

Foundations for a Healthy School Framework – Draft Version – April 2014

This framework outlines how schools and school boards, together with their partners, can develop a healthy school. The foundations for a healthy school are built within the five broad areas identified below. Collectively, strategies and activities undertaken within these areas contribute to a **positive school climate**, which is key to a healthy school. Also key to building a strong foundation is the use of **an integrated approach** to address a range of health-related topics. This framework provides *sample* strategies and activities, at the level of the school, the classroom, and the student, to illustrate an integrated approach as well as ways of contributing to a healthy school in the context of specific health-related topics.

Each of the strategies listed is aligned with a K–12 School Effectiveness Framework (K-12 SEF) indicator (identified by the number given at the end of each item). Note that these are examples only, provided to illustrate possible connections with the K–12 SEF. The [K–12 School Effectiveness Framework](http://www.edu.gov.on.ca/eng/literacynumeracy/framework.html) is available for download at <http://www.edu.gov.on.ca/eng/literacynumeracy/framework.html>.

| Curriculum, Teaching and Learning | School and Classroom Leadership | Student Engagement | Social and Physical Environments | Home, School and Community Partnerships |
|--|--|---|--|---|
| <p>Curriculum, teaching and learning is an area that offers a wide range of opportunities for students to learn, practise and promote positive and healthy behaviours and to practise how to lead healthy active lives.</p> <p>This area includes:</p> <ul style="list-style-type: none"> learning programs based on the provincial curriculum, including teaching/learning strategies and resources, and assessment and evaluation practices; opportunities for students to learn about themselves – their interests, strengths and aptitudes – and others, and to develop and promote well-being; informal instruction and learning opportunities within and outside the classroom/learning environment (e.g., classroom discussions, hallway and recess conversations, before- and after-school programs, activities and interactions on school grounds); co-construction by teachers and students of learning goals, success criteria and learning tasks; professional learning opportunities for educators, child care staff, and program support staff; child care and family support programs at the school (e.g., full-day kindergarten, before- and after-school programs). | <p>School and classroom leadership focuses on creating a positive classroom and school environment by identifying shared goals and priorities that are responsive to the needs of the school community.</p> <p>This area includes:</p> <ul style="list-style-type: none"> identifying and establishing realistic goals related to students' well-being through school improvement planning; establishing a collaborative learning culture in the school and the fostering of innovation; developing, implementing and monitoring policies and procedures related to healthy schools; collecting data to help identify priority areas, and implementing appropriate programming to support identified priorities. | <p>Student engagement refers to the extent to which students identify with and value their learning; feel a sense of belonging at school; and are informed about, engaged with and empowered to participate in and lead academic and non-academic activities.</p> <p>This area includes:</p> <ul style="list-style-type: none"> opportunities for students to be active contributors to matters related to their learning, the learning environment and their well-being; helping students develop the skills to be self-directed, self-monitoring learners, through the use of assessment <i>for</i> learning and assessment <i>as</i> learning approaches; considering diverse perspectives among participants in school decision-making processes and encouraging students to be leaders and contributors to the development and implementation of policies, programs and initiatives at the school and in the broader community. | <p>The social and physical environments are key aspects of a healthy school – a school that is physically, socially and emotionally safe, supportive and healthy.</p> <p>This area includes:</p> <ul style="list-style-type: none"> ongoing support for the development and maintenance of positive relationships within a school and school community; taking into account how these environments are influenced by various features and aspects of the school premises and surroundings (e.g., buildings and grounds, routes to and from school, facilities in the school community); taking into account the availability of appropriate material and equipment used for various purposes on school premises (e.g., visual supports, program materials, technology). | <p>Home, school and community partnerships engage parents, extended family, school staff and community groups in a mutually beneficial way to support, enhance and promote opportunities for learning as well as the achievement and well-being of all learners.</p> <p>This area includes:</p> <ul style="list-style-type: none"> engaging and coordinating services, expertise and resources that are available within the school community (e.g., school council, student council, public health units, police, fire, local social services and clubs, other schools and school boards, child care and family support programs, recreation and sports groups, municipalities, municipal organizations, universities and colleges, local businesses, non-profit organizations). engaging and coordinating services, expertise and resources that are available outside the school community (e.g., regional, provincial or national organizations). making connections with the broader community through on-site programs (e.g., child care and family support programs). |

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Promoting a Positive School Climate

Including strategies and activities related to:

- the promotion of healthy relationships and respectful behaviours
- diversity, equity and inclusion
- living skills – communication and social skills
- prevention of inappropriate behaviour, and progressive discipline
- the prevention of and intervention in bullying, including cyber-bullying, harassment, and relationship-based violence

| Strategies at the Level of: | Curriculum, Teaching and Learning | School and Classroom Leadership | Student Engagement | Social and Physical Environment | Home, School and Community Partnerships |
|-----------------------------|--|--|--|---|--|
| The school | Provide regular professional learning opportunities for school and on-site program staff on proven strategies, including bullying-prevention strategies, grounded in evidence-based practices, for promoting a positive school climate. (4.1) | Support the efforts of Safe and Accepting Schools Teams in developing and updating strategies to maintain and enhance a positive school climate (e.g., school climate surveys, focus groups comprising a diversity of students). (2.5) | Ensure that school-wide processes are in place for students to help identify areas in and around the school that may be vulnerable to occurrences of bullying/harassment, and develop action plans aligned with board/school improvement plans and existing bullying prevention and intervention plans to monitor and respond to related concerns. (3.3) | Engage the school community by hosting an information session for staff, students, on-site partners and parents to present and discuss the results of the school climate survey. (6.2) | Use a whole-school approach in developing and implementing practical strategies to support positive behaviour, healthy relationships and bullying/harassment prevention and intervention practices at the school. (6.3) |
| The classroom | Develop effective instructional and assessment practices that reflect the diverse needs and pathways of all students. (4.5) | Identify and implement strategies to engage all students, and implement and monitor the effectiveness of appropriate disciplinary practices consistent with principles of progressive discipline. (2.5) | Incorporate various classroom activities that promote a positive climate, equity, respect for diversity, healthy relationships, bullying prevention and support for students (e.g., restorative practices). (3.3) | Model pro-social behaviours and discuss the characteristics and benefits of positive, supportive relationships to engage student interest in adopting and promoting positive and respectful behaviours. (2.5) | Invite community partners (e.g., police, organizations such as Kids Help Phone) to speak in class on topics related to building healthy relationships in the community and bullying and cyber-bullying prevention and interventions. (6.3) |
| The student | Students apply learning from cross-curricular projects and activities (e.g., Bullying Awareness and Prevention Week, the anti-bullying pledge, Gay-Straight Alliance, Equity/Social Justice groups) to promote a safe, inclusive and accepting school climate. (3.1) | Students identify practices, model behaviours, and lead activities that promote safe, accepting and inclusive learning environments. (2.5) | Students demonstrate their understanding of positive relationships and apply relationship skills in the context of school roles and activities (e.g., as recess monitors, peer mediators, physical activity leaders, club leaders). (5.2) | Students contribute their ideas about ways to change the environment to encourage positive social interaction and healthy relationships in the school (e.g., installing picnic tables in the school yard, organizing a youth room). (3.3) | Students are aware of and able to access community services that support healthy relationships, for themselves or their families. (6.3) |

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Using an Integrated Approach

Including strategies and activities that:

- address a range of health-related topics linked to learning across the curriculum;
- help students build understanding of self and others;
- contribute to a healthy school and healthy environment, such as:
 - character development
 - citizenship education
 - environmental education
 - financial literacy
 - Education and Career/Life Planning

| Strategies at the Level of : | Curriculum, Teaching and Learning | School and Classroom Leadership | Student Engagement | Social and Physical Environment | Home, School and Community Partnerships |
|------------------------------|---|--|--|--|---|
| The school | Provide a school-wide focus on learning through inquiry that enables students to make cross-curricular connections, aligning health-related learning with a wide variety of curriculum programs and initiatives (e.g., literacy/numeracy, environmental education, financial literacy, Education and Career/Life Planning). (4.4) | Establish a process for gathering information about the health of students in the school (e.g., by conducting a survey of students, staff, parents, and on-site partners, including staff connected with child care/family support programs) and develop and implement a plan to act on input. (2.5) | Establish school-wide programs and activities that enable students to work as team members with peers, educators and the wider community to promote and publicize healthy schools initiatives and programs, using a variety of tools (e.g., school or board website, learning management system, mobile apps, social media). (3.4) | Establish a process for students to take on leadership roles with the support and cooperation of adult allies and other peers. (3.3) | Engage parents, extended family and school community partners (e.g., staff of public health, recreation, and child care and parent support programs) in identifying healthy schools priorities, developing and implementing a plan to address these priorities and monitoring and evaluating the plan's impact. (6.2) |
| The classroom | Engage students in exploring real-world situations and issues and solving authentic problems related to the role of chronic disease prevention in the context of various health-related topics (e.g., physical activity, mental health, healthy eating and injury prevention). (4.4) | Establish a learning environment that includes positive models and opportunities for students to practise making reasoned decisions related to a wide range of health-related topics (e.g., healthy eating, physical activity, injury prevention). (2.5) | Use technology-based teaching and learning strategies involving authentic, real-world learning tasks that promote student voice and engagement (e.g., blogging about social and environmental issues with real audiences within a secure online learning management system). (5.2) | Provide authentic learning experiences that will engage students in creating and sustaining a healthy school environment (e.g., create a green school ground, plant trees, establish a garden or nature study area, develop a peaceful area for children and youth to meet, install recycling receptacles, plan citizenship projects). (3.4) | Invite community partners with expertise in a range of health-related topics to support curriculum-linked learning in the classroom. (6.2) |
| The student | Students develop strategies for recognizing and deconstructing biases, to enable them to identify reliable sources of health information, interpret information and critically evaluate content. (4.6) | Students provide input into and contribute to the implementation of a safe, accepting and healthy learning environment (2.5) | Students provide input into the identification of priorities; the planning, organization, and implementation of activities; and the evaluation of their impact (e.g., by conducting student-led research). (3.2) | Students coordinate and/or participate in efforts related to creating and sustaining a healthy school environment (e.g., through presentations, discussions, display tables, bulletin boards, websites, open house) (3.3) | Students participate in a variety of programs (e.g., cooking, dance, sports and activities, first aid, workplace safety) offered in partnership with municipal and recreation departments and other community partners during and/or outside school hours. (6.3) |

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Health-Related Topics

Physical Activity

Including strategies and activities related to:

- active living
- living skills – self-awareness, social skills
- movement competence (skills, concepts, strategies)
- physical literacy
- recreation
- safety
- the Teaching Games for Understanding approach

Policy connection: Daily Physical Activity

| Strategies at the Level of: | Curriculum, Teaching and Learning | School and Classroom Leadership | Student Engagement | Social and Physical Environment | Home, School and Community Partnerships |
|-----------------------------|--|--|--|--|---|
| The school | Provide professional learning opportunities for staff on practical strategies for implementing physical activity, the benefits of physical activity, connections to learning, safe practices and opportunities for integration of physical activity within a wide range of curriculum areas. (4.1) | Establish a process to help ensure that physical activity opportunities are maximized throughout the school day (e.g., develop class timetables that include daily physical activity). (2.1) | Support students in their role as school leaders (e.g., training, sharing of responsibility) for the planning, organizing and implementation of physical activity opportunities (e.g., intramural sports, recess/playground games, fitness breaks). (3.4) | Make use of some existing areas on school premises for physical activity (e.g., the fitness room, outdoor open spaces). (2.5) | Coordinate “active transportation” for students to and from school (e.g., Walking Wednesdays, “walking school bus”, cycling), with support from community partners. (6.3) |
| The classroom | Create self-assessment opportunities for students in developing personal fitness plans that identify strengths, areas for improvement and short- and long-term goals. (4.4) | Provide multiple and varied opportunities for students to demonstrate learning through participation in a wide range of physical activities that help them understand the connections between game strategies and transferable skills. (4.1) | Provide a wide range of physical activities throughout the year that build skills that support lifelong participation in physical activity and that reflect the cultures, interests and achievements of the children and youth at the school (e.g., indoor and outdoor soccer, cricket, running and walking clubs, dancing). (3.2) | Establish an environment that is inclusive and where everyone feels safe (physically and emotionally) and can participate in physical activities that are reflective of their individual strengths and learning preferences. (3.1) | Partner with community sport and recreation associations to extend instruction to school/community facilities (e.g., tennis, skiing, snowshoeing, canoeing). (6.3) |
| The student | Students demonstrate and apply the knowledge and skills needed to engage actively in a wide range of physical activities (e.g., yoga, skipping, soccer, swimming), and discuss creative ways of enjoying activity (e.g., taking the stairs; walking, wheeling, rolling to school; dancing to music). (4.1) | Students provide input on the types of physical activities offered before, during and after school (e.g., intramural activities, interschool sports) and provide feedback after they have participated in the activities. (2.3) | Students demonstrate strong and respectful relationships by engaging with peers, parents and community partners in the organization of school-wide events that focus on physical activity for everyone (e.g., Activity Day, Winter Carnival, Family Fitness Night). (3.4) | Students contribute ideas and identify interests through a student survey in order to determine the types of equipment that students would like to have for outdoor activities (e.g., soccer balls, tennis or badminton equipment, discs). (3.3) | Students are aware of and can access physical activity programs in their school community. (6.3) |

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Healthy Eating

Including strategies and activities related to:

- use of Canada’s Food Guide
- environmental impact of food choices
- food access
- food safety
- living skills – self-awareness, critical and creative thinking
- making healthy food choices
- nutrition
- oral and dental health
- positive mealtime practices

Policy connection: School Food and Beverage Policy

| Strategies at the Level of: | Curriculum, Teaching and Learning | School and Classroom Leadership | Student Engagement | Social and Physical Environment | Home, School and Community Partnerships |
|-----------------------------|---|---|--|---|---|
| The school | Provide opportunities for students to apply their knowledge and skills related to healthy eating in the collaborative development of a school cookbook containing healthy recipes from students, school staff, parents and community partners. (3.3) | Establish a process to identify and share evidence-informed resources and teaching practices that support healthy eating practices. (2.1) | Make use of data gathered from food-preference surveys to help determine healthy foods to offer and/or sell at the school (e.g., food in the cafeteria, foods for a breakfast or snack program). (3.2) | Establish a Healthy Eating Action Team with representatives from the entire school community to identify ways of improving the school’s food culture. (2.5) | Develop a partnership with local farmers or producers to make local food products available to students. (6.3) |
| The classroom | Provide authentic learning experiences that require students to apply knowledge, think critically, synthesize information in new contexts and apply knowledge and skills learned in the classroom to activities in daily life (e.g., visits to a grocery store, farm or farmers’ market; food preparation in school clubs). (4.3) | Consider strategies for addressing topics that may arise when teaching healthy eating that need to be handled with sensitivity (e.g., access to healthy food, societal norms for an “ideal body”, cultural and/or religious differences regarding food and beverage choices). (4.6) | Create engaging learning experiences that are based on student feedback and that promote collaboration, innovation and creativity (e.g., development and maintenance of a school garden). (3.1) | Establish an area where food can be prepared and stored safely, and post signs providing information on safe food preparation and storage practices. (2.5) | Invite professionals from the community (e.g., a public health officer, a local chef, a registered dietitian) to model and promote healthy eating practices. (6.3) |
| The student | Students demonstrate and apply their knowledge and skills related to healthy eating when discussing healthy food choices and making healthy choices. (4.1) | Students engage in opportunities to provide input into the planning of the types of food and beverages offered in the school cafeteria and in any breakfast/snack program available at the school. (3.3) | Students take on a leadership role in the development, organization and running of a school tuck shop that sells healthy food and beverages or a school-wide healthy breakfast/snack program. (3.1) | Students engage in the development and/or maintenance of a school garden. (2.5) | Students work with local organizations and community partners to identify areas of need related to healthy eating in the local community and to promote healthy eating within the school. (6.3) |

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Personal Safety and Injury Prevention

Including strategies and activities related to:

- safety (e.g., safe practices in sports, road safety, fire safety, protection from the sun or cold, workplace safety)
- high-risk behaviours
- living skills – care for self and others in various ways (e.g., knowledge of first aid; awareness of the potential seriousness of allergies, diabetes, asthma; proper use of a helmet)

Policy connection: Sabrina’s Law

| Strategies at the Level of: | Curriculum, Teaching and Learning | School and Classroom Leadership | Student Engagement | Social and Physical Environment | Home, School and Community Partnerships |
|-----------------------------|--|--|--|--|---|
| The school | Work collaboratively to support student safety by establishing routines for safe practices, by providing training or instruction and by encouraging students to take safe risks in activities (e.g., sports) only within a safe and supportive context. (4.7) | Promote a culture of safety mindedness in the school, and provide opportunities for school leaders and staff to engage in ongoing discussions on safe practices that apply to all aspects and areas of the school (2.1) | Provide engaging learning experiences in which students identify areas of interest, take part in personally relevant safety training (e.g., first aid, use of an automated external defibrillator [AED] or cardiopulmonary resuscitation [CPR], safety practices for babysitting) and discuss areas of potential risk and strategies to minimize risk. (3.1) | Install signs in appropriate areas of the school (e.g., anaphylaxis posters in food areas, signs showing proper hand-washing techniques near sinks, supervision signs in gymnasiums). (2.5) | Collaborate with school councils, student representatives, student councils and community partners (e.g., the Life Saving Society, public health unit staff, police officers, fire fighters) to plan and host information sessions or workshops on relevant safety topics (e.g., bicycle checks, helmet fitting, safe cycling). (6.1) |
| The classroom | Engage students in exploring real-world situations and issues related to injury prevention (e.g., bicycle, bus, water, pedestrian and workplace safety; proper use of sport and other equipment; exposure to ultraviolet radiation from sunlight or tanning beds). (4.4) | Model appropriate safety practices to students during activities inside and outside the classroom, including identification of potential safety concerns and strategies to address the concerns. (2.5) | Engage students in discussion about the risks of certain activities and the related, appropriate use of protective equipment and safe and healthy practices. (3.1) | Develop a process to help ensure that equipment is properly installed, maintained and regularly inspected according to health and safety standards and that the equipment is appropriate for the students. (2.5) | Support classroom instruction and school-wide programs through the establishment of community partnerships in high-priority safety areas (e.g., water safety, road safety, bicycle safety, exposure to the sun, workplace safety). (6.2) |
| The student | Students assume leadership roles in safety promotion by leading and facilitating workshops for peers on injury-prevention topics (e.g., concussion symptoms and signs, sun and water safety, first aid, workplace safety) (4.3) | Students demonstrate the knowledge, skills and attitudes needed to participate confidently and safely in the learning process (e.g., awareness of proper safety practices, proper use of protective equipment, appropriate response to an unsafe situation). (2.5) | Students demonstrate safety mindedness in various ways (e.g., creating seasonal safety messages for school assemblies or morning announcements; providing safety updates for the school website). (3.4) | Students behave in accordance with personal safety information provided in a student handbook or planner (e.g., concussion prevention, identification and management). (2.5) | Students share their learning about establishing and maintaining safe practices with their peers, family and community. (6.4) |

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Growth and Development

Including strategies and activities related to:

- body image
- diversity
- healthy relationships
- human development and sexual health
- living skills – self-awareness, communication and social skills, thinking skills
- self-efficacy
- self-esteem

| Strategies at the Level of: | Curriculum, Teaching and Learning | School and Classroom Leadership | Student Engagement | Social and Physical Environment | Home, School and Community Partnerships |
|-----------------------------|--|---|--|---|---|
| The school | Offer training opportunities on topics related to raising awareness of bias, stereotypes and stigma and on supportive approaches for addressing topics that require sensitivity when teaching. (4.7) | Support professional learning and dialogue about students' healthy relationships and self-esteem. (2.2) | Provide regular opportunities for children and youth to ask questions and have discussions with peers, school staff and other partners in contexts that reflect the diversity of the school community. (3.2) | Establish displays and multimedia content that depict the school's diversity and address healthy-growth and development topics. (2.5) | Establish partnerships and work collaboratively with community organizations that provide health services for children and youth (e.g., immunization, oral health care). (6.3) |
| The classroom | Select resources that reflect the diversity of members of the school community, their values, cultures and interests (e.g., books, movies, biographies, guest speakers, case studies, music). (4.6) | Provide opportunities for discussion and celebration of similarities and differences that exist in the class (e.g., cultural values, physical development, learning styles, interests). (2.2) | Work with students to establish routines and procedures that take into account the need for safety on both physical and emotional levels in the learning environment. (3.2) | Collaborate with students to build a healthy and supportive environment that encourages students to develop self-esteem and self-efficacy and to show respect for others. (3.1) | Work with parents and community partners (e.g., the public health unit, local cultural groups) to access information on teaching approaches and resources that can support class discussions on healthy growth and development. (6.3) |
| The student | Students explore and learn more deeply about the components of healthy relationships and ways in which personal perspectives can be influenced by their context, beliefs and background. (4.4) | Students choose respectful words and make thoughtful decisions when communicating in person and through social media. (2.5) | Students represent their own voice when advocating for programs and resources that support diversity and healthy relationships (e.g., clubs, intramural programs). (3.2) | Students contribute ideas to discussions with peers that are related to promoting positive body image, self-confidence and sexual health, and identify resources and supports that are available for student discussions. (3.3) | Students access supports and tools that can help them gain insight into building self-esteem and a healthy body image. (6.3) |

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Mental Health

Including strategies and activities related to:

- education and career/life planning to reduce transition anxiety
- living skills – self-awareness, adaptive, management and coping skills
- mental health promotion
- mental health problems (e.g., depression, self-harm, anxiety, attention, eating problems)
- resiliency
- stigma and stereotypes
- suicide prevention and intervention

| Strategies at the Level of: | Curriculum, Teaching and Learning | School and Classroom Leadership | Student Engagement | Social and Physical Environment | Home, School and Community Partnerships |
|-----------------------------|---|--|---|---|--|
| The school | Provide learning opportunities that include information and resources grounded in evidence-based practices to promote positive mental health and to help individuals recognize and respond appropriately to the signs and symptoms of mental illness. (4.1) | Provide school staff with information from research on the physical, emotional, social and cognitive development of children and youth, as well as with opportunities for ongoing dialogue with parents to support positive mental health. (5.3) | Provide a wide range of school and community supports to assist children and youth in participating in activities that promote positive mental health (e.g., stress relief, relationship building, development of a sense of connection to the school) throughout the year. (4.7) | Establish a process for seeking input from staff, children, youth and community partners in order to identify resources and supports that are responsive to changing needs. (2.3) | Establish partnerships with community organizations that have mental health expertise (e.g., local agencies) to identify the needs of the school, to help promote mental health for students and to provide help for parents in understanding and supporting students with mental health issues. (6.3) |
| The classroom | Establish a climate of safety and sensitivity that reflects awareness of mental health and addictions within the school community and in which talking about mental health and mental illness is accepted and encouraged. (3.3) | Integrate adaptive strategies (e.g., cognitive appraisals, positive refocusing, positive reappraisal) into lessons to help children and youth develop self-regulation skills. (5.3) | Provide students with information and training on mental health and with an opportunity to organize a committee or event to promote positive mental health in partnership with school staff or mental health leads.(3.3) | Create a safe, inclusive, peaceful and comfortable environment (e.g., dedicated quiet space, outdoor learning or meeting areas, e-learning opportunities) in which students can learn. (2.5) | Liaise with mental health leads and school board staff who have responsibility for mental health to identify and implement mental health awareness strategies. (6.3) |
| The student | Students actively contribute to developing their All About Me portfolio or Individual Pathways Plan (IPP), as part of the school's education and career/life planning program, which helps to ease transition anxiety. (5.1) | Students report incidents of discrimination, harassment, bullying and injustice, and contribute to solutions. (2.5) | Students take advantage of opportunities in the school to redirect, express or address emotions in healthy ways (e.g., engaging in physical activity, communicating effectively, staying calm). (2.5) | Students contribute to the planning and identification of places in the school where they can go to discuss issues related to mental health (e.g., stress, conflict, relationships) with staff and peers. (3.3) | Students are aware of and have access to programs and services that are available to them in their school and community to support their mental health needs. (6.3) |

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Substance Use, Addictions and Related Behaviours

Including strategies and activities related to:

- excessive screen time (e.g., television, computer)
- gambling
- living skills – adaptive and coping skills, communication skills
- misuse of substances, including alcohol and other drugs
- tobacco-use prevention

| Strategies at the Level of: | Curriculum, Teaching and Learning | School and Classroom Leadership | Student Engagement | Social and Physical Environment | Home, School and Community Partnerships |
|-----------------------------|---|--|--|--|---|
| The school | Promote learning through problem solving to support children and youth in making cross-curricular connections between personal choices related to substance use/misuse and potential outcomes, including exploration of the positive effects of improved mental health on at-risk behaviours. (4.4) | Provide professional learning opportunities to address identified areas of need in the school, and encourage staff to develop a wide repertoire of instructional strategies for use in the classroom and school with respect to substance use/misuse, addictions and related behaviours. (2.2) | Establish a youth committee composed of students with diverse perspectives (e.g., points of view related to age, gender, interests) to identify areas of concern (e.g., risks of tobacco use, substance misuse at social and sporting events, safety at graduations) and to promote positive behaviours in the school and the community. (3.3) | Create opportunities for educators to collaborate on identifying areas where and times when use of substances (e.g., tobacco, alcohol, cannabis) may be more likely to occur, to develop school-based strategies to address the key concerns and to monitor and review the impact of the strategies over time. (3.1) | Facilitate and support tobacco-use cessation strategies with community partners. (6.3) |
| The classroom | Provide multiple and varied opportunities for students to demonstrate understanding of the risks associated with tobacco, alcohol and drug use. (4.1) | Integrate adaptive strategies (e.g., resiliency building, positive refocusing, positive reappraisal) into lessons to help students develop coping and refusal skills. (5.3) | Identify resources and community supports (e.g., community programs) and make information on them available (e.g., information to be included in student agendas/planners or posted on the school website). (4.6) | Establish and maintain a resource area in the school to access current information on community supports that are available for use by children and youth, parents, school staff and the broader school community. (3.1) | Work with community partners (e.g., police, public health units) to make connections between the information taught in class and areas of concern in the local community (e.g., smoking, misuse of prescription drugs, use of illegal drugs, online gambling, gaming, excessive screen time). (6.2) |
| The student | Students apply learning related to substance use and addictions by identifying and discussing topics relevant to the diverse backgrounds of students in the school. (4.6) | Students coordinate discussion groups to identify emerging trends and/or key issues related to substance use/misuse and/or addictions that could be priorities, and identify the supports needed in the school. (3.2) | Students provide input related to school programs or student-led activities (e.g., promotion of a tobacco-free lifestyle). (3.2) | Students try new tasks, take risks in a safe and supportive environment and share their learning with others. (3.1) | Students act as role models and provide positive peer support to other children and youth in their school community. (6.2) |

The Ministry of Education welcomes your input on this working draft of the revised Foundations for a Healthy School Framework.

If you have suggestions, comments or other input, please e-mail healthy.schools@ontario.ca. Thank you!