



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

Tobacco Use 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 *Tobacco Use* 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>	Level of prohibition for each type of tobacco product	I	Incalculable
	Coverage of tobacco use prohibition	INC	
	Adequate signage present on school grounds	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>	Tobacco use prevention education received by students	INC	Incalculable
	Tobacco use prevention education as part of the curriculum	INC	
	Content covered in tobacco use prevention education	INC	
	Tobacco use prevention programs tailored for particular sub groups of students	INC	
	Presence and effective delivery of quit smoking programs	INC	
	Components addressed in quit smoking programs	INC	
	Quit smoking programs tailored for particular sub groups of students	INC	

<p>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>	Presence of written policies or practices that support a tobacco free environment	INC	Incalculable
	Presence of a clear statement describing the intent of the written policy related to tobacco use	INC	
	Collaboration with the school community about written policies, practices and programs related to tobacco use	INC	
	Informing the school community about the written policies and practices related to tobacco use	INC	
	Establishment of appropriate discipline procedures for students who violate the written policies or practices related to tobacco use	INC	
	Consistency of enforcement of written policies and practices related to tobacco use among all groups	INC	
	Level of adherence by students to the written policies and practices related to tobacco use	INC	
	Promotion of anti tobacco programs and activities for students, families and school staff (at or outside of school)	INC	
<p>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/training available for staff	INC	Incalculable
	Access to outside health agency referrals for students and staff who want to quit smoking	INC	
	Collaboration with community health agencies	INC	

Recommendations for Tobacco Use Capacity

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

HEALTHY PHYSICAL ENVIRONMENT

It is important for schools to eliminate smoking on school property and at school functions in support of student and staff health³⁰. A school policy that does not allow smoking by students, staff and visitors on school property has the potential to positively influence students' decision not to start or to discontinue smoking.³¹

If your school meets the following recommendations related to a *Healthy Physical Environment* for a tobacco free school, you are on the right track to providing opportunities for – and promoting – a tobacco free lifestyle among students:

Indicator: Level of prohibition for each type of tobacco product

Your school defines tobacco products as all forms of tobacco including but not limited to: cigarettes, cigars, cigarillos (little cigars), and smokeless tobacco. All forms of tobacco are addictive and pose health risks.

Your school prohibits students from possessing tobacco products.^{34, 35} Prohibiting possession of tobacco products can further reduce their visibility and make it more difficult for students to obtain cigarettes or tobacco products from other students.³⁶

Indicator: Coverage of tobacco use prohibition

Your school's tobacco policy prohibits tobacco use by students, staff and visitors in various locations during school and non-school hours. These locations include; in school buildings, on school grounds/property, within a specified distance of the school grounds, in school buses/vehicles, in private vehicles parked on school grounds and at sponsored events off school grounds.^{31, 34, 37, 38}

Your school does not have a designated smoking area on school property. Although schools face challenges with eliminating smoke pits (e.g., student safety, damage to neighbouring properties), any initiative that makes smoking less visible has a potential to impact on future adolescent smoking.³¹ Evidence also suggests that allowing students to smoke on school property makes it more difficult for students who smoke to quit.³⁹

Indicator: Adequate signage present on school grounds

Your school posts signs clearly identifying your school as a tobacco free environment. Signs are considered an excellent way to communicate tobacco use policies as they can be seen and recognized by students, teachers/staff and visitors.

TEACHING AND LEARNING

A health education curriculum helps students develop the knowledge, skills, and attitudes needed in order to adopt and maintain lifelong healthy behaviours. *Smoke-Free Spaces: Lessons from a Better Practices Review*⁴⁰ recommends a smoke-free policy should be implemented in conjunction with school tobacco education and prevention activities⁴⁰. Research shows that policies are even more effective when they are accompanied by prevention and cessation education.^{31, 40, 44}

If your school meets the following recommendations related to *Teaching and Learning* for a tobacco free school, you are on the right track to providing opportunities for – and promoting – a tobacco free lifestyle among students:

Indicator: Tobacco use prevention education received by students

Your school provides tobacco use prevention education to all grades. Health organizations including the CDC and Health Canada recommend that a planned, sequential k-12 curriculum be mandated.^{30, 41} Particularly important are the years between grades 6 and 9 when students are more likely to be exposed to smoking for the first time.⁴¹

Indicator: Tobacco use prevention education as part of the curriculum

The tobacco prevention education program is integrated as part of a comprehensive school health education. Since tobacco use is one of several interrelated health risk behaviours addressed by schools, it can be effective to integrate it within the broader school health program.⁴¹

Indicator: Content covered in tobacco use prevention education

The tobacco prevention education program offered at your school touches on a variety of topics and addresses multiple psychosocial factors. Concepts addressed should be provided for students at developmentally appropriate ages.⁴¹ Active learning strategies including; role playing, modeling techniques, group activities and games, promote greater learning by students.⁴⁵

Indicator: Tobacco use prevention programs tailored for particular sub groups of students

The tobacco prevention education program is tailored for various groups including different genders and cultures.⁴¹ To increase their effectiveness programs should be representative of the student population at your school.

Indicator: Presence and effective delivery of quit smoking programs

A quit smoking program is offered at school for students who want to quit smoking. Schools must support student efforts to quit using tobacco, especially when tobacco use is prohibited by school policies or practices.⁴¹

The quit smoking program at your school is delivered to students through group sessions or counselling and makes use of peer educators.⁴⁶ Although little evidence exists on the effectiveness of delivery methods for youth, promising methods include group sessions, peer educators during group sessions and individual counselling. Programs offered during class time allow students to participate more easily and without parental involvement.

Indicator: Components addressed in quit smoking programs

The quit smoking program at your school includes a variety of components shown to be effective for adolescents. Some important areas to cover include; self awareness of tobacco use, motivations to quit smoking, symptoms of nicotine dependence, methods of quitting, importance of social support, skills training including coping skills and relaxation techniques, and information and strategies to prevent relapse.^{30, 41, 47}

Indicator: Quit smoking programs tailored for particular sub groups of students

The quit smoking program is tailored for various groups including different genders and cultures.⁴¹ To increase their effectiveness, programs should be representative of the student population at your school.

SUPPORTIVE SOCIAL ENVIRONMENT

Tobacco free schools should be emphasized and promoted through the school environment, and embedded within the culture of the school. A strong policy on tobacco use will deliver the anti-tobacco message beyond the classroom and throughout the school community. A comprehensive approach to school health includes clear and consistent rules about tobacco use. Research has shown that students who attend schools with strong enforcement of their tobacco policies have a decreased risk of being a daily smoker.⁹

If your school meets the following recommendations related to the *Supportive Social Environment* for a tobacco free school, you are on the right track to providing opportunities for – and promoting – a tobacco free lifestyle among students:

Indicator: Presence of written policies or practices that support a tobacco free environment

A written tobacco policy has been developed and implemented based on advanced research and planning principles.⁴⁰ Consider integration of the tobacco policy with other policies at the school level around active living, healthy eating and drug control.⁴⁰ Policies should be updated and evaluated regularly to monitor progress and respond to changes in the environment.⁴⁰

Indicator: Presence of a clear statement describing the intent of the written policy related to tobacco use

Your school's tobacco use policy includes a clear statement describing the need for a comprehensive tobacco control policy.^{41,42} This statement could include health hazards, second hand smoke, risk factors, gateway drug issues, fire and safety problems, or role modeling.⁴¹

Indicator: Collaboration with the school community about written policies, practices and programs related to tobacco use

The development of your school's tobacco policy involves collaboration between various stakeholders; such as, students, teachers, parents/guardians, health professionals, school board/district and members of the community beginning early on and continuing throughout the development process.⁴⁰ Involvement of these groups should occur early on and throughout the process and will help to ensure broad support of the policy.^{30, 31, 34, 35, 40, 41}

Indicator: Informing the school community about the written policies and practices related to tobacco use

Your school's tobacco policy is communicated widely to all stakeholders and the community.⁴⁰ Develop a comprehensive communication plan to communicate with the school in the community environment with messages tailored to the different stakeholders, such as, students, teachers and parents/guardians.⁴⁰

Various methods are used to inform students, teachers, other staff and parents/guardians of your school's tobacco policy. These methods should include at least one verbal method and one written method (e.g. student/staff handbook) of communicating the policy.

Indicator: Establishment of appropriate discipline procedures for students who violate the written policies or practices related to tobacco use

When students violate your school's tobacco policy, parents/guardians are informed in addition to other actions including (but not limited to): referral to a school counsellor, referral to a school administrator, detention, being fined, encouragement to participate in an assistance, education or cessation program.³¹ Supportive consequences should be emphasized when dealing with tobacco policy infractions.^{30,43}

Sanctions get stronger with subsequent violations of the tobacco policy.⁴¹ If violations are persistent, offences should be considered severely disruptive behaviours.³¹

Indicator: Consistency of enforcement of written policies and practices related to tobacco use among all groups

The school smoking policy is enforced consistently (e.g. all the time) for each of the following groups: students, teachers/staff, parents/guardians, and other visitors.³¹ It is important to send a consistent message that anyone breaking the policy rules will face consequences, not just students.³¹

Resources are dedicated to the enforcement of your school's tobacco policy, such as, proper training for teachers and staff and clear guidelines on how teachers and staff should enforce the policy.⁴⁰

Indicator: Level of adherence by students to the written policies and practices related to tobacco use

Students at your school always adhere to the policies and practices related to tobacco use. Ensuring students adhere to your school tobacco policies and practices will reduce the visibility of smoking on and around school grounds and will send the message that smoking is not as common as students think.

Indicator: Promotion of anti tobacco programs and activities for students, families and school staff (at or outside of school)

Students and their families are provided with information about the tobacco control efforts at school and are invited to attend events related to tobacco control.

Teachers and other school staff act as powerful role models for health behaviours. Teachers and school staff are an important influence on students and can play an important part in de-normalizing tobacco through positive role modeling.⁴²

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

If your school meets the following recommendations related to the *Community Partnerships and Services* for a tobacco free school, you are on the right track to providing opportunities for – and promoting – a tobacco free lifestyle among students:

Indicator: Support/training available for staff

School staff involved with tobacco prevention education or quit smoking programs have multiple opportunities for ongoing professional development and training. This may include current research and guidelines, information on how to deliver tobacco use prevention and quit smoking programs, ongoing professional development by a trained staff person, or specific instruction by outside experts in tobacco prevention education and quit smoking programs.

Indicator: Access to outside health agency referrals for students and staff who want to quit smoking

Your school encourages involvement of agencies such as the Heart and Stroke Foundation, the Canadian Cancer Society, the Canadian Lung Association and other community resources to help students and staff who want to quit smoking.³⁰ Schools should identify available resources in the community and provide referral to students and staff.⁴¹ Referral programs can complement school based quit smoking programs and may be preferred by some students and staff who wish to seek help away from the school environment.

Indicator: Collaboration with community health agencies

Partnerships and working relationships are established with multiple community organizations or professionals involved in tobacco control. Working together can maximize use of existing efforts and resources to help create awareness among parents and students about opportunities for tobacco prevention education and quit smoking programs in 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

Participation

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.participation.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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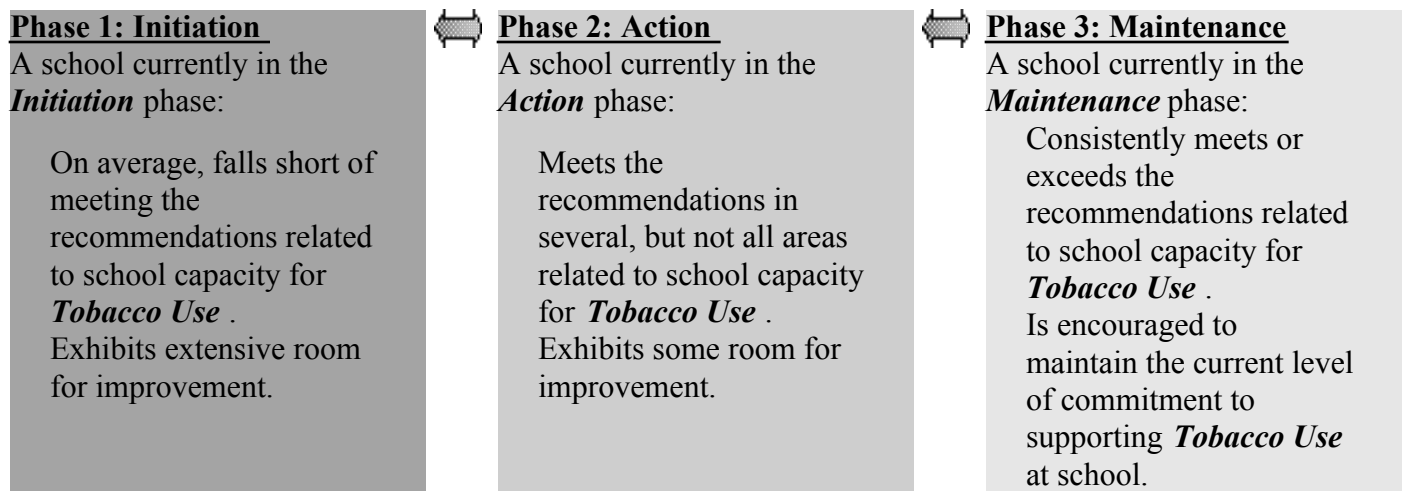
Appendix 1: School Assessment Scheme

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 *Tobacco Use*. 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 - Tobacco Use



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 *Tobacco Use*. 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**.

Appendix 2: Model School Tobacco Policy

The following example of a model school tobacco policy is based on the school tobacco policy that received the highest score using the evaluation framework from this report and added components consistent with scientific research in this area.

Our School Tobacco Policy and Procedures:

Tobacco Free Environment

Tobacco use and second hand smoke have an adverse effect on the health of smokers and non-smokers. This school believes that the children entrusted to its care and teachers/staff have a right to be protected from the serious health effects posed by tobacco use and second hand smoke.

This policy was developed in collaboration with students, teachers/staff, parents/guardians, community agencies and health care professionals.

All school buildings, grounds, vehicles and buses shall be tobacco free. There will be no smoking or tobacco use within a visible perimeter around the school at any time.

Smoking, including the use and possession of tobacco products (including but not limited to cigarettes, cigars and chewing tobacco), by students, teachers/staff, and any other persons shall be prohibited at all times, including at school sponsored events.

The public display of tobacco products and other accessories, including clothing promoting tobacco products, shall be banned except for religious or ceremonial usages and anti-smoking promotions.

Policy Dissemination

This policy shall be communicated to the following stakeholders; students, teachers/staff and parents/visitors, through posted signs at all school entrances, the student agenda, announcements, newsletters, staff manuals and contracts, and through verbal interactions with all stakeholders.

Education and Cessation Programs*

Educational programming designed to inform students on the hazards of tobacco product use and second hand smoke will be included in the appropriate curriculum for all students.

Programs and services will be made available by the school to provide support to assist students and teachers/staff to stop smoking.

Consequences

1st Infraction

- parents will be notified
- verbal reprimand
- confiscation of tobacco product(s)
- attendance in an education and cessation program

2nd and subsequent infractions

In addition to the consequences already listed:

- referral to a counsellor
- possible involvement of legal authorities and/or fine
- community service

A progressive discipline approach will be used when dealing with infractions to the tobacco use policy. Failure by students to comply with this policy will result in consequences after each and every infraction. The principal will be responsible for disciplining.

Failure by teachers/staff to comply with this policy will result in: a verbal reprimand, a written reprimand, referral to a cessation program, temporary suspension and/or termination of employment.

Failure by parents and/or visitors to comply with this policy will result in a verbal warning followed by a written warning. Upon continued non-compliance the individual will no longer have access to school facilities and may be required to pay a fine.

*Policy makers should provide detailed information about the specific resources and programs that will be available in their school