



Action Schools! BC

# School Health Inventory

School Name and SD#: \_\_\_\_\_  
Completed by: \_\_\_\_\_  
Date completed: \_\_\_\_\_

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The School Health Inventory (SHI) is an inventory designed to assist school Action Teams to assess their school environment and identify areas where action is needed. Schools can then create goals to incorporate into their School Action Plan.

## I. School Health Policies and School Environment

### 1.1 Representative committee for school health programs

Does the school have a representative\* committee that meets at least twice a year and oversees the school health policies and programs (e.g. healthy eating and physical activity)?

- Yes, there is a representative committee that meets at least twice a year and oversees school health policies and programs.
- There is a committee, but it is not representative; or it does not address physical activity, healthy eating, and tobacco prevention and cessation policies and programs; or it meets less than twice a year.
- There is no committee for school health programs, but there are plans to establish one.
- There is no committee for school health programs, and there are no plans to establish one.

*\* Representative means it includes relevant members of the school community, such as students, school staff (e.g. teachers, administrators, food services and custodial staff), families, community practitioners (e.g. recreation programmers, public health nurses, counselors), and community volunteers (e.g. coaches).*

### 1.2 Written health policies

- a) Our school or district has written school health policies that commit the school to providing: (check all that apply)
  - Foods that are low in fat, sodium, and added sugars wherever food is available inside the school (vending machines, school stores, cafeteria, school events, meetings).

- Alternatives to using food to reward or discipline student behaviour or achievement.
- A minimum of 20 minutes for students to eat lunch.
- Strategies to meet the needs of hungry students.
- A broad range of competitive and noncompetitive physical activities that help students develop the skills needed to participate in lifetime physical activity.
- A 100% tobacco-free environment 24 hours a day.

b) Does the school have written policies about helmet and safety equipment for cyclists and those commuting to school with 'small wheel vehicles' (e.g. rollerblades, skateboards, scooters)?

- Yes, the school has both helmet and safety equipment policies.
- The school has policies about helmet and safety equipment for only one of the above.
- There are no written policies about helmet or safety equipment, but there are plans to develop them in the future.
- No, there are no written policies about helmet or safety equipment, and there are no plans to develop them in the future.

### 1.3 Communication of school health policies

a) Does the school communicate its policies on physical activity, healthy eating, and tobacco prevention and cessation to students, staff, families and visitors in each of the following ways? (check all that apply)

- 'Tobacco-free school' signs
- Student handbook
- Staff handbook
- Family handbook and/or newsletters
- Staff orientation and meetings
- Student orientation
- Announcements at school events
- Community meetings
- Contracts with outside vendors and organizations that rent school facilities
- Other methods? \_\_\_\_\_
- School policy is not communicated to students, staff, families or visitors

- b) The school communicates these policies to: (check all that apply)
- Students (e.g. student orientation, handbook, announcements).
  - Staff (e.g. staff orientation, handbook and meetings).
  - Parents (e.g. family handbook, newsletters, community meetings).
  - The public (e.g. written policy posted in the school, school website).

#### 1.4 Fund-raising efforts

- a) Do school fund-raising efforts support healthy eating through the sale of non-food items or healthy foods\* instead of foods that are of minimal and low nutritive value\*\*?
- Yes, fund-raising efforts support healthy eating through the sale of non-food items or foods low in sodium, and added sugars.
  - Fund-raising efforts rarely support healthy eating.
  - Fund-raising efforts typically include the sale of foods high in fat, sodium and added sugars, but there are plans to change this practice.
  - Fund-raising efforts typically include the sale of foods high in fat, sodium and added sugars, and there are no plans to change this practice.

\* *Healthy foods are low in fat, sodium, and added sugars (e.g. fresh fruits, vegetables, air-popped popcorn).*

\*\* *Foods of low nutritive value provide most calories in the form of fat and/or sugars but contain few vitamins or minerals (e.g. candy, fried chips, juice drinks, and soft drinks).*

- b) Do school fund-raising efforts promote physical activity (e.g. fun runs, family walks, programs like Jump Rope for Heart)?
- Yes, all of the school's fund-raising efforts promote physical activity in some form.
  - Some of the school's fund-raising efforts promote physical activity in some form.
  - The school's fund-raising efforts do not involve or promote physical activity, but there are plans to change in the future.
  - The school's fund-raising efforts do not involve or promote physical activity, and there are no plans to change in the future.

#### 1.5 Access to healthy foods

- a) Have the school's administrators and teachers seen the Ministry of Education and Ministry of Health *Guidelines for Food and Beverage Sales in BC Schools (2007)*?
- Yes, our school staff has seen the 2007 Guidelines for Food and Beverage Sales in BC Schools.
  - No, our school staff has not yet seen the 2007 Guidelines for Food and Beverage Sales in BC Schools.

- b) Does the school use the Ministry of Education and Ministry of Health *Guidelines for Food and Beverage Sales in BC Schools* to select choices for vending machines, school stores, cafeterias, parties, dances, sports events and special events?
- Yes, our school uses the *Guidelines for Food and Beverage Sales in BC Schools* to select choices for foods provided within the school.
  - No, our school does not use the *Guidelines for Food and Beverage Sales in BC Schools* to select choices for foods provided within the school, but there are plans to do so.
  - No, our school does not use the *Guidelines for Food and Beverage Sales in BC Schools* to select choices for foods provided within the school, and there are no plans to do so.
- c) Does the school promote the sale and distribution of healthy foods\* and discourage the sale and distribution of foods of minimal and low nutritive value\*\* throughout the school day through any of the following methods?:
- Posting "Nutrition Facts" and labeling healthy choices.
  - Making nutritious choices more affordable.
  - Displaying healthy choices more prominently.
  - Offering taste-testing opportunities.
  - Others: \_\_\_\_\_
  - Our school does not promote the sale and distribution of healthy foods through any of these methods, but has plans to do so.
  - Our school does not promote the sale and distribution of healthy foods through any of these methods, and has no plans to do so.

\* *Healthy foods are low in fat, sodium, and added sugars (e.g. fresh fruits, vegetables, air-popped popcorn).*

\*\* *Foods of low nutritive value provide most calories in the form of fat and/or sugars but contain few vitamins or minerals (e.g. candy, fried chips, juice drinks, and soft drinks).*

## 1.6 Eating environment

Does the school provide enough time\* and space to eat in a relaxed environment\*\*?

- Yes, our school provides enough time and space to eat in a relaxed environment.
- Our school provides enough time, but the space is not optimal.
- Our school provides adequate space, but limited time to eat meals.
- Our school does not provide adequate time or space to eat in a relaxed environment, but there are plans to do so.
- Our school does not provide adequate time or space to eat in a relaxed environment, and there are no plans to do so.

\* *Enough time means a minimum of 20 minutes to eat a meal.*

\*\* *A relaxed eating environment is one that is safe, caring and orderly (e.g. mealtime supervisors are trained in first aid for choking; noise is kept at a reasonable level; students sit on chairs at tables rather than on the floor).*

### **1.7 Training for food service staff**

Is training and support offered to food service and other relevant staff to meet nutrition standards and prepare healthier meals?

- Yes, training and support is offered to food service and other relevant staff to meet nutrition standards and prepare healthier meals.
- No, but there are plans to do so.
- No, and there are no plans to do so.
- Our school does not employ food service staff.

### **1.8 Collaboration of teachers and food service staff**

Do your teachers and food service staff collaborate regularly on consistent healthy eating messages?

- Yes, our teachers and food service staff collaborate regularly on consistent healthy eating messages.
- No, our teachers and food service staff do not collaborate regularly on consistent healthy eating messages, but there are plans for this to happen.
- No, our teachers and food service staff do not collaborate regularly on consistent healthy eating messages, and there are no plans for this to happen.
- Our school does not employ food service staff.

### **1.9 Preventing food-borne illness**

Does your school promote and support safe food handling practices (e.g. posters, educational materials about proper hand washing and handling foods, presentations/planning with the Health Authority's Environmental Health Officer).

- Yes, our school promotes and supports safe food handling practices.
- No, our school does not promote and support safe food handling practices, but there are plans to do so.
- No, our school does not promote and support safe food handling practices, and there are no plans to do so.

### **1.10 Recess**

Are students provided with at least 20 minutes of recess\* during each school day, and do teachers or recess monitors encourage students to be active?

- Yes, students are provided with at least 20 minutes of recess each day, and are encouraged to be active.
- Recess is provided for at least 20 minutes each day, but neither teachers nor recess monitors encourage students to be active.

- Recess is provided each day, but for fewer than 20 minutes; or it is provided on some days, but not on all days.
- Recess is not provided on any day.

\* *Recess is an opportunity for unstructured physical activity, and should complement rather than substitute physical education.*

### **1.11 Adequate physical activity facilities**

Are physical activity facilities adequate in the following ways? (check all that apply)

- Both indoor and outdoor facilities are available for physical education, classroom physical activity, and extracurricular physical activity programs.
- Physical education classes do not have to be canceled due to weather extremes (rain, high or low temperatures, etc.).
- In physical education classes, all students can be physically active without overcrowding or safety risks.
- For extracurricular activities, all interested students can sign-up and participate without overcrowding or safety risks.

### **1.12 Access to physical activity facilities outside school hours**

Can all students use the school's indoor and outdoor physical activity facilities outside school hours\*?

- Yes, students can use the school's indoor and outdoor physical activity facilities outside school hours.
- Indoor or outdoor facilities are available, but not both.
- Indoor or outdoor facilities are available, but the hours of availability are limited.
- No, students can not use the school's indoor and outdoor physical activity facilities outside school hours.

\* *Outside school hours means before and after school, evenings, weekends, and school vacations.*

### **1.13 Access to facilities and programs that promote safe, active transportation to and from school**

Does the school have the following facilities and programs that promote safe, active transportation to and from school? (check all that apply)

- A 'car-free zone' to provide safe walking areas.
- Adequate\* facilities available to lock bicycles and small wheel vehicles like skateboards and scooters.
- A 'walk to school' program involving teachers and families.

- Programs promoting the use of helmets and safety gear for those who use active transportation to school (e.g. bicycles and small wheel vehicles).

*\* Adequate means that most of the time (80% +) there are spaces available for students to lock up active transportation equipment.*

### **1.14 Staff orientation to school health policies**

Are staff oriented to (verbal and/or written orientation) and given copies of the policies on physical activity, healthy eating, and tobacco prevention and cessation that relate to their job responsibilities?

- Yes, staff are oriented to and given copies of the policies about these topics as they relate to their job responsibilities.
- Staff are oriented to or given copies of the above policies, but not both.
- No, but there are plans to do so.
- No, and there are no plans to do so.

## **2. Health and Career Education and Physical Education**

### **2.1 For Health and Career Education, the Ministry of Education recommends a time allotment of 5% of the total instructional time for each school year**

- a) Does your school build skills that support healthy eating (e.g. media awareness, planning and preparing meals)?
- Yes, our school builds skills that support healthy eating.
- No, our school does not presently build skills that support healthy eating, but there are plans to do so.
- No, our school does not presently build skills that support healthy eating, and there are no plans to do so.
- b) Does your school integrate healthy eating into other curriculum areas (e.g. math, science, social studies, physical education)?
- Yes, our school integrates healthy eating into other curriculum areas.
- No, our school does not integrate healthy eating into other curriculum areas, but there are plans to do so.
- No, our school does not integrate healthy eating into other curriculum areas, and there are no plans to do so.

**2.2 For Physical Education, the Ministry of Education recommends a time allotment of 10% of the total instructional time for each school year.**

How many minutes of instructional time do all **intermediate** grade students spend in physical education? \_\_\_\_\_

How many sessions during the week is this time spread over? (e.g. 2) \_\_\_\_\_

Does this represent:

An increase from last year? Explain:

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A decrease from last year? Explain:

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No Change

Describe any plans you have for changing this:

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**2.3 For Physical Education, the Ministry of Education recommends a time allotment of 10% of the total instructional time for each school year.**

How many minutes of instructional time do all **primary** grade students spend in physical education? \_\_\_\_\_

How many sessions during the week is this time spread over? \_\_\_\_\_

Does this represent:

An increase from last year? Explain:

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A decrease from last year? Explain:

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No Change

Describe any plans you have for changing this:

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**2.4 Student preparation for physical education (e.g. adequate time in clean, safe changing facilities)**

Do students have adequate time in clean, safe changing facilities to change before and after physical education class?

Yes, students have adequate time to change, and the changing facilities are clean and safe.

- Students have only one of the above.
- Students do not change for physical education.

## 2.5 Assessment of satisfaction with physical education

Is information collected from students about their satisfaction/enjoyment and participation in physical education?

- Yes, information about student satisfaction/enjoyment and participation is collected several times each year.
- Information is collected annually.
- Information is collected less than annually.
- No, information about student satisfaction/enjoyment and participation in physical education is not collected.

## 2.6 Promotion of community based physical activity

Does the physical education program use promotional methods to promote student participation in a variety of community-based physical activities\*? (check all that apply)

- Class discussions
- Bulletin boards
- Public address announcements
- Take-home flyers
- Homework assignments
- Newsletters
- Other: \_\_\_\_\_
- The program does not promote participation in community based physical activity.

\* *Examples of community based physical activities include clubs, teams, recreational classes, special events, and use of playgrounds, parks, bike paths, etc.*

## 3. School Health Services

Does your school have health service positions/budgets?

- Our school does have health service positions/budgets.
- Our school health service positions/budgets have been cut.
- Our school does not have health service positions/budgets.

### 3.1 Healthy eating and physical activity promotion

a) Does the school nurse\* or other health service practitioner\*\* promote healthy eating and physical activity to students and their families through the following methods? (check all that apply)

- Distribution of educational materials
- Individual advice
- Small group discussions
- Presentations
- Other: \_\_\_\_\_
- Our school does not have a school nurse or other health service practitioner.

\* School nurse means a licensed nurse employed by the school or district.

\*\* Other health service practitioner refers to a health professional who provides service to the school on either a contracted or a volunteer basis.

b) Does the school promote healthy eating to students through the following methods? (check all that apply)

- Positive, motivation messages about healthy eating throughout the school setting (e.g. posters, public announcements, videos, motivational speakers).
- Healthy activities at lunch breaks to encourage students to stay on school grounds.
- Fun, healthy eating events that support classroom learning (e.g. challenges, fairs, fiestas).

### 3.2 Assessing student need for food and beverages

a) Does your school have a process to assess the food and beverage needs of students?

- Yes, our school has a process to assess the food and beverage needs of students.
- No, our school does not have a process to assess the food and beverage needs of students, but there is a plan to implement one.
- No, our school does not have a process to assess the food and beverage needs of students, and there is no plan to implement one.

b) Does your school address the need for food and beverage services (e.g. need to provide a breakfast program, milk, vegetables, fruit)?

- Yes, our school does address the need for food and beverage services by providing: (check all that apply)
  - A breakfast program for students in need.
  - A lunch program for students in need.

- A milk service program for students in need.
- Vegetables and fruit snack program for students in need.
- No, our school does not address the need for food and beverage services, but there are plans to do so.
- No, our school does not address the need for food and beverage services, and there are no plans to do so.

## 4. Health Promotion for Staff

### 4.1 Staff physical activity/fitness programs

Does the school or district offer\* staff members physical activity/fitness programs\*\* that are accessible and free or low-cost?

- Yes, the school or district offers staff members physical activity or fitness programs that are accessible and free or low-cost.
- The school or district offers accessible physical activity/fitness programs, but the programs are not low-cost.
- The school or district offers physical activity/fitness programs, but the programs are not low-cost and not accessible.
- The school or district does not offer physical activity/fitness programs.

\* Offer means that the school or district has a special arrangement for staff to participate in physical activity/fitness programs either on-site or off-site through a community program.

\*\* Physical activity/fitness programs include classes, workshops, facilities and special events.

### 4.2 Staff access to facilities that promote physical activity

Does the school have bike racks, changing facilities and shower facilities for staff who choose to actively commute to work or exercise at the school during breaks?

- The school has all of the above facilities.
- The school has two of the above facilities.
- The school has one of the above facilities.
- There are no facilities available to the staff.

### 4.3 Staff participation in health promotion programs

Does the school or district promote and encourage staff participation in health promotion programs? (check all that apply)

Participation promotion methods:

- Information at orientation for new staff

- Information included with pay cheque
- Flyers posted on school walls
- Letters mailed directly to staff
- Announcements at staff meetings
- Articles in school/staff newsletter
- Incentive/reward programs
- Public recognition
- Other methods: \_\_\_\_\_
- The school or district does not promote or encourage staff participation in health promotion programs

#### **4.4 Staff role modeling**

Do staff members model healthy eating behaviours (e.g. healthy meals and snacks, providing students with positive feedback regarding their food choices)?

- Yes, staff members do model healthy eating behaviours.
- No, staff members do not model healthy eating behaviours.

#### **4.5 Promoting a healthy workplace**

Does your school promote a healthy workplace in any of the following ways?  
(check all that apply)

- We serve healthy foods and beverages at staff meetings.
- Our teachers, coaches and health service providers promote healthy messages that prevent body preoccupation resulting in disordered eating.
- Our staff members model healthy eating behaviours (e.g. healthy meals and snacks, providing students with positive feedback regarding their food choices).

## **5. Family and Community Involvement**

### **5.1 Family education**

Does the school provide families with opportunities to learn about healthy eating through educational materials\* sent home and involvement in school-sponsored activities\*\*?

- Yes, the school provides families with opportunities to learn about healthy eating through educational materials sent home and involvement in school-sponsored activities.
- The school provides few opportunities to learn about healthy eating.

The school does not provide families with opportunities to learn about healthy eating.

*\* Examples of educational materials include brochures, newsletter articles, introductions to curricula, and homework assignments that require family participation.*

*\*\* Examples of school-sponsored activities include parent/teacher meetings, health fairs, food tastings, international meals, field days.*

## 5.2 Student and family involvement in planning meals

*Note: only for those schools with breakfast/hot lunch programs*

Are students and families involved\* in planning school meals?

Yes, students and parents are involved with planning school meals.

Students or parents are involved, but not both.

Neither are involved, but there are plans to involve one or both groups.

Neither are involved, and there are no plans to involve them.

Our school does not provide school meals.

*\* Examples of being involved include giving menu and recipe suggestions, identifying food preferences, and participating in taste-testing activities.*

## 5.3 Family and community involvement in programs

a) Do families and community members help plan and implement school healthy eating programs? (check all that apply)

Volunteering to help in the classroom, cafeteria, or with special events.

Participating on a school planning committee for healthy eating programs.

Designing or conducting a needs assessment or program evaluation.

Other: \_\_\_\_\_

Family and community members do not help plan and implement school healthy eating programs.

b) Do families and community members help plan and implement school physical activity programs? (check all that apply)

Volunteering to help in the classroom, cafeteria, or with special events

Participating on a school planning committee for physical activity

Designing or conducting a needs assessment or program evaluation.

Other: \_\_\_\_\_

Family and community members do not help plan and implement school physical activity programs.

## 5.4 Community support

Does your school support local food producers and distributors (e.g. buying foods from local farmers, field trips to farms, ranchers and food processors, supermarket nutrition education tours)?

- Yes, our school supports local food producers and distributors.
- No, our school does not support local food producers and distributors, but there are plans to do so.
- No, our school does not support local food producers and distributors, and there are no plans to do so.

## 5.5 Community access to school facilities

Do community practitioners have access to indoor and outdoor school facilities\* outside school hours\*\* to participate in or conduct health promotion programs\*\*\*?

- Yes, community practitioners have access to school facilities.
- Yes, but the hours of access are somewhat limited.
- Yes, but the hours of access are quite limited; or there is access to indoor or outdoor facilities but not both.
- Community practitioners do not have access to either indoor or outdoor school facilities.

*\* Examples of school facilities include classrooms, gymnasiums, and outdoor areas.*

*\*\* Outside school hours means before and after school, evenings, weekends, and school vacations.*

*\*\*\* Examples of health promotion programs include physical activity, healthy eating and/or tobacco prevention and cessation programs.*

*Adapted From: School Health Index, 2000. US Department of Health and Human Services Center for Disease Control and Prevention.*

Please return to:

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