**Healthy Schools Assessment**

INSTRUCTIONS:

There are four aspects to this Healthy Schools Assessment, with corresponding statements to answer in each part:

* Healthy Eating
* Active Living
* Healthy Relationships
* Healthy Practices

As a Healthy Schools Team, use a consensus model (for each assessment statement, the group agrees on the score) to complete the assessment portion of the toolkit. Discussion and negotiation may be necessary in order to achieve consensus.

**When reading the assessment statements, always include the sentence stem at the top of the page to ensure you are reading the statement in its entirety.**

Check off either *emerging, developing, acquired, or accomplished* as it relates to each *aspect statement,* and record the corresponding score for each statement under the “Points Tally” column. Tally the number scores for each aspect statement to determine Total Scores for each aspect. The scoring sheet is found in the ‘Focus’ section.

Levels of Student Performance

|  |  |
| --- | --- |
| **Emerging** – not yet within expectations   * the learning does not meet grade-level expectations * there is little evidence of progress toward the relevant prescribed learning outcomes * the situation needs intervention | **Developing** – meets expectations – minimal level   * the learning may be inconsistent, but meets grade-level expectations at a minimal level * there is evidence of progress toward relevant prescribed learning outcomes * the student needs support in some areas |
| **Acquired** – fully meets expectations   * the learning meets grade-level expectations * there is evidence that relevant prescribed learning outcomes have been accomplished | **Accomplished** – exceeds expectations   * the learning exceeds grade-level expectations in significant ways * the student may benefit from extra challenges |

**Assessment Aspect: Healthy Eating**

Integrating healthy eating into school policy and practice should be a collaborative effort made by schools, families, and communities. Research suggests that policies that address environmental influences such as nutrition, vending machine choices, drinking water access, and food sales can impact healthy eating[[1]](#footnote-1).

The school community can support, promote, and reinforce healthy eating behaviours which foster life-long healthy development and enhance students’ ability to learn. Furthermore, students who report a healthier diet also report higher levels of academic achievement[[2]](#footnote-2). Initiatives and programs that follow evidence-based teaching practices and whole-school approaches have been shown to regularly increase student knowledge about healthy behaviours. By increasing knowledge about healthy eating and reinforcing these messages by creating healthy food environments, school communities have an opportunity to improve student learning and impact the life-long well-being of school community members.

| **CSH Pillar** | **Assessment Element** | **Emerging**  **1**  Awareness and Contemplation | **Developing**  **2**  Building Capacity: Initial Plans and Actions | **Acquired**  **3**  Expanded Plans and Actions | **Accomplished**  **4**  Sustained and embedded practices including advocacy | **Points Tally** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **We are aware of the need to be…** | **We have developed an initial plan for…** | **Based on our plan, we are actively engaging in…** | **We advocate for and model sustained practices in our school and community by….** |
| Teaching & Learning | We\* purposefully provide knowledge to promote, support and model best healthy eating practices | …recognizing the importance of building knowledge about healthy eating practices | …building knowledge and promoting healthy eating practices | …advancing our knowledge of and modelling healthy eating practices | …routinely evaluating our action plan and making necessary evidence-based changes |  |
| Teaching & Learning | We acknowledge and promote the link between healthy eating and student learning based on best practices | …promoting the link between healthy eating and student learning | …promoting the link between healthy eating and student learning | …promoting the link between healthy eating and student learning | …routinely evaluating our action plan and making necessary evidence based changes |  |
| Healthy School Policy | We follow the [Guidelines for Food and Beverage Sales in BC Schools](http://www.bced.gov.bc.ca/health/2010_food_guidelines.pdf) | …following the Guidelines for Food and Beverage Sales in BC Schools | …following the minimum Guidelines for Food and Beverage Sales in BC Schools | …fully meeting the Guidelines for Food and Beverage Sales in BC Schools | …fully meeting the Guidelines for Food and Beverage Sales in BC Schools and extend practices into everyday living |  |
| Social & Physical Environment | We have designated, safe, and clean areas for eating | …recognizing the importance of designating safe and clean areas for eating | …designating safe and clean areas for eating | …designating safe and clean areas for eating | ...extending the practice of ensuring safe and clean areas for eating into everyday living |  |
| Social & Physical Environment | We provide opportunities for community members to participate in decision making around healthy food choices and eating environments | …recognizing the importance of providing opportunities for community members to participate in decision making around healthy food choices and eating environments | …providing opportunities for community members to participate in decision making around healthy food choices and eating environments | …providing opportunities for community members to participate in decision making around healthy food choices and eating environments | …routinely engaging community members in decision making around healthy food choices and eating environments |  |
| Partnerships & Services | We partner with other organizations to promote healthy eating in our school community and utilize available resources | …recognizing the importance of partnering with other organizations to promote healthy eating in our school community and utilizing available resources | … partnering with other organizations to promote healthy eating in our school community and utilizing available resources | …partnering with other organizations to promote healthy eating in our school community and utilize available resources | …routinely evaluating our action plan and making necessary evidence based changes |  |
| Partnerships & Services | We provide equitable access to healthy food | …recognizing the importance of providing equitable access to healthy food | …providing equitable access to healthy food | …providing equitable access to healthy food | …routinely evaluating our action plan and make necessary evidence based changes |  |
| **Healthy Eating Aspect Score** | | **TOTAL:** | | | |  |

\*’We’ refers to all members of the school community, including students, educators, parents, and community members.

**Assessment Aspect: Active Living**

Physical activity is an essential ingredient for healthy growth and development and as such, a very important component in promoting student health. Furthermore, studies suggest there is a link between physical activity and learning, with more active students reporting higher levels of academic achievement and greater satisfaction with their learning[[3]](#footnote-3). Evidence suggests that daily physical activity at school can improve students’ motivation. And although providing opportunities for students to be active during the school day makes less time available for other learning, no negative effects on cognitive development have been reported indicating this is a positive approach to improve student health and learning[[4]](#footnote-4). Evidence suggests that physical activity initiatives in schools are most effective when they adopt a comprehensive approach[[5]](#footnote-5).

| **CSH Pillar** | **Assessment Element** | **Emerging**  **1**  **Awareness and Contemplation** | **Developing**  **2**  **Building Capacity: Initial Plans and Actions** | **Acquired**  **3**  **Expanded Plans and Actions** | **Accomplished**  **4**  **Sustained and embedded practices including advocacy** | **Points Tally** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **We are aware of the need to be…** | **We have developed an initial plan for…** | **Based on our plan, we are actively engaging in…** | **We advocate for and model sustained practices in our school and community by….** |
| Teaching & Learning | We\* purposefully provide knowledge to promote, support and model active living | …recognizing the importance of building knowledge about active living practices | …building knowledge and promoting active living practices | …advancing our knowledge of and modelling active living practices | …routinely evaluating our action plan and make necessary evidence based changes |  |
| Teaching & Learning | We acknowledge and promote the link between daily physical activity, active living and successful learning | …promoting the link between daily physical activity, active living and successful learning | … promoting the link between daily physical activity, active living and successful learning | …promoting the link between daily physical activity, active living and successful learning. | …routinely evaluating our action plan and make necessary evidence based changes |  |
| Healthy School Policy | We follow the BC mandate for Daily Physical Activity (DPA) | …following the BC mandate for Daily Physical Activity (DPA) | …following the BC mandate for Daily Physical Activity (DPA) | …fully meeting the BC mandate for Daily Physical Activity (DPA) | … fully meeting the BC mandate for Daily Physical Activity (DPA) and extending practices into everyday living |  |
| Social & Physical Environment | We have access to safe spaces and equipment for physical activity | …recognizing the importance of providing access to safe spaces and equipment  for physical activity | … providing access to safe spaces and equipment  for physical activity | …providing access to safe spaces and equipment for physical activity | …extending the practice of ensuring access to safe spaces and equipment for physical activity into everyday living |  |
| Social & Physical Environment | We provide opportunities to access a variety of active living choices | …recognizing the importance of providing opportunities to access a variety of active living choices | …providing opportunities to access a variety of active living choices | …providing opportunities to access a variety of active living choices | …ensuring opportunities to access a variety of active living choices are available to all by routinely evaluating our action plan and making necessary evidence based changes |  |
| Partnerships & Services | We have knowledge of and access a variety of resources for active living  [(Healthy Schools Portal)](http://www.healthyschoolsbc.ca/) | …recognizing the importance of building knowledge of and accessing a variety of resources for active living | …building knowledge of and accessing a variety of resources for active living | …advancing our knowledge of and accessing a variety of resources for active living | …routinely evaluating our action plan and making necessary evidence based changes |  |
| **Active Living Aspect Score** | | **TOTAL:** | | | |  |

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**Assessment Aspect: Healthy Relationships**

Schools should be a place of belonging that helps students to develop and maintain their emotional and psychological well-being[[6]](#footnote-6). Promoting and supporting the development of healthy relationships between students and their peers as well as between students and teachers, and/or other adults in the school community, helps to build a positive school environment and school connectedness. Research suggests that the more connected youth feel to their school, the more likely they are to report good health and higher self-esteem[[7]](#footnote-7). A positive school climate has the potential to have a major impact on student success, including improved academic achievement[[8]](#footnote-8). Collectively, teaching the knowledge and skills necessary for good mental health, providing safe, supportive environments with healthy role models and helping connect students to services and programs in the community are all important aspects of a comprehensive approach[[9]](#footnote-9). Evidence shows that schools with successful mental health initiatives foster respectful and supportive relationships among students, teachers, and parents[[10]](#footnote-10).

| **CSH Pillar** | **Assessment Element** | **Emerging**  **1**  **Awareness and Contemplation** | **Developing**  **2**  **Building Capacity: Initial Plans and Actions** | **Acquired**  **3**  **Expanded Plans and Actions** | **Accomplished**  **4**  **Sustained and embedded practices including advocacy** | **Points Tally** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **We are aware of the need to be…** | **We have developed an initial plan for…** | **Based on our plan, we are actively engaging in…** | **We advocate for and model sustained practices in our school and community by….** |
| Teaching & Learning | We\* teach and model the social skills for respectful communication and actions | ….recognizing the importance of building knowledge and social skills that reflect respectful communication and actions in all contexts (i.e. social media, electronic contact, individual face to face contact and group behaviour) | ….building knowledge and social skills that reflect respectful communication and actions in all contexts (i.e. social media, electronic contact, individual face to face contact and group behaviour) , and provide opportunities to develop peer to peer conversations and student to adult conversations | …advancing our knowledge of and modelling social skills that reflect respectful communication and actions in all contexts (i.e. social media, electronic contact, individual face to face contact and group behaviour) | …ensuring a safe and caring culture for all by routinely evaluating our action plan and making necessary evidence based changes |  |
| Teaching & Learning | We acknowledge and promote the importance and link between connectedness and individual success | …promoting the link between connectedness and individual success | …promoting the link between connectedness and individual success | …promoting the link between connectedness and individual success | …routinely evaluating our action plan and making necessary evidence based changes |  |
| Healthy School Policy | We follow the BC Guidelines for [Safe, Caring and Orderly Schools](http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf) | …following the guidelines for [Safe, Caring and Orderly Schools](http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf) | …following some of the guidelines for [Safe, Caring and Orderly Schools](http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf) | …fully meeting the guidelines for [Safe, Caring and Orderly Schools](http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf) | …fully meeting the guidelines for [Safe, Caring and Orderly Schools](http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf) and extending practices into everyday life |  |
| Social & Physical Environment | We ensure that students feel connected to at least two adults in the school community | …recognizing the importance of ensuring all students feel positively connected to at least two adults in the school community | …providing opportunities for some students to feel positively connected with at least two adults in the school community | …providing opportunities for all students to feel positively connected with two adults in the school community | …routinely evaluating our action plan for increasing positive connections between students and adults and make necessary evidence based changes |  |
| Social & Physical Environment | We provide opportunities for school members to engage in and build healthy relationships with peers and adults | …recognizing the importance of providing opportunities for school members to engage in and build healthy relationships with peers and adults | …providing opportunities for school members to engage in and build healthy relationships with peers and adults | …providing opportunities for school members to engage in and build sustained healthy relationships with peers and adults | …routinely engaging school members in building and sustaining healthy relationships with peers  and adults, and embedding this practice in our culture |  |
| Social & Physical Environment | We provide opportunities for all community members to participate in decision making around policies and practices influencing healthy relationships | …recognizing the importance of ensuring all community members have the opportunity to participate in decision making around policies and practices influencing healthy relationships | …providing opportunities for community members to participate in decision making around policies and practices influencing healthy relationships | …providing opportunities for community members to participate in decision making around policies and practices influencing healthy relationships | …routinely engaging community members in decision making around policies and practices influencing healthy relationships |  |
| Partnership & Services | We have knowledge of and access a variety of resources which support healthy relationships  [(Healthy Schools Portal)](http://www.healthyschoolsbcl.ca/) | …recognizing the importance of building knowledge of and accessing a variety of resources which support healthy relationships | …building knowledge of and accessing a variety of resources which support healthy relationships | …advancing our knowledge of and accessing a variety of resources which support healthy relationships | …routinely evaluating our action plan and making necessary evidence based changes |  |
| **Healthy Relationships Aspect Score** | | **TOTAL:** | | | |  |

\*’We’ refers to all members of the school community, including students, educators, parents, and community members.

**Assessment Aspect: Healthy Practices**

Encouraging students to adopt healthy practices will vary greatly across schools and may include actions related to tobacco and substance use, safety and injury prevention, personal health, environmental health, anaphylaxis, and media awareness. Young people who feel good about their school and who feel connected to significant adults in their life are less likely to engage in high risk behaviours and are more likely to have better learning outcomes[[11]](#footnote-11). Youth who feel connected to their school are more likely to attend school and learn better, supporting the connection that good education will lead to healthier adults[[12]](#footnote-12).

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| --- | --- | --- | --- | --- | --- | --- |
|
|  |  | **We are aware of the need to be…** | **We have developed an initial plan for…** | **Based on our plan, we are actively engaging in…** | **We advocate for and model sustained practices in our school and community by….** |  |
| Teaching & Learning | We\* provide and promote opportunities which develop an understanding of and respect for diversity. | …recognizing the importance of understanding and respecting diversity | ….understanding and respecting diversity and it is prioritized in our planning and programming. | ….pursuing opportunities which promote an understanding of and respect for diversity. | ….creating and promoting opportunities to demonstrate our understanding of respect and diversity. |  |
| Healthy School Policy | We have policies to support physical and emotional safety. | …recognizing policies which support physical and emotional safety. | ….adopting policies that support physical and emotional safety. | ….supporting and monitor policies that support physical and emotional safety. | ….working collaboratively on our policies to support physical and emotional safety. |  |
| Healthy School Policy | We collaborate with community and government organizations.  [(Healthy Schools Portal)](http://www.healthyschoolsbc.ca/) | ….recognizing the importance of collaboration when adopting policies. | ….seeking collaboration when adopting our policies. | ….working consistently and collaboratively with community and government organizations. | ….working collaboratively with community and government organizations. This practice is embedded in our culture. |  |
| Social & Physical Environment | We ensure an atmosphere of trust, cooperation and empathy. | ….recognizing the importance of ensuring an atmosphere of trust, cooperation and empathy. | ….ensuring an atmosphere of trust, cooperation and empathy. | ….ensuring an atmosphere of trust, cooperation and empathy. | ….ensuring an atmosphere of trust, cooperation and empathy is embedded in our culture. |  |
| Social & Physical Environment | We provide a code of conduct that allows for continued connectedness. | …recognizing that policies which deal with behaviour challenges need to ensure connectedness. | ….developing a code of conduct that promotes connectedness. | ….employing our shared code of conduct which supports continued connectedness. | ….ensuring that our code of conduct is monitored and supported in order to promote connectedness. |  |
| Partnerships & Services | We offer opportunities for participation from the community through action groups or committees. | ….recognizing the importance of participation in the community through action groups or committees. | …designing and creating relationships with action groups and committees to promote participation in the community. | ….participating with action groups and committees in our community. | ….participating in the community through action groups or committees as this practice is part of our culture. We advocate for this collaboration. |  |
| **Healthy Practices Aspect Score** | | **TOTAL:** | | | |  |

\*’We’ refers to all members of the school community, including students, educators, parents, and community members.

1. <http://www.iuhpe.org/uploaded/Activities/Scientific_Affairs/CDC/School%20Health/PHiS_EtA_EN_WEB.pdf> [↑](#footnote-ref-1)
2. <http://www.bced.gov.bc.ca/health/research_achievement_and_diet.pdf> [↑](#footnote-ref-2)
3. <http://www.bced.gov.bc.ca/health/research_achievement_and_physical_activity.pdf> [↑](#footnote-ref-3)
4. <http://www.iuhpe.org/uploaded/Activities/Scientific_Affairs/CDC/School%20Health/PHiS_EtA_EN_WEB.pdf> [↑](#footnote-ref-4)
5. <http://www.iuhpe.org/uploaded/Activities/Scientific_Affairs/CDC/School%20Health/PHiS_EtA_EN_WEB.pdf> [↑](#footnote-ref-5)
6. <http://www.safehealthyschools.org/shreport_feb19.pdf> [↑](#footnote-ref-6)
7. <http://www.mcs.bc.ca/pdf/making_the_right_connections.pdf> [↑](#footnote-ref-7)
8. <http://www.edu.gov.mb.ca/ks4/specedu/documents.html> [↑](#footnote-ref-8)
9. <http://www.safehealthyschools.org/shreport_feb19.pdf> [↑](#footnote-ref-9)
10. <http://www.iuhpe.org/uploaded/Activities/Scientific_Affairs/CDC/School%20Health/PHiS_EtA_EN_WEB.pdf> [↑](#footnote-ref-10)
11. <http://www.iuhpe.org/uploaded/Activities/Scientific_Affairs/CDC/School%20Health/PHiS_EtA_EN_WEB.pdf> [↑](#footnote-ref-11)
12. <http://www.iuhpe.org/uploaded/Activities/Scientific_Affairs/CDC/School%20Health/PHiS_EtA_EN_WEB.pdf> [↑](#footnote-ref-12)