multiple channels (home, school, community, and the media).¹⁶

Schools can:

- Provide consistent messaging about healthy eating in the classroom, in the school, and the materials sent home to parents through:
 - A Healthy Lunch and Snack Campaign
 - Curriculum related activities
 - Fieldtrips.

Indicator: Formal collection of suggestions from the school community about healthy eating at school

The school formally collects suggestions from teachers, parents, students, and community members. This supports and encourages the school community's involvement in the planning and decision making related to school healthy eating activities and food offered at school.

Schools can formally collect suggestions about healthy eating at school from:

- Parents/guardians/families, perhaps at a scheduled meeting (e.g., teacher parent meetings, parent council)
- Students, perhaps during instructional or non-instructional time at school
- School staff, perhaps during scheduled meetings.

Indicator: Presence of written policies or practices that support healthy eating

Written policies or established practices exist to support healthy eating.

Why? Policies that address environmental influences such as nutrition education, vending machine choices, drinking water access, and food sales can impact healthy eating.²⁷ The development and dissemination of written policies is fundamental to providing the framework for ensuring that students receive consistent healthy eating messages in the school environment.^{16, 29}

Schools can:

- Develop a written healthy eating policy that extends to:
 - Cafeterias
 - School stores/tuck shops and canteen/snack bars
 - Vending machines
 - Fundraising activities
 - Special school/classroom events and field trips
 - Beverages allowed in classrooms during instructional time
 - Use of food as a reward
 - Food advertising at school.

COMMUNITY PARTNERSHIPS AND SERVICES

Community partnerships provide access to resources and services available to support staff, students, and families in the development and implementation of healthy schools initiatives. Various organizations, including public health, can deliver services within the school setting.

If the school meets the following recommendations related to *community partnerships* for healthy eating, then it is on the right track to providing opportunities for, and promoting healthy eating among, the students:

Indicator: Support available for school staff

School staff have clear guidelines to refer students with suspected eating disorders to the appropriate health professional or community agency.

School staff are provided with multiple opportunities for ongoing professional development and training related to healthy eating and student nutrition.

Schools can support activities that provide:

- Information and resources on current research and guidelines for healthy eating
- Information on how to promote healthy eating through various media
- Safe food handling certification for staff involved in school food services
- Specific instruction by outside experts in nutrition on how to promote healthy eating.

Indicator: Connection to community resources

Partnerships and working relationships are established with multiple community organizations or professionals involved with children and adolescent health.

Why? Working together can maximize use of existing resources.

Schools can establish partnerships/working relationships with:

- Regional health authority/Local public health unit
- Community and/or health organizations.

Resources

Shaping Safer School: A bullying prevention action

Bullying is not only about student behaviour. Bullying is a serious matter with wideranging ramifications not just for schools, but for our entire society. The Safe Schools Action Team prepared specific, evidence-based recommendations to develop a comprehensive, province-wide bullying prevention plan. <http://www.edu.gov.on.ca/eng/healthsafeschools/actionTeam/shaping.pdf>

Leave the Pack Behind

Leave The Pack Behind (LTPB) is a comprehensive, age-tailored, tobacco control initiative for young adults on post-secondary campuses. LTPB seamlessly integrates cessation, protection, prevention and industry denormalization activities to promote smoking cessation among occasional and regular smokers; protect non-smokers from second-hand smoke ; and expose tobacco industry tactics that keep people hooked on its deadly products. <http://www.leavethepackbehind.org/main.cfm?playMusic=0>

Ontario Agri-Food Education

Scouts Canada

<http://www.scouts.ca/dnn/>

Girl Guides of Canada

<http://www.girlguides.ca/>

Parks and Recreation Ontario

<http://www.prontario.org/>

Ontario Federation of Home & School Associations

<http://www.ofhsa.on.ca/>

Ophea

Ophea's high quality programs and services can help your school community address a variety of health related topics and all of the components of a Healthy School identified in the Government of Ontario's Foundations for a Healthy School framework. <http://www.ophea.net/index.cfm>

Ontario Elementary School Milk Program

Dairy Farmers of Canada (Ontario) have been helping schools set up lunchtime Milk Programs since 1986. Why? Because it is the best way we know to ensure that Ontario students can enjoy the benefits of cold, fresh Milk at lunchtime every day.
<http://www.dairygoodness.ca/en/consumers/food/dairy-products/milk/esmp.htm>

Not Gonna Kill You

notgonnakillyou.ca is all about getting active, eating right, and getting and staying healthy.
http://www.notgoingtokillyou.ca/en_CA/

Food Share School

FoodShare works with Toronto Public Health and other community agencies to sponsor the Toronto Partners for Student Nutrition, which supports over 300 student nutrition programs in Toronto, as well as helping new programs to start up.
<http://www.foodshare.net/school01.htm>

Power 4 Bones

Power4Bones is a FREE, award-winning program that teaches grade 5 children about bone health using an incredible variety of coordinated teaching methods, including Web-based challenges, educational comics, coded secret messages, classroom announcements, a public service announcement activity, classroom trivia game and much more.
http://www.power4bones.com/grownups_main_iframeset.html

Funchboxes

A proactive approach to kid's nutrition. Funchboxes are high in fruits, vegetables and fibre and are designed by health-care professionals.
<http://www.funchboxes.com/index.htm>

Nutrition Tools for Schools

Nutrition Tools for Schools aims to help school communities work through a step-by-step process of creating a healthy school nutrition environment. Practical tools and resources are included to help the school carry out many different activities that support healthy eating in classrooms, schools and within the community external to the school. This whole school approach fits within the comprehensive school health model that many public health units are using to guide their work with schools.
<http://www.myhamilton.ca/myhamilton/CityandGovernment/HealthandSocialServices/PublicHealth/Nutrition/NutritionToolsForSchools.htm>

Recess Revival

Recess Revival is an implementation guide for the promotion of physical activity and cooperative play for elementary-aged children.

Healthy Active Schools: Making it Happen in Your School

Making Health Happen in Your School is a step by step guide to assist and improve the health of your school.
<http://pcchu.peterborough.on.ca/images/HASPMakingHealthHappen.pdf>

Eat Well, Play Well - Dietitians of Canada

This area is intended to support teachers, health intermediaries and parents in their efforts to provide an environment that fosters healthy eating and active living in school age children and youth.
<http://www.dietitians.ca/child/index.asp>

SummerActive

SummerActive 2008 runs from May 8th to June 20th. During this time, community leaders organise and promote events and programs that encourage Canadians to adopt healthier lifestyles.
<http://www.summeractive.ca/en/default.aspx>

Playground Activity Leaders in Schools - PALS

Playground Activity Leaders in Schools (P.A.L.S.) is a playground leadership program adapted from Peel Health that encourages all children to participate in playground activities at recess regardless of their gender, size, or ability.
<http://www.peelregion.ca/scripts/school/health101.pl?action=article&id=488>

Living Schools

Living School is an initiative that brings together the entire school community- students, parents, teachers, administrators, boards of education, public health, sport and recreation organizations, community coalitions, local businesses, and municipal governments – to support and enhance active healthy living for all children and youth.
<http://www.livingschool.ca/>

Active and Safe Routes to School

Green Communities Active & Safe Routes to School is a comprehensive community-based initiative that taps into the increasingly urgent demand for safe, walkable neighbourhoods. Active & Safe Routes to School promotes the use of active and efficient transportation for the daily trip to school, addressing health and traffic safety issues while taking action on air pollution and climate change. Our Active & Safe Routes to School web site provides resources, tools, information and links for schools and communities to create their own unique Active & Safe Routes to School program. All of our resources for teachers are linked to the Ontario Curriculum using the Curriculum Unit planner.
<http://www.saferoutestoschool.ca/>

Just Say MOE Smoking Prevention Program

This is the Program that Schools are raving about. Designed for grades 4 to 6. A youth smoking prevention program that's fun, entertaining, and hits home about smoking.
<http://justsaymoe.net/>

Choices4Health - Healthy Eating in Halton Schools

A Guide to Creating a Healthy School Nutrition Environment is a guide that can assist members of the school community to develop a school environment that supports healthy eating and active living.
<http://choices4health.org/pages/Projects/Healthy+E+School++Nutritating+In+Halton+Schools/+Guide+to+Creating+a+Healthy+School++Nutrition+Environment.ht>

Mission Nutrition

Fun, interactive learning activities to use in the classroom and at home to get children excited about healthy living! Make healthy eating, physical activity and positive self-esteem come alive for children in Kindergarten to Grade 8.
<http://www.missionnutrition.ca/missionnutrition/index.html>

Tobacco Tool Kit - Tobacco Free Schools

This resource was created to help school staff and administrators map out their comprehensive action plan. It outlines what a comprehensive model should include, and provides practical advice, suggestions and ideas of how you can successfully move toward a Tobacco-Free School.
<http://www.tobaccofoolkit.ca>

Exercise in Disguise

... are safe, easy and fun resources for teachers and students as they work toward the goal of daily vigorous activity. ... together with formal physical education lessons that focus on skill development in the areas of fundamental movement and active participation, can contribute to the daily exercise required for a healthy, active lifestyle.
<http://www.wedsb.ca/cr/pdf/Ex-in-Disguise-flyer.pdf>

Eat Smart! School Cafeteria Program

The Eat Smart! School Cafeteria Program is designed to encourage healthy food choices and high standards in food safety in schools across the province.
<http://eatsmart.web.ca/en/become/school>

Healthy Fundraising Ideas - Menu of Choices

In these days of tight school budgets, most schools are fundraising. Some common types of fund raisers, such as selling chocolate bars or cookie dough, go against the healthy eating lessons taught in the classroom and do not support efforts being made by families and community members to eat well. There may be a misconception that healthy products will not sell or fundraising activities that do not involve food are too hard to organize; however, more schools are finding that healthy fund raisers are making healthy profits for their school.
http://www.menuofchoices.ca/healthy_environments-healthy_fund.cfm

Eat Right, Be Active

We all want the best for our children. We want them to grow up healthy and feeling great. This booklet can help. It is full of everyday ideas that you as a busy parent or caregiver can put into action so your six-to-eight-year-old will eat right and be active. You are an important role model for your child. At home, at school and in the community, all the efforts you make will add up to a healthier child.
<http://www.eatrightontario.ca/pdf/Eat%20Right%20Be%20Active%20Eng%206-8.pdf>

Community Use of Schools

The government provides funding to school boards so they can make school space more affordable for use after hours.
<http://www.edu.gov.on.ca/eng/general/elemsec/community/>

Active Schools

Active Schools is a fun, free program for Kindergarten to Grade 8, designed to motivate and recognize school communities -teachers, parents, students, and community leaders- for getting up, moving and making the commitment to leading active, healthy lives.
<http://www.ophea.net/ActiveSchools.cfm>

Raise the Bar

Raise the Bar is an exciting new program designed to improve the quality of intramural/houseleague programs in elementary and secondary schools across Ontario. Supported by the Ministry of Health Promotion, Raise the Bar will provide schools with resources and assistance in the development of these programs.
<http://www.raisethebarintramurals.com/>

Lungs are for Life

Lungs Are For Life is The Lung Association's free school program for smoking prevention. It has been developed especially for Ontario teachers and students from Kindergarten through Grade 12.
<http://www.lungsareforlife.ca/>

Play Sport

A website with all kinds of great activities designed to teach kids games by playing games! PlaySport allows you to search for activities based on the equipment you have, the skills you want to teach, the complexity of the game or the space you have available.
<http://www.playsport.net/>

Girls at Play

The girls@play program was created by CAAWS in 2000 in order to offer a meeting place for active girls. In the beginning the program consisted of a grant program, informative and interactive website and an annual achievement award for youth.
<http://www.caaws.ca/girlsatplay/>

Canada's Food Guide to Healthy Eating - Educators and Communicators

Eating Well with Canada's Food Guide - A Resource for Educators and Communicators provides background information, tips and tools to complement each recommendation in Canada's Food Guide.
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index-eng.php>

Canada's Activity Guides for Children and Youth - Teacher's Guide

This Teacher's Guide has been developed to help children up to the age of 9 understand the importance of physical activity and how it affects their bodies.
http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/kids_teachguide_e.pdf

Participaction

ParticipACTION's mission is to provide leadership in collaboration and communications to foster the "movement" that inspires and supports Canadians to move more.
<http://www.participaction.com/index.htm>

Communities and Schools Promoting Health

This site contains vast links-based libraries on school-based health promotion with connections to the worldwide Comprehensive School Health/Health Promoting Schools movement. Extensive background information, explanation of the essential elements of comprehensive school health (CSH) approach are provided as well as tools such as lesson plans, webquests, sample policies, evaluation tools and practical advice.
<http://www.safehealthyschools.org/>

5 to 10 a day campaign

The goal is to reduce the risk of cancer and cardio-vascular disease, by encouraging Canadians to consume at least five servings of vegetables and fruit a day as part of a healthy diet (as described in Canada's Food Guide to Healthy Eating), and as part of a healthy lifestyle. The aim of the campaign is not only to create awareness, but also to change people's eating habits, within a healthy, active lifestyle.
http://www.5to10aday.com/en_myfy_teens_servings.asp

Teach Nutrition - Dairy Farmers of Canada

Our teacher and student tested programs designed by health and educational experts will guide your whole school towards better health. Our programs and associated teacher workshops Encourage healthful eating habits and improve student achievement. Meet your Ontario curriculum expectations. Provide dynamic, cross-curricular and pedagogically sound tools for teachers. Reinforce your school's commitment to health. Are FREE!
<http://www.teachnutrition.org/>

Breakfast for Learning

BREAKFAST FOR LEARNING, Canadian Living Foundation is the only national non-profit organization which is solely dedicated to supporting child nutrition programs in Canada
<http://breakfastforlearning.ca/english/index.html>

Active Healthy Kids

Active Healthy Kids Canada was established as a charitable organization in 1994 to advocate the importance of quality, accessible, and enjoyable physical activity participation experiences for children and youth. As a national leader in this area, Active Healthy Kids Canada provides expertise and direction to decision makers at all levels, from policy-makers to parents, in order to increase the attention given to, investment in, and effective implementation of physical activity opportunities for all Canadian children and youth.
<http://www.activehealthykids.ca/>

Active & Safe Routes to School

Green Communities Active & Safe Routes to School is a comprehensive community-based initiative that taps into the increasingly urgent demand for safe, walkable neighbourhoods. Active & Safe Routes to School promotes the use of active and efficient transportation for the daily trip to school, addressing health and traffic safety issues while taking action on air pollution and climate change.
<http://www.saferoutestoschool.ca/>

Daily Physical Activity Guide (Gr. 1 - 3)

This resource guide is intended to assist teachers of students in Grades 1 to 3 in implementing the policy on daily physical activity. This policy requires that all students in Grades 1 to 8, including students with special needs, be provided with opportunities to participate in a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time.
<http://www.edu.gov.on.ca/eng/teachers/dpa1-3.pdf>

Daily Physical Activity Guide (Gr. 4 - 6)

This resource guide is intended to assist teachers of students in Grades 1 to 3 in implementing the policy on daily physical activity. This policy requires that all students in Grades 1 to 8, including students with special needs, be provided with opportunities to participate in a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time.
<http://www.edu.gov.on.ca/eng/teachers/dpa4-6.pdf>

Daily Physical Activity Guide (Gr. 7 - 8)

This resource guide is intended to assist teachers of students in Grades 1 to 3 in implementing the policy on daily physical activity. This policy requires that all students in Grades 1 to 8, including students with special needs, be provided with opportunities to participate in a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time.
<http://www.edu.gov.on.ca/eng/teachers/dpa7-8.pdf>

Daily Physical Activity Guide for School Boards

This resource guide is intended to assist school boards in implementing the policy on daily physical activity. This policy requires that all students in Grades 1 to 8, including students with special needs, be provided with opportunities to participate in a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time.
http://www.edu.gov.on.ca/eng/teachers/dpa_boards.pdf

Heart and Stroke Foundation

The Heart and Stroke Foundation, a volunteer-based health charity, leads in eliminating heart disease and stroke and reducing their impact through the advancement of research and its application, the promotion of healthy living and advocacy.
<http://ww2.heartandstroke.ca/splash/>

Canadian Cancer Society

The Canadian Cancer Society is a national community-based organization of volunteers whose mission is the eradication of cancer and the enhancement of the quality of life of people living with cancer. At least half of all cancers can be prevented through healthy living and policies that protect the health of Canadians.
http://www.cancer.ca/?sc_lang=en

Canadian Diabetes Association

Established over 50 years ago, the Canadian Diabetes Association is a charitable organization that has grown to include a presence in more than 150 communities across the country. The Canadian Diabetes Association promotes the health of Canadians through diabetes research, education, service and advocacy.
<http://www.diabetes.ca/>

YMCA Canada

As a charity that's over 150 years old, the YMCA continues to serve people of all ages, backgrounds and abilities and through all stages of life. We've always been dedicated to helping people attain good health through a healthy lifestyle and encouraging them to get involved in making their community a better place for everyone.
<http://www.ymca.ca/>

Boys & Girls Club of Canada

Boys and Girls Clubs of Canada is a leading provider of quality programs to children and youth that support the healthy physical, educational and social development of more than 200,000 young people and their families each year.
<http://www.bgccan.com/index.asp>

Take Action in Secondary Schools: An Educator's Guide to Substance Use Prevention, OPHEA

Ophea's Take Action initiative provides a foundation of support for students to make healthy lifestyle choices and develop problem-solving and decision-making skills throughout their education.
<http://www.opheaprograms.net/tasecondary/>

Tobacco Free Schools, North Carolina Department of Health and Human Services

The purpose of this site is to provide information, resources and assistance to school districts that are 100% tobacco-free or are considering adopting the policy, as well as to people in communities across North Carolina who want to advocate for a 100% tobacco-free policy in their local school district. Here, you will find all the tools you need to create, adopt, implement, communicate and enforce a 100% tobacco-free policy in your area.
<http://www.nctobaccofreeschools.com/index.shtm>

Fit, Healthy, and Ready to Learn: A School Health Policy Guide-Sample Policies to Discourage Tobacco Use, National Association of State Boards of Education

In partnership with CDC-DASH and many collaborators, NASBE has developed research-based, best practice model policy language on various school health topics that states, districts, and schools can adopt or adapt for themselves. The points they address were suggested by the CDC's scientifically rigorous school health guidelines, state and local policies, and comments from expert reviewers.
<http://www.nasbe.org/index.php/component/content/article/78-model-policies/119-policies-to-prevent-tobacco-use>

Creating an Effective Smoke-Free Policy for Your School, Improving the Odds: Educator's Resource. Health Canada

Consistency and reinforcement are two of the key concepts in Comprehensive School Health. The more times and ways your students are discouraged from using tobacco, the more successful you will be in influencing their attitudes and actions towards a smoke-free lifestyle. A well-designed policy on smoking supports this objective by delivering the anti-tobacco message beyond the classroom and throughout the school community.

http://www.hc-sc.gc.ca/hl-vs/pubs/tobac-tabac/io-mi/io-mi16_e.html

School Health Index: A Self Assessment and Planning Guide, Centers for Disease Control and Prevention

Promoting healthy and safe behaviors among students is an important part of the fundamental mission of schools, which is to provide young people with the knowledge and skills they need to become healthy and productive adults. Improving student health and safety can increase students' capacity to learn; reduce absenteeism; and improve physical fitness and mental alertness. The School Health Index (SHI) is a self-assessment and planning guide that will enable you to: identify the strengths and weaknesses of your school's policies and programs for promoting health and safety; develop an action plan for improving student health and safety; and involve teachers, parents, students, and the community in improving school policies, programs, and services.

<http://apps.nccd.cdc.gov/SHI/pdf/MiddleHigh.pdf>

Guidelines for Developing a School Drug Policy, School Drug Education Program

This resource is designed to assist each school community to develop and implement a school drug policy that is consistent with the Western Australian Strategy Against Drug Abuse Policy Framework; allows schools to meet local needs; and addresses prevention, identification and intervention in relation to the use of alcohol, tobacco and other drugs.

<http://www.sdera.wa.edu.au/docs/DevelopingADrugPolicy.pdf>

Quit 4 Life

The new Quit4Life (Q4L) web site can help you to quit smoking... for life. Q4L is organized around 4 central steps: Get Psyched, Get Smart, Get Support, Get On With It. The site has been re-designed as an interactive and personalized 4 week web program.

http://www.quit4life.com/index_e.asp

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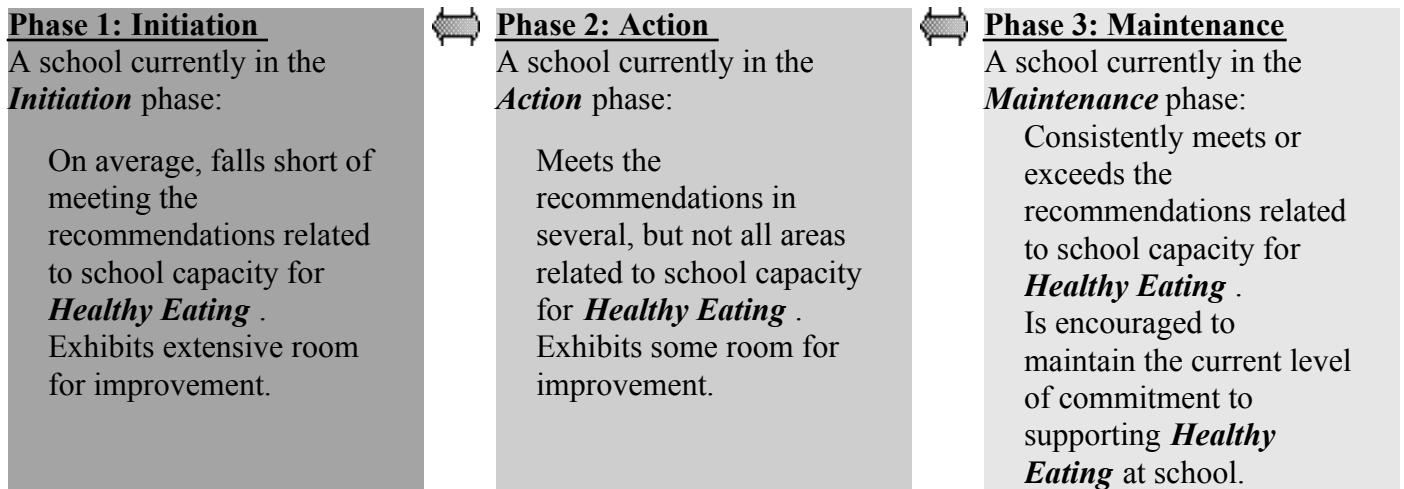
Appendix 1: School Assessment Scheme

The *Healthy School Continuum* (Figure 1) represents the stages any given school may occupy during the course of becoming a healthier school. In this report the continuum has been applied to the areas of **Healthy Eating**. The continuum reflects the dynamic nature of schools as microenvironments and is intended to emphasize the importance of ongoing reassessment and programming to meet the school community's changing needs. The Healthy School Continuum and the associated assessment scheme were developed based on current research literature, recommendations, and key informant opinion.

Using your school's responses to the Healthy Schools Tool, we have calculated summary results that place your school in a *phase* (**Maintenance**, **Action**, or **Initiation**) along the *Healthy School Continuum*. Within each section, we determined the *phase* by averaging all the *assessment category values* within the respective section. If one or more category cannot be scored (i.e., is **Incalculable**), the school's phase is also **Incalculable**.

Schools can use the recommendations from this Feedback Report to assist their own local planning and evaluation efforts to progress along the Healthy School Continuum.

Figure 1. Healthy School Continuum - Healthy Eating



How responses to the Healthy Schools Tool determine a school's position on the *Healthy School Continuum*

The Joint Consortium for School Health – Healthy Schools Tool assesses the capacity of a school to support **Healthy Eating**. The school's responses to assessment questions are used in each school's tailored feedback report, and they determine the school's position on the *Healthy School Continuum*. Each module (healthy eating, physical activity, and tobacco use) contains four *assessment categories* originally included in the SHAPES environmental survey modules. For more information, see Background Information Alignment With the Comprehensive School Health Framework. Each assessment category contains *indicators*, which are factors suggestive of the health of the school environment. Indicators are assessed based on a school's responses to relevant *questions* from the Joint Consortium for School Health – Healthy Schools Tool (Figure 2). Indicator values are then averaged to determine assessment category values (Figure 2); and similarly, assessment category values are averaged to determine the school's position on the *Healthy School Continuum*.

Figure 2. Relationship of JCSH Healthy Schools Tool questions to indicators, assessment categories, and phase on the *Healthy School Continuum*

Category	Indicators (Values: M =Maintenance, A = Action, I = Initiation, N/A = Not Applicable, INC = Incomplete)		Category Phase (Maintenance, Action, Initiation)
<p>HEALTHY PHYSICAL ENVIRONMENT A safe and healthy physical environment improves the conditions for learning. The physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs.</p>	Student access to a variety of facilities on and off school grounds during school hours	M	<p>Action</p>
	Availability of physical activities during inclement weather	A	
	Student access to facilities and equipment outside of school hours	A	
	Support for active transportation to and from school	I	

Indicators...

...use **Joint Consortium for School Health - Healthy Schools Tool questions**

For example, the indicator: “*Student access to a variety of facilities...*” relates to the Joint Consortium for School Health - Healthy Schools Tool questions:
P1. “Do the majority of students at your school have regular access to any of the following during school hours?”
and
P2. “Do students have access to the following for PA during non-instructional times throughout the school day (i.e., during recess or lunch)?”

... to generate an **indicator value**

Indicators receive a numeric value which corresponds to a phase on the *Healthy School Continuum*:

- **Maintenance** = 3
- **Action** = 2
- **Initiation** = 1

Assessment Categories...

...receive a numeric value that is calculated by averaging the associated indicators, and corresponds to a phase on the *Healthy School Continuum* as follows:

- 2.80 - 3.00 = **Maintenance**
- 2.00 - 2.79 = **Action**
- 1.00 - 1.99 = **Initiation**

More Information about Indicators

If a certain indicator is not relevant to the situation at a school (i.e., valid skip in assessment), the value for that particular *indicator* will appear as **Not Applicable**. If the responses provided on the JCSH Healthy Schools Tool offer insufficient information to accurately assess a particular *indicator* (i.e., no response to question), the value for that indicator will be **Incomplete**.

Assessment Categories

Each module address four components or categories (which are comparable to the JCSH definition of Comprehensive School Health):

- **Healthy Physical Environment** - A safe and healthy physical environment improves the conditions for learning. The physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs.
- **Teaching and Learning** - Quality instruction provides students with a wide range of opportunities to learn, practise, and demonstrate knowledge and skills related to living a healthy life. Programs offered during the instructional day often lay the foundations for other activities done outside instructional time. Quality programs also include opportunities for teachers and school administrators to participate in professional learning opportunities.
- **Supportive Social Environment** - A supportive social environment has a positive impact on students' learning. Many practices within a school foster such an environment. Students, teachers, and parents can benefit from the support provided, which may be formal (e.g., school policies, rules, clubs, or support groups) or informal (e.g., unstructured peer interaction or free play).
- **Community Partnerships and Services** - Community partnerships provide access to resources and services available to support staff, students, and families in the development and implementation of healthy schools initiatives. Various organizations can deliver services within the school setting, including public health.

More Information on Assessment Scoring

The 3-point scale (Figure 2) ensures that in this particular assessment, a school will only be assigned to the **Maintenance** phase if at least 80% of the indicator values are **Maintenance**, and 100% of the indicator values meet the minimum criterion for the **Action** phase. This means that if any indicator value is **Initiation**, the assessment category cannot be assigned to the **Maintenance** phase.

Indicators that are **Not Applicable** will not be included in the corresponding assessment category calculation. If 30% or more of the indicators within an assessment category are **Not Applicable**, an assessment category will receive a score of **Incalculable**. Likewise, **Incomplete** indicators will also be excluded from the corresponding assessment category calculation. If 30% or more of the indicators within that assessment category are **Incomplete**, an assessment category will receive a value of **Incalculable**.