

Planning

Planning a healthy school community involves using data from various sources to identify healthy goals and plan actions in all components of comprehensive school health to improve health and learning outcomes.

Has your school used data (e.g., surveys, attendance records, policy review) collected from the following groups to inform your action plan for creating a healthy school community?

	Yes	No	Unsure
Students			
Teachers/ Other Staff			
Parents/families/ guardians			
Formal review of policy or practice			

Does your school develop time-limited goals that are specific, measurable, attainable, and realistic to create a healthier school community?

Yes, we develop goals with all above criteria.	
Yes, we develop goals without meeting all criteria.	
No, we do not develop goals.	
Don't know	
Our school does not have an action plan.	

Does your school community communicate the message *healthier students are better learners* with the following groups at least once a year?

	Yes	No	Unsure
Students			
Teachers/ Other Staff			
Parents/families/ guardians			
Formal review of policy or practice			

Does your action plan for a healthy school community include ways to:

	Not at all	Minimally	Somewhat	Fully
Support students and staff in improving their well-being through teaching and learning ?(i.e., across the curriculum, inside/outside the classroom, staff PD)				
Foster a social environment at the school to enhance the well-being of the school community?				
Use the physical environment at the school to enhance the well-being of the school community?				
Develop or implement healthy school policies ?				
Involve the broader school community to leverage community partnerships and services ?				

Teaching and Learning

Resources, activities and provincial/territorial curriculum where students gain age-appropriate knowledge and experiences, helping to build the skills to improve their health and well-being. Through formal and informal curriculum and associated activities, students gain knowledge, understanding and skills to improve their health and well-being, and enhance learning outcomes. This also includes health-related PD opportunities for staff.

Beyond health and physical education classes, does your school encourage integration of health and well-being?

	Yes	No
During instructional time (e.g., across curriculum)?		
During non-instructional time (e.g., extra-curricular activities)?		

Do students with various skills and characteristics (e.g., age, gender, ability, culture) play a leadership role in the organizing school activities?

No activities (0-10%)	
Some activities (11-50%)	
Most activities (51-80%)	
All activities (81-100%)	

Physical Environment

The physical environment is safe and accessible; and supports healthy choices for all members of the school community. The physical environment includes:

- The buildings, grounds, play space, and equipment in and surrounding the school.
- Basic amenities such as sanitation and air cleanliness.

How well do the following physical environments promote safety and/or injury prevention?

	Not at all	Minimally	Somewhat	Fully
Outdoor spaces (e.g., adequate lighting, car-free zones, shade)				
Indoor spaces (e.g., facilities, equipment)				
Air quality (e.g., temperature, free from mould)				
Water quality (e.g., free from bacteria, taste, colour)				

How well do the following physical environments promote safety and/or injury prevention?

	None	Some	Most	All
Outdoor Spaces				
Indoor Spaces (e.g., washrooms, change rooms, desks, classrooms)				

Social Environments

The social environment is:

- The quality of the relationships among and between staff and students in the school.
- The emotional wellbeing of students and staff.
- Influenced by relationships with families and the wider community.

The school's social environment supports the school community in making healthy choices by building competence, autonomy, and connectedness.

Competency refers to our need for recognizing and using our personal gifts and strengths in achieving personal goals. Fulfilment of this need provides individuals with a sense of personal achievement and accomplishment.

Autonomy refers to our need for personal freedom to make choices or decisions that affect our lives. When this need is satisfied in conjunction with other need areas, freedom and choice are expressed in ways in which respect is demonstrated for self and others.

Connectedness refers to the extent to which students and staff perceive they are accepted, respected, included and supported by others in the educational environment.

Does your school community foster a safe and supportive environment for everyone?

Not at all	Minimally	Somewhat	Fully

Does your school community foster a respectful environment?

Not at all	Minimally	Somewhat	Fully



Does your school community foster a sense of connectedness?

	Not at all	Minimally	Somewhat	Fully
Within the school?				
Within the broader community?				

Are staff supported to maintain and improve their personal health and well-being?

Not at all	Minimally	Somewhat	Fully

Healthy School Policy

Management practices, decision-making processes, rules, procedures, and policies at all levels that promote health and wellbeing, and shape a respectful, welcoming and caring school environment. All school policies/guidelines and practices support learning outcomes while concurrently addressing healthy school initiatives in a planned, multi-faceted and integrative manner.

How frequently does your school engage the school community to review and update implementation of healthy school policies and practices (e.g., healthy eating policies, bullying policies)?

Never	Less than once a year	At least once per year	Don't know

Does your school use existing information or gather evidence to update implementation of policies and practices to create a healthy school community (e.g., district level reports, school satisfaction surveys, school accountability surveys)?

Not at all	Minimally	Somewhat	Fully

Partnerships and Services

The school collaborates with partners in the school community (e.g., families, community groups, businesses, non-governmental organizations, schools, and school districts/divisions/boards, provincial/local/municipal governments, regional/local health authorities) to create and sustain a healthy school environment.

Partnerships are:

- Connections between the school and students' families.
- Supportive working relationships within the schools (staff and students), between schools, and between schools and other community organizations and representative groups.
- Health, education and other sectors working together to advance school health.

Services are:

- Community and school-based services that support and promote student and staff health and wellbeing.

Has your school used data (e.g., surveys, attendance records, policy review) collected from the following groups to inform your action plan for creating a healthy school community?

	Yes	No
Individuals/organizations within the school community (e.g., families, volunteers, parent council)		
Other schools		
Community group(s) or non-governmental organization(s)		
Business(es)		
Government at any level		
Health authority/health region		
Other (please specify)		

Thinking of the effective partnerships identified in the previous questions, which of the following supports have your partnership provided in the last 12 months? (check all that apply)

Funding	
Services (e.g., health services, volunteer activities, training opportunities, professional development)	
Material Resources (e.g., handouts, signage, computers, equipment)	
None of these	
Other (please specify)	

How many of your school community members (staff, students) are engaged in community service through your school (e.g., promoting community events, promoting or coordinating food drives, hosting blood donation clinics, raising money for charities)?

None (0-10%)	
Some (11-50%)	
Most (51-80%)	
All (81-100%)	

In a typical week, how often do community members (including parents) volunteer in your school?

Volunteer activities do not have to be specific to health and well-being (think about all volunteers in your school).

Rarely	1 or 2 days per week	Most days	Every day

Celebrate

Celebration of healthy school initiatives is 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.

How often does your school celebrate successful healthy school initiatives?

	Less than 1 time/year	1-2 times/year	More than 2 times/year
Within the school (students and staff)?			
With the broader community (families, other groups)?			

Does your school community recognize, acknowledge, and celebrate contributions of volunteers?

Not at all	
Minimally	
Somewhat	
Fully	

Sustaining your healthy school community

A successful health promoting school takes steps to sustain its efforts and achievements into the medium and longterm.

How many school staff participated in learning opportunities (e.g., PD, staff meetings, expert consultations) related to creating a healthy school community in the last 12 months?

None (0-10%)	
Some (11-50%)	
Most (51-80%)	
All (81-100%)	

How well has your school community prepared a succession plan (formal or informal) if your leader for healthy school initiatives was to leave (e.g., having shared leadership, vice-chair, mentorship for new leader candidates)?

Not at all	
Minimally	
Somewhat	
Fully	
Our school does not have a leader for healthy school initiatives	

How many of your healthy school initiatives are implemented school wide?

none (0-10%)	
Some (11-50%)	
Most (51-80%)	
All (81-100%)	

Are your healthy school initiatives embedded in your school's action plan?

Yes	
No	
Don't Know	
Our school does not have an action plan	

Monitoring & Evaluation

A successful health promoting school seeks continuous improvements to its planning and implementation of policies and practices reflecting a comprehensive school health approach through ongoing monitoring and evaluation.

How often does your school formally assess its progress on creating a healthy school community?

Less than 1 time/year	
1 time per year	
More than 1 time per year	
Conducting a school assessment but did not use results to plan or monitor progress	