# Comprehensive School Health Indicators & Measures – draft September6th, 2011

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| Outcome | Indicator | Measure |
| **STEP 1: TEAM****Healthy School Planning works well if the workload is shared and all key groups are involved. It is essential thatstudents participate and that their ideas are respected.** |
|  | 1. School has a team that addresses school health.
2. The team membership covers a variety of perspectives (at least 3) *e.g., Admin, staff, student, parent or other community group*
3. Students represent at least half of the members of the team that addresses school health.
 | 1. At your school, who participates regularly on a team that engages in planning for healthy schools?

*(record # [drop down list 0- 5+})** + 1. Students
		2. Teaching staff member(s)
		3. Other staff member(s)
		4. Principal / vice Principal
		5. School council or other Parents
		6. Health services
		7. Community organization (other)
		8. School district/ division/ board
1. Does your school have a champion to facilitate

healthy school initiatives?1. Yes
2. No
3. Don’t know
 |
| **STEP 2: PLANNING**  |
|  | 1. Planning for healthy schools builds on the link between health and academic achievement.
2. The school sets realistic goals built on accurate data and sound evidence.
3. Planning to improve the school is conducted using a comprehensive school health approach.
 | 1. How often does your school use information from the following sources to create a healthier school:
2. systematic collection of information from students
3. Systematic collection of information from teachers
4. Systematic collection of information from parents
5. Systematic collection of information from other sources (e.g., built environment audit, audit of nutritional value of foods in vending machines and cafeteria, etc)

*Response options:Never, Rarely, Sometimes, Always,* 1. To what extent does your school community demonstrate the link between health and academic achievement?
2. Not at all
3. Minimally
4. Somewhat
5. Fully
6. How often does your school include SMART criteria (i.e., specific, measurable, attainable, realistic and time limited) to set goals as it plans to create a healthier school?
7. Never
8. Rarely
9. Sometimes
10. Always
11. To what extent does your plan for school improvement include ways to:
12. support students in improving their well-being through teaching and learning(i.e., across the curriculum and inside & outside the classroom)
13. use the social and physical environment of the school to enhance the well-being of the school community
14. develop and implement healthy school policies
15. involve the broader school community
16. leverage community partnerships and services

*Response options: Not at all, Minimally, Somewhat, Fully* |
| STEP 3:IMPLEMENTATION ACROSS THE 4 PILLARS OF COMPREHENSIVE SCHOOL HEALTH |
| **Teaching and Learning** | 1. Wellness is integrated across all curriculum
 | 1. Does your school integrate wellness into its ongoing activities or curriculum?
2. Only in health classes
3. Only in health and physical education classes
4. In most subject areas
5. In all subject areas
 |
| 1. School staff and students model effective critical thinking skills and leadership inside and outside the classroom as they pertain to health & well-being.
 | 1. To what extent are students encouraged to develop critical thinking skills as they pertain to health and well-being (e.g., healthy food choices, healthy body image, resisting peer pressure, marketing to children and youth)
2. Not at all
3. Minimally
4. Somewhat
5. Fully
6. To what extent do students with a range of skills and characteristics play a leadership role in the organization of school activities within the school and community?
7. Not at all
8. Minimally
9. Somewhat
10. Fully
 |
| **Physical Environment** | 1. The physical environment is safe andaccessible to support healthy choices for all members of the school community.
 | 1. To what extent is safety evident in the following aspects of your school’s physical environment:
2. School building design and location
3. Provision of adequate shade
4. Adequate sized spaces to accommodate gatherings
5. Space and equipment to encourage physical activity
6. Facilities that encourage healthy eating
7. Maintenance and sanitation practices that prevent transmission of disease
8. Equipment and programs to encourage active transportation (e.g. bike/scooter/skateboard racks with secure lock-up, Walking School Bus, etc.)
9. Tobacco-free environments

*Response options Not at all, minimally, somewhat, fully*1. To what extent is accessibility evident in the following aspects of your school’s physical environment:
2. School building design and location
3. Provision of natural light
4. Provision of adequate shade
5. Adequate sized spaces to accommodate gatherings
6. Space and equipment to encourage physical activity
7. Facilities that encourage healthy eating
8. Programs to encourage active transportation (e.g. Active and Safe Routes to School, Walking School Bus, events to encourage walking, etc.)
9. Tobacco-free environments

*Response options Not at all, minimally, somewhat, fully* |
| **Social Environment** | 1. All members of the school community have access to meeting, learning and social spaces to enable them to feel safe and supported.
2. All members of the school community have opportunities to develop meaningful relationships.
3. Students have opportunities outside the classroom to engage in wellness activities.
 | 1. To what extent do meeting and social spaces make members of your school community feel safe and supported.
2. Not at all
3. Minimally
4. Somewhat
5. Fully
6. Does your school foster a caring, nurturing, respectful environment?
7. Not at all
8. Minimally
9. Somewhat
10. Fully
11. Does your schoolfoster a feeling of connection to the school and community.
12. Not at all
13. Minimally
14. Somewhat
15. Fully
16. To what extent do students have opportunities outside the classroom to engage in wellness activities (e.g., in intramurals, clubs, teams)?
17. Not at all
18. Minimally
19. Somewhat
20. Fully
21. To what extent do staff have opportunities to engage in wellness through their connection to the school?
22. Not at all
23. Minimally
24. Somewhat
25. Fully
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| Partnerships & Services | 1. The school provides early and regular communications with family.
2. The school has broad and effective partnerships that contribute toa healthy school
 | 1. How often does your school communicate with families/caregivers about?
2. Students’ academic performance
3. Students’ behaviour
4. Students’ general well-being
5. Students’ general success

 *Response options: Never, Rarely, Sometimes,Always*1. To what extent does your school have effective partnerships with the following individuals or groups to promote and sustain a healthy school environment?
	1. Families
	2. Community group(s) or Non-governmental organization(s)
	3. Private enterprise(s)
	4. Provincial/local/municipal/First Nation government(s)
	5. Public health or Regional/local health authority(ies)

*Response options Not at all, minimally, somewhat, fully*1. Which of the following supports do your partnerships provide to help create healthy schools.
	1. Funding
	2. Services (health services, volunteer activities, training opportunites)
	3. Material resources (handouts, signage, computers, equipment)
	4. None of the above
 |
|  | 1. The school offers regular and meaningful opportunities for school-community engagement and participation.
 | 1. To what extent is community service a point of pride in your school(e.g., promoting community events, promoting or coordinating food drives, hosting blood donation clinics, raising money for charities)?
	1. Not at all
	2. Minimally
	3. Somewhat
	4. Fully
2. How often do you see volunteers from the community in your school?
	1. Rarely
	2. 1 or 2 days per week
	3. Most days
	4. Every day
3. To what extent is meaningful involvement of volunteers part of your school culture?
4. Not at all
5. Minimally
6. Somewhat
7. Fully
 |
| Healthy School Policy | 1. The school regularly evaluates its policies and practices and updates them based on learning.
 | 1. How frequently are your school-specific written policies and practices related to healthy school initiatives reviewed and updated?
	1. Never
	2. Less than once a year
	3. At least once per year
	4. Don’t know
	5. We do not have school-specific policies related to healthy schools
2. To what extent does your school use existing information or gather evidence to update policies and practices to improve school health?

*Response options:* Not at all, Minimally, Somewhat, Fully |
| **STEP 4 – CELEBRATE!****Celebration of healthy schoolinitiativesis an important part of instilling the concept and importance of health promoting schools in the minds of school students and staff, parents, the local community and senior officials.** |
|  | 1. Communication within and beyond the school helps celebrate successful healthy school initiatives.
 | 1. How often does your school communicate and / or celebrate successful healthy school initiatives with:
	1. Students and staff?
	2. Families?
	3. The community?

*Response options:* never,rarely, sometimes,often,  |
| **STEP 5 – SUSTAINING YOUR HEALTHY SCHOOL****A successful health promoting school takes steps to sustain its efforts and achievements into the medium- and long-term.** |
|  | 1. The school:- promotes and encourages continuouslearning opportunities and - appropriately seeks and applies resources to reflect a comprehensive school health approach
2. Ongoing, school-wide initiatives make safe, caring and healthy school environments part of the school culture
 | 1. Since this time last year, what proportion of your school staff has participated in professional development opportunities related to a comprehensive school health approach?
2. None
3. Some
4. Most
5. All
6. To what extent are your school initiatives to make the school a caring, nurturing, and respectful environment:
7. School-wide?
8. Sustained?

*Response options:* Not at all, Minimally, Somewhat, Fully |
| **STEP 6 – MONITORING & EVALUATION****A successful health promoting school seeks continuous improvement to its planning and implementation of policies and practices reflecting a comprehensive school health approach through ongoing monitoring and evaluation.** |
|  | 1. Ongoing improvement is pursued through monitoring and evaluation
 | 1. Does your school use a school assessment and/or planning tool to prioritize changes and monitor the progress on comprehensive school health outcomes (such as the Healthy School Planner)?
2. Less than one time per year
3. One time per year
4. More than one time per year
5. Our school does not use a school assessment and/or planning tool to monitor the progress on our healthy school.
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