

# Tobacco Express Report

[School Name]

October 26, 2012

# 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 Express Rubric & Recommendations

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

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>STEP 1: TEAM</b>				
<p>The school has policies prohibiting all forms of tobacco use on school property and off school grounds within a specified distance.</p>	<p>Our school does not have policies that prohibit all forms of tobacco use on school property, in all locations.</p>	<p>Our school has policies that prohibit all forms of tobacco use on school property, in all locations during school hours.</p>	<p>Our school has policies that prohibit all forms of tobacco use on school property, in all locations during and outside of school hours.</p>	<p>Our school has policies that prohibit all forms of tobacco use on school property, in all locations during and outside of school hours, and off school grounds but within a specified distance of the boundary.</p>
<p>The school has policies prohibiting all forms of tobacco use in the following locations: a. In school buses or other vehicles used to transport students b. In private vehicles parked on school grounds c. At sponsored events off of school grounds</p>	<p>Our school does not have policies that prohibit all forms of tobacco use in vehicles used to transport students, private vehicles on school grounds or sponsored events off of school grounds.</p>	<p>Our school has policies that prohibit all forms of tobacco use in some locations.</p>	<p>Our school has policies that prohibit all forms of tobacco use in many locations.</p>	<p>Our school has policies that prohibit all forms of tobacco use in all locations.</p>

## Recommendations:

Your school should work towards having policies prohibiting students from using all forms of tobacco including, but not limited to cigarettes, cigars, cigarillos (little cigars), and smokeless tobacco on school property. All forms of tobacco are addictive and pose health risks. Rates of tobacco use among students tend to be lower when school policies include 100% tobacco-free environments. To this end, policies prohibiting all forms of tobacco use should apply in all suggested locations: on school grounds during school hours; on school grounds outside school hours; within a specified distance of school grounds; in school buses or other vehicles used to transport students; in private vehicles parked on school grounds; and at sponsored events off school grounds.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>STEP 1: TEAM</b>				
The school has policies that prohibit all forms of tobacco use, in all locations, whose rules apply to everyone including students, staff, families and visitors.	Our school does not have policies that prohibit all forms of tobacco use, in all locations, which apply to everyone.	Our school has policies that prohibit all forms of tobacco use in some locations, but do not apply to everyone.	Our school has policies that prohibit all forms of tobacco use in most locations, which apply to everyone.	Our school has policies that prohibit all forms of tobacco use, in all locations, which apply to everyone.
The school has policies that prohibit all forms of tobacco use, in all locations, and apply 24 hours per day, 365 days per year.	Our school does not have policies that prohibit all forms of tobacco use, in all locations, which apply 24 hours per day, 365 days per year.	Our school has policies that prohibit all forms of tobacco use in some locations, 24 hours per day, 365 days per year.	Our school has policies that prohibit all forms of tobacco use in most locations, 24 hours per day, 365 days per year.	Our school has policies that prohibit all forms of tobacco use, in all locations, and apply 24 hours per day, 365 days per year.
<p><b>Recommendations:</b>  The strength school policies prohibiting tobacco use is related to tobacco use behaviour. The most effective tobacco free school policy prohibits all forms of tobacco use by students, staff and visitors on all school property, at events, and in transportation, and is in effect 24 hours a day, 365 days a year, even if enforcement is not always feasible.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>STEP 1: TEAM</b>				
<b>The school actively engages students in promotion of tobacco control.</b>	Our school does not actively engage students in tobacco control.	Our school minimally engages students in in tobacco control.	Our school somewhat engages students in in tobacco control.	Our school fully engages students in in tobacco control.
<p><b>Recommendations:</b>  Engaging students in activities and programs related tobacco control is important. Your school should create an environment that emphasizes that it is everyone’s responsibility to promote a tobacco-free school environment.</p>				
<b>STEP 2: PLANNING</b>				
<b>The school has at least one person responsible to actively enforce school policies prohibiting tobacco use on school property at least while students are in school.</b>	Our school does not have policies prohibiting tobacco use on school property.	Our school does not have at least one person with responsibility to actively enforce school policies prohibiting tobacco use on school property while students are in school.		Our school has at least one person with responsibility to actively enforce school policies prohibiting tobacco use on school property while students are in school.
<p><b>Recommendations:</b>  Your school should consider introducing a tobacco free school policy that prohibits all forms of tobacco use by students, staff and visitors on all school property, at events, and in transportation, and is in effect 24 hours a day, 365 days a year. Schools are places where social behaviours are modeled and reinforced. Moreover, student perceptions of policy enforcement are related to the prevalence of school tobacco use. As such, it is important that such a policy be enforced. Policies that are not strongly enforced are not effective in controlling tobacco use among students.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>STEP 3: IMPLEMENTATION ACROSS THE 4 PILLARS OF COMPREHENSIVE SCHOOL HEALTH</b>				
<b>The school's health curriculum is supplemented with opportunities for learning about tobacco use and control issues (e.g. prevention of tobacco use, stopping tobacco use, protection from secondhand smoke).</b>	Our school only addresses tobacco use and control in the health curriculum.	Our school addresses one aspect of tobacco use and control outside of the health curriculum.	Our school addresses two aspects of tobacco use and control outside of the health curriculum.	Our school addresses at least three aspects of tobacco use and control outside of the health curriculum.
<p><b>Recommendations:</b>  For teaching and learning to be truly comprehensive, tobacco use and control should be addressed across curriculum, and at all grade levels. Results will be longer lasting when lessons reinforce and build on subsequent teaching and if students have the opportunity to practice the application of a skill in other academic areas. Learning skills such as critical thinking, assertive communication and advocacy cut across curriculum areas, from health and social studies to language arts, fine arts and science.</p>				
<b>STEP 4: CELEBRATE!</b>				
<b>The school has at least one effective partnership that supports students to remain or become tobacco free.</b>	Our school has minimal effective partnerships to help students become or remain tobacco free.	Our school has some partnerships with minimal supports to help students become or remain tobacco free.	Our school has an effective partnership that provides a variety of supports to help students become or remain tobacco free.	Our school has effective partnerships that provide a variety of supports to help students become or remain tobacco free.
<p><b>Recommendations:</b>  Offering supports to help students remain or become tobacco free can be overwhelming. A comprehensive program involving schools, families and community partners will be the most effective. Each partner brings unique knowledge and experience as well as a host of resources which will all increase the likelihood of successfully creating a healthy school community.</p>				

# 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.