



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

Physical Activity 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 *Physical Activity* 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 variety of facilities on and off school grounds during school hours	INC	Incalculable
	Availability of physical activities during inclement weather	INC	
	Student access to facilities and equipment outside of school hours	INC	
	Support for active transportation to and from school	INC	
	Availability of amenities to accommodate physical activities	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>	Curricular Physical Education		Incalculable
	Implementation of daily physical activity	INC	
	Time spent per week engaged in physical activity during physical education classes	INC	
	Availability and use of intramural programs/club activities	INC	
	Extracurricular Physical Activity		
	Consistency of intramural programs/club activity programming across grade divisions and seasons	INC	
	Availability and use of interschool programs	INC	
	Consistency of interschool programming across seasons	INC	
Consistency of female, male and co-ed interschool programming across seasons	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>	Emphasis placed on maximizing participation in physical activity through school curriculum, intramural programs/club activities, and interschool programs	INC	Incalculable
	Incorporation of physical activity into other school subjects	INC	
	Special recognition of students who participate in school physical activities	INC	
	Formal collection of suggestions from the school community about physical activity at school	INC	
	Promotion of physical activity programs and events for students, families and school staff (at or outside of school)	INC	
	Use of physical activity as a reward, not as discipline	INC	
	Presence of written policies or practices that support physical activity	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 involved with physical activity	INC	Incalculable
	Connection to community resources	I	

Recommendations for Physical Activity Capacity

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

HEALTHY PHYSICAL ENVIRONMENT

Access to convenient sport and exercise facilities and equipment is related to participation in physical activity, while a lack of facilities is recognized as a barrier to participation in sports and physical activity among young people.^{4,5} Adequate facilities, equipment, and supplies are essential to the success of school physical activity programs and should meet the needs, interests, and number of students participating.⁶

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

Indicator: Student access to a variety of facilities on and off school grounds during school hours

A variety of at least 10 different facilities for physical activity is available to students either *on* or *off* school grounds during school hours. These may include indoor facilities (such as gymnasiums or other rooms for physical activity), outdoor facilities (such as fields, running tracks, basketball hoops, or tennis courts), or use of community facilities (such as skating rinks or swimming pools).⁴

Indicator: Availability of physical activities during inclement weather

Opportunities for physical activity are always available to students during inclement weather when students are kept indoors during non-instructional time.

Indicator: Student access to facilities and equipment outside of school hours

Both indoor and outdoor school physical activity facilities and equipment are regularly available to all students at various times outside of school hours. This includes time before and after the school day, on weekends, and during school holidays.

Indicator: Support for active transportation to and from school

Active transportation to and from school is promoted where possible.

Why? Canada's Physical Activity Guides for Children and Youth recommend that children and youth accumulate 90 minutes of moderate to vigorous physical activity per day (the equivalent of 16,500 steps).⁷

Actively commuting to school can help to achieve this goal.

Schools can encourage active transportation to and from school in the following ways:

- Identify safe routes for walking and cycling to school
- Ensure provision of crossing guards at intersections on safe routes
- Designate a 'car free zone' around the school
- Allow students to bring bikes and small wheel vehicles on school property
- Promote the use of helmets and safety gear
- Organize walking/cycling to school programs/clubs, or occasional walk-to-school days.
- Secure bike racks and an area to lock up small wheel vehicles are all available to students for use at school.

Why? These amenities support and promote active commuting to and from school.

Indicator: Availability of amenities to accommodate physical activities

Secure change rooms, lockers, and showers are all available to students for use at school. This will support and promote active commuting to and from school, as well as participation in physical activity throughout the school day.

Schools can ensure that:

- Change room and shower facilities provide sufficient privacy to meet all students' needs.
- Secure and functional lockers are available to all students for use during physical activity.

TEACHING AND LEARNING

Curricular Physical Education

Curricular physical education plays an essential role in promoting physical activity through schools. While providing an opportunity for students to be active during the school day, curricular physical education also helps students develop the knowledge, attitudes, skills, and confidence needed for lifelong participation in physical activity. ⁴

Extracurricular Physical Activity

Extracurricular physical activity programs (both intramural programs/club activities and interschool programs) extend and compliment physical education, while providing students with additional opportunities to be active and apply learning from their physical education classes. Studies have highlighted the positive association between participation in *extracurricular physical activity* and desirable academic behaviours, including good conduct, academic achievement, and good social skills.

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

Indicator: Implementation of daily physical activity

A number of provinces across Canada are moving towards ensuring all elementary students, including students with special needs, receive a minimum of 20 minutes of sustained moderate to vigorous physical activity each school day during instructional time. Implementing this in addition to regularly scheduled Health and Physical Education classes, can further improve students' access to healthy physical activity.

Why? The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. ⁸

Schools can:

- Incorporate daily physical activities, such as walking, active games, dance, aquatics, sports, and fitness and recreational activities (where facilities permit) into the instructional day in a variety of ways.

Indicator: Time spent per week engaged in physical activity during physical education classes

Schools provide compulsory physical education for a minimum of 30 minutes each day to all students (kindergarten to grade 12).

Why? The Canadian Association for Health, Physical Education, Recreation, and Dance (CAHPERD) developed the Quality Daily Physical Education program, a comprehensive strategy to increase the physical education levels of Canadian youth. CAHPERD recommends 30 minutes of physical activity per day (as listed above) for all students throughout the entire school year. ⁹

Indicator: Availability and student courses involving physical activity beyond the mandatory credit(s) in Health and Physical Education required to graduate

Students are provided the opportunity to enrol in Health and Physical Education courses beyond the mandatory credit(s) required to graduate. Courses appeal to student interests and are scheduled to maximize participation.

Why? Children's activity levels decrease with age. Additionally, females report that they are less active than males. This gender difference is present in both children and adolescents.¹¹

Schools can:

- Offer dance courses through the arts curriculum. These courses may appeal to students who are less apt to pursue conventional Health and Physical Education. In particular, female adolescents are more likely than males to participate in social dancing, exercise classes, dance classes, or aerobics.¹¹
- Adapt the curriculum, wherever possible, to appeal to the students' interests and keep them engaged in physical activity.

Indicator: Availability and use of intramural programs/club activities

Intramural programs and club activities featuring a diverse selection of competitive and non-competitive, structured and unstructured, physical activities are frequently available to all students.

Why? Intramural programs and club activities should meet the needs, interests, and abilities of all students, with an emphasis on participation and enjoyment without pressure.^{10,12}

Schools can ensure the following are included in their extracurricular physical activity

- Both team sports (e.g., basketball, volleyball, soccer) and physical activity clubs (e.g., dance, yoga, walking).

Indicator: Consistency of intramural programs/club activity programming across grade divisions and seasons

Intramural programs and club activities are offered regularly throughout the school year to all divisions.^{10,12}

Indicator: Availability and use of interschool programs

Interschool programs consisting of team or individual competition between schools are available to students.

Why? Although interschool programs typically emphasize competition and winning while serving only a small portion of the student body, these programs remain an important strategy for promoting physical activity among young people.^{4, 12}

Indicator: Consistency of interschool programming across seasons

Interschool programs are offered regularly throughout the school year.

Interschool programs are offered regularly throughout the school year, and are available to both female and male students.

SUPPORTIVE SOCIAL ENVIRONMENT

Supportive social environment for physical activity refers to the degree to which physical activity is emphasized and promoted through the school environment, and how physical activity is embedded within the culture of the school. In order to improve student physical activity levels, schools are encouraged to provide a social environment that supports and promotes enjoyable physical activity and sends a positive message to all students about the importance of physical activity.⁴

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

Indicator: Emphasis placed on maximizing participation in physical activity through school curriculum, intramural programs/club activities, and interschool programs

Emphasis is placed on maximizing student participation in physical activity in each of curricular education, intramural programs/club activities, and interschool programs.

Why? Exposure to various kinds of physical activity helps students develop skills for lifelong participation in physical activity, develop positive attitudes about physical activity, and develop enjoyment of physical activity among students. Studies suggest that knowledge about *how* to be physically active may play a greater role in increasing youth physical activity levels than knowledge about *why* to be active. Furthermore, positive attitudes towards, and enjoyment of, physical activity can also have an important influence on participation in physical activity among young people.^{5, 12}

Indicator: Incorporation of physical activity into other school subjects

Physical activity themes are incorporated into school subjects other than physical education.

Why? Reinforcing the positive benefits and relevance of physical activity through other curricular subjects is an important part of a comprehensive and integrated school-based program to promote physical activity.¹⁰

Examples schools can follow include:¹⁰

- Science students can examine the impacts of physical activity on the body
- Computer classes can develop web pages devoted to physical activity
- Journalism teachers can encourage students to interview and write articles on local student athletes
- English teachers can assign essays on physical activity related issues.

Indicator: Special recognition of students who participate in school physical activities

Special recognition is given to students who participate in school physical activities. Recognition extends beyond those who win and includes participants in intramural programs/club activities, as well as interschool programs, and curricular education. Awards or events recognizing students' efforts and achievements can provide incentives for participation in physical activity.¹⁰

Schools can recognize students who participate in intramural programs, club activities, interschool programs; or who achieve academic success in Health and Physical Education through:

- Certificates
- Rewards
- Celebrations

Indicator: Formal collection of suggestions from the school community about physical activity 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 physical activity at school.

Why? This ensures that all members of the broader school community have a voice in physical activity related issues, and that schools and communities coordinate their efforts to make the best use of resources to promote youth physical activity.⁵

Schools can formally collect suggestions about physical activity 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: Promotion of physical activity programs and events for students, families and school staff (at or outside of school)

Students and their families are provided with information about physical activity programs at school and are invited to attend school events related to physical activity.

Teachers and other school staff can act as powerful role models for health behaviours.

Why? Teachers and school staff are an important influence on students.

Schools can:

- Support staff to take an interest in their own health through school-sponsored health promotion programs; this will also make it easier for them to become positive physical activity role models for students.^{4,5,10,12}

Parents are supported and encouraged to become involved in school physical activities.

Why? Similar to school staff, parents are also powerful role models for young people. Studies have shown that parental support for, and direct involvement in, physical activity is related to active lifestyles among adolescents.¹³

Indicator: Use of physical activity as a reward, not as discipline

Physical activity is often used as a reward at school, ideally, with a focus on promoting the benefits of healthy physical activity, as opposed to using physical activity as a disciplinary measure.

Why? Using physical activity as a punishment risks creating negative associations with physical activity in

the minds of young people. Similarly, withholding physical education class as a disciplinary measure is equally damaging.

Schools can:

- Find creative ways to reward students using physical activity
- Discourage using physical activity (e.g., administering push-ups or laps) as a disciplinary measure.

Indicator: Presence of written policies or practices that support physical activity

Written policies or established practices exist to maximize student participation in physical activity as a priority in curricular education, intramural programs/club activities, and interschool programs.

Why? Written policies help to communicate and ensure the successful provision of a broad range of physical activities that meet the needs, interests, and abilities of all students. The development and dissemination of written policies is fundamental to providing the framework for ensuring students receive consistent messages about healthy physical activity in the school environment.

Schools can develop a written policy indicating the high priority on healthy physical activity as it relates to:

- Competitive and non-competitive sports
- Structured and unstructured activities
- Skill development for lifelong participation in physical activity, offered through curricular education, intramural programs and/or club activities, and interschool programs.

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 (e.g., public health) may be able to plan or deliver services within the school setting.

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

Indicator: Support available for school staff involved with physical activity

School staff involved with physical activity have multiple opportunities for ongoing professional development and training. This may include information and resources on current research and guidelines for physical activity, information on how to promote physical activity through various media, certification for staff involved in school physical activities, ongoing professional development on active living or physical education by a trained staff person, or specific instruction by outside experts in physical activity on how to promote active living.

Indicator: Connection to community resources

Partnerships and working relationships are established with multiple community organizations or professionals involved with physical activity in children and youth. Working together can maximize use of existing resources and help create awareness among parents about opportunities for physical activities for children and adolescents the community.

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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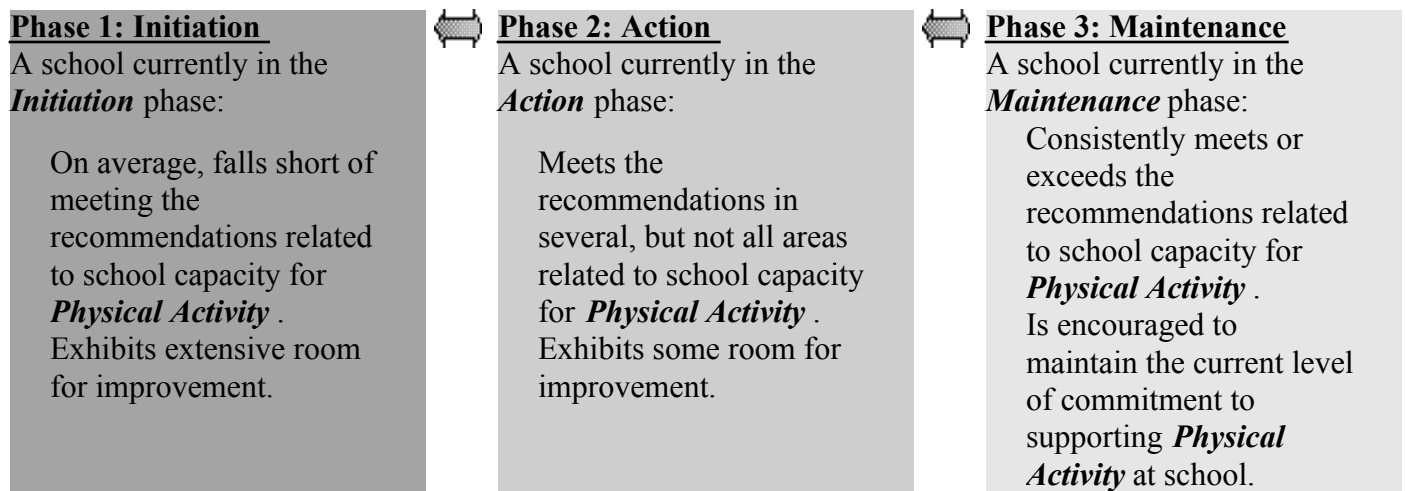
Appendix 1: School Assessment Scheme

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 **Physical Activity**. 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 - Physical Activity



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 **Physical Activity**. 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	Action
	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**.