

Tobacco Control Detailed Module Report

[School Name]

January 3, 2013

Your Confidential Report

This Healthy School Planner Feedback Report presents in summary form all of the information that you have entered into the Pan-Canadian Joint Consortium for School Health (JCSH) Healthy School Planner for the module that you have just completed.

The Feedback Report contains:

- the results of the assessment portion of the tool, for each category for your school;
- recommendations for your school addressing each indicator;

The Healthy School Planner is based on the concept of "Comprehensive School Health (CSH)", an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way. It emphasizes the provision and coordination of supports and services in the school setting to encourage healthy habits that can enhance learning. The Planner was developed by the Propel Centre for Population Health Impact at the University of Waterloo, under the guidance of an Advisory Committee formed by the JCSH.

The primary purpose of the Healthy School Planner 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 among schools, school boards and stakeholders in the greater school community.

Individualized information and feedback reports generated through the use of the tool are retained by the Propel Centre for Population Health Impact 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 school specific 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 community.

For more information on this report, or the research associated with it, please contact:

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Interpreting your school's rubric

After your school has completed one or more of the Healthy School Planner modules and you have entered your responses online, your school will immediately receive the results of the assessment on a 4-point rubric. Based on how your school responded to each question, an automatic scoring system will place your school at a given level within the 4-point scale on the rubric. This will help your school identify ways in which you can improve in a given area. Below are definitions of each level:

Level 1 (Initiating): With respect to this particular indicator, your school is just beginning on its journey to becoming a healthy school and has lots of room for improvement.

Level 2 (Taking Action): With respect to this particular indicator, your school has started to set priority areas for creating a healthy school, but still has significant room for improvement.

Level 3 (Achieving Success): With respect to this particular indicator, your school is well on its way to developing a healthy school, but still has some areas that require improvement.

Level 4 (Maintaining Momentum): With respect to this particular indicator, your school is succeeding (well done!). Now is the time to concentrate on keeping the momentum alive to maintain while always considering new and interesting ways to continually improve. As a team, review the results of the assessment and use the results to prioritize areas for your school to focus your efforts.

Tobacco Control Detailed Module Rubric & Recommendations

Below are your school's results for the tobacco control detailed module of the HSP and corresponding recommendations.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING AND LEARNING				
Tobacco use prevention is emphasized during a critical stage for tobacco use initiation (gr 6-10).	Tobacco use prevention is not emphasized during a critical stage for tobacco use.	Tobacco use prevention is emphasized in some grades during a critical stage for tobacco use.	Tobacco use prevention is emphasized in most grades during a critical stage for tobacco use.	Tobacco use prevention is emphasized during and beyond a critical stage for tobacco use.
<p>Recommendations: Your school has taken the important step of emphasizing tobacco use prevention, particularly during the critical stages (i.e. grades 6-10). Congratulations! Your school should continue to reinforce tobacco use prevention messages each year.</p>				
All teaching staff use active learning strategies for tobacco use prevention.	None of our teaching staff use active learning strategies for tobacco use prevention.	A few of our teaching staff use active learning strategies for tobacco use prevention.	Some of our teaching staff use active learning strategies for tobacco use prevention.	All of our teaching staff use active learning strategies for tobacco use prevention.
<p>Recommendations: Active, hands-on teaching strategies and learning activities are intended to make students active participants in their own learning. Your school has taken the first step towards using active learning strategies for tobacco use prevention. Moving forward, your school should consider incorporating active learning strategies including peer-peer discussion, cooperative learning, role playing, practice, modeling, or working in small groups to promote greater learning by students.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING AND LEARNING				
Tobacco cessation initiatives use a variety of evidence-informed content.	Our school has not used evidence-informed content in tobacco cessation initiatives in the past 12 months.	Our school has used evidence-informed content in tobacco cessation initiatives to a minimal extent in the past 12 months.	Our school has used evidence-informed content in tobacco cessation initiatives to some extent in the past 12 months.	Our school has used evidence-informed content in tobacco cessation initiatives to the full extent in the past 12 months.
<p>Recommendations: Moving forward, your initiatives should continue to focus on more than one aspect of tobacco use including topics such as short- and long-term negative health effects, social acceptability, social influence, negative social consequences of tobacco use, peer norms and peer pressure, resistance and refusal skills, and media literacy related to tobacco marketing and advertising.</p>				
All school staff participate in learning opportunities related to tobacco reduction initiatives (prevention, cessation, enforcement).	None of our school staff participated in learning opportunities related to tobacco reduction initiatives in the past 12 months.	Some of our school staff participated in learning opportunities related to tobacco reduction initiatives in the past 12 months.	Most of our school staff participated in learning opportunities related to tobacco reduction initiatives in the past 12 months.	All of our school staff participated in learning opportunities related to tobacco reduction initiatives in the past 12 months.
<p>Recommendations: Moving forward, your school should continue to offer school staff multiple, ongoing learning opportunities in order for tobacco reduction initiatives at the school to be effective. This may include current research and guidelines, information on how to deliver tobacco prevention initiatives, professional development by an outside expert or information on implementing tobacco use policy.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
Tobacco reduction initiatives are adapted for particular subgroups of students.	Tobacco reduction initiatives are not adapted for any particular subgroup of students.	Tobacco reduction initiatives are minimally adapted for particular subgroups of students.	Tobacco reduction initiatives are somewhat adapted for particular subgroups of students.	Tobacco reduction initiatives are fully adapted for particular subgroups of students.
<p>Recommendations: Congratulations, your school recognizes the importance of adapting tobacco reduction initiatives for different groups of students in your school population. Your school should continue tailoring tobacco prevention and/or cessation initiatives for these subgroups at your school.</p>				
The school promotes a culture of living tobacco-free while recognizing First Nations and Métis ceremonial tobacco use (where applicable).	Our school does not promote a culture of living tobacco-free.	Our school minimally promotes a culture of living tobacco-free.	Our school somewhat promotes a culture of living tobacco-free.	Our school fully promotes a culture of living tobacco-free.
<p>Recommendations: Congratulations, your school recognizes the importance of promoting a culture of tobacco-free living while recognizing First Nations and Métis ceremonial use (where applicable). Consider ways for your school to encourage a tobacco-free environment at home and in the community to support clear, consistent messages about the dangers of tobacco use. Your school can also consider sharing your knowledge on creating a culture of tobacco-free living with other schools.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
Tobacco use is rarely or never visible at or near the school.	Tobacco use is always visible at or near our school.	Tobacco use is sometimes visible at or near our school.	Tobacco use is rarely visible at or near our school.	Tobacco use by students, staff and visitors is never visible at or near our school.
<p>Recommendations: Your school has taken the first steps toward ensuring that tobacco use is rarely visible at or near your school. Well done! Adolescents are very susceptible to social influence and will often experiment with different behaviours because they see these behaviours in their peers or adults. Moving forward, your school should continue striving to ensure that tobacco use is not visible from the school or at any school activities off of school grounds.</p>				
The school prominently posts signage in key locations to indicate a tobacco-free environment.	Our school does not prominently post signage in key locations to indicate a tobacco-free environment.	Our school posts signage in a few locations, but it does not prominently indicate a tobacco-free environment.	Our school posts signage prominently in a few locations, OR not prominently, but in many locations to indicate a tobacco-free environment.	Our school prominently posts signage in many locations to indicate a tobacco-free environment.
<p>Recommendations: Congratulations, your school realizes that effective communication is an important part of ensuring that tobacco use policies / practices are enforceable. Your school should continue to ensure that signs used to communicate tobacco use policies / guidelines are highly visible to students, staff and visitors and are located in numerous locations.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
HEALTHY SCHOOL POLICY				
The school prohibits possession of tobacco products by students on school property, and enforces this policy.	Our school does not prohibit the possession of tobacco products by students on school property.		Our school prohibits possession of tobacco products by students on school property, but does not enforce this policy.	Our school prohibits and enforces possession of tobacco products by students on school property.
<p>Recommendations: Your school has taken initial steps by prohibiting possession of tobacco products by students on school property. Doing so can further reduce the visibility of the tobacco products and can make it more difficult for students to obtain cigarettes or other tobacco products from other students. Moving forward, your school should concentrate on how it can engage students, parents, staff and community to better enforce this policy.</p>				
The school evaluates its implementation of policies / practices on tobacco use and / or possession at least once per year.	Our school does not review implementation of school policies / practices on tobacco use and/or possession.		Our school reviews implementation of school policies / practices on tobacco use and/or possession less than once per year.	Our school reviews implementation of school policies / practices on tobacco use and/or possession at least once per year.
<p>Recommendations: Congratulations, your school values the importance of reviewing implementation of school policies / practices on tobacco use. Your schools should continue to evaluate implementation of school policies / practices on tobacco use at least once a year.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
HEALTHY SCHOOL POLICY				
The school communicates with groups in the school, as well as in the school community, about its tobacco use policies / practices at least annually.	Our school community does not communicate about its tobacco use policies / practices at least annually to any of the following groups: students, staff, parents / families / guardians, and local community.	Our school community communicates about its tobacco use policies / practices at least annually to one of the following groups: students, staff, parents / families / guardians, and local community.	Our school community communicates about its tobacco use policies / practices at least annually to two of the following groups: students, staff, parents / families / guardians, and local community.	Our school community communicates about its tobacco use policies / practices at least annually to three or four of the following groups (including students): students, staff, parents / families / guardians, and local community.
The school communicates its school policies / practices on tobacco use to the school community using multiple methods.	Our school community does not communicate school policies / practices on tobacco use to the school community.	Our school community communicates school policies / practices on tobacco use to the school community through either written or verbal methods.	Our school community communicates school policies / practices on tobacco use to the school community through both written and verbal methods.	Our school community communicates school policies / practices on tobacco use to the school community through multiple methods of both written and verbal methods.
<p>Recommendations: Congratulations, your school realizes the value of using different communication means, both written and verbal, to enforce its tobacco policies / practices.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
HEALTHY SCHOOL POLICY				
Consequences of violating the school's policies / practices on tobacco use are enforced for all groups.	Our school's policies / practices on tobacco use are never or rarely enforced for any group.	Our school's policies / practices on tobacco use are sometimes enforced for some groups.	Our school's policies / practices on tobacco use are often enforced for some groups.	Our school's policies / practices on tobacco use are often enforced for all groups.
<p>Recommendations: Your school recognizes the importance of making a firm commitment to enforcing tobacco use policies / practices consistently and with many groups in your school community. Well done!</p>				
PARTNERSHIPS AND SERVICES				
The school community collaborates within and beyond the school to implement and enforce its tobacco reduction efforts.	Our school community does not collaborate within or beyond the school to implement or enforce its tobacco reduction efforts.	Our school community collaborates within the school or beyond the school to implement and enforce its tobacco reduction efforts.	Our school community collaborates within and beyond the school to implement and enforce its tobacco reduction efforts.	Our school community collaborates within and beyond the school to implement and enforce its tobacco reduction efforts and has a written agreement for enforcement.
<p>Recommendations: Congratulations, your school realizes the value of collaboration in implementing and enforcing tobacco reduction efforts. Your school should continue to partner and develop working relationships with multiple community organizations to maximize use of existing resources and help create awareness about opportunities for tobacco prevention and cessation initiatives in the community.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PARTNERSHIPS AND SERVICES				
The school offers or refers students and staff to community tobacco cessation initiatives.	Our school does not offer or refer either staff or students to tobacco cessation initiatives.	Our school offers or refers primarily staff to tobacco cessation initiatives.	Our school offers or refers primarily students to tobacco cessation initiatives.	Our school refers both staff and students to tobacco cessation initiatives.
Recommendations: Congratulations, your school recognizes the importance to tobacco cessation initiatives for both staff and students. Your school should continue to support tobacco cessation initiatives both at your schools and in collaboration with community organizations.				
The school uses input about tobacco reduction initiatives from all groups.	Our school does not use input from any group.	Our school uses input from one group.	Our school uses input from two groups.	Our school uses input from three or four groups.
Recommendations: Congratulations, your school recognizes the importance of using input about tobacco reduction initiatives from all members of your school community.				

Taking Action

Now that your school has completed a module of the Healthy School Planner it is time to take action! Based on the rubric and recommendations found in this report, and, where possible other sources of data, your school should begin creating an action plan. Action planning is a process which will help your school to focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you reach your objectives. The HSP website has several resources that will help you as you begin developing an action plan for your school.

Resource List

Be sure to visit the Healthy School Planner [resource list](#) for provincial/territorial, pan-Canadian and international resources that may help your school create a healthier school community.

Action Planning Template

The Healthy School Planner action planning template is a guide for your school to use. We recognize that schools have different processes or planning requirements, so this template is intended to outline important components of goal writing. There is an action planning template attached to this report (see next page). However, if you need additional copies of the [template](#) they are available on the HSP website.

Additional Modules

Your school should consider completing additional modules of the Healthy School Planner. There are both express and detailed modules for physical activity, healthy eating and tobacco control. Your school can also complete the express JCSH positive mental health toolkit or the full JCSH positive mental health toolkit.

ACTION PLANNING

Action planning is a process which will help your school to focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you to reach your objectives. The HSP action planning template is a guide for your school to use. We recognize that schools have different processes or planning requirements, so this template is intended to outline important components of goal writing.

Priority Area

Based on your school's rubric and, where possible, a review of other data sources, select an area for improvement. This will be the focus of your planning.

Why is this a priority area?

Consider the importance, cost, time and effort needed, and support from the school community.

Timeline

Creating a date to complete your goal will help your team stay motivated and focused.

Goal

Define your goal. What does your team plan to do to take action on the priority area selected?

Check each box if your goal meets the criteria. If not, consider changing your goal until it meets all five criteria.

- Specific: Is the goal clear and specific?
- Measurable: Will your school be able to measure progress towards this goal?
- Attainable: Is it possible for your school to achieve this goal?
- Relevant: Does this goal fit with your school's purpose?
- Timely: Is there a time frame for achieving this goal?

Action

What must be done to achieve the goal?
List each action to be taken in order.

Who is responsible?

Who is responsible for making sure the goal is achieved? Who else needs to be involved?

Measures of success

What would achieving the goal look like?

Celebrate!

Plan to celebrate with your school community.