

Healthy Schools Rubric

Rating	Wellness Priorities			
	Healthy Eating	Active Living	Positive Social Environments	Physical Environment
4: Keep It Up!	The nutrition landscape of the school ensures that all available food choices in our school are from the "Choose Most Often/ Choose Sometimes" categories as identified by the Alberta Nutrition Guidelines for Children and Youth (2008), and healthy eating is reinforced in all applicable curricular and extra-curricular areas, to support students in making healthy choices.	Active living is an integral part of our school culture. A broad range of opportunities for physical activity are provided in all applicable curricular and extra-curricular areas on a daily basis for all students.	The social environment is welcoming and is designed to provide students with a caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.	The physical environment promotes healthy choices to create a collaborative and inclusive culture providing equitable access to resources for all.
3: Nearly There	The nutrition landscape of the school ensures that the majority of available food choices in our school are from the "Choose Most Often/ Choose Sometimes" categories as identified by the Alberta Nutrition Guidelines for Children and Youth (2008), and healthy eating is reinforced in most applicable curricular and extra-curricular areas, to support students in making healthy choices.	We are integrating active living into the culture of our school. Many opportunities for physical activity are provided in most applicable curricular and extra-curricular areas on a regular basis for many students.	The majority of stakeholders perceive that the social environment is welcoming and mostly supports students' safety and connectedness throughout much of the school community.	The physical environment promotes many healthy choices to create a collaborative and inclusive culture providing equitable access to resources for the majority of individuals.
2: On the Road	The nutrition landscape of the school ensures that some of available food choices in our school are from the "Choose Most Often/ Choose Sometimes" categories as identified by the Alberta Nutrition Guidelines for Children and Youth (2008), and healthy eating is being reinforced in some curricular and extra-curricular areas, to support students in making healthy choices.	We are developing strategies to support a culture of active living in our school. Several opportunities for physical activity are provided in some applicable curricular and/or extra-curricular areas for some students.	Some stakeholders perceive the social environment to be welcoming with some elements of a caring, respectful and safe environment.	The physical environment promotes some healthy choices as we strive to create a collaborative and inclusive culture and to provide more equitable access to resources.
1: Just Started	We are aware of the need to improve the nutrition landscape to reflect the Alberta Nutrition Guidelines for Children and Youth (2008) and are planning to make links to healthy eating in applicable curricular and extra- curricular areas to support students in making healthy choices	We have identified active living as an important element of a healthy school culture. Opportunities for physical activity are provided, but are limited.	We are aware of the need to create a social I environment that is welcoming and designed to provide a caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.	We are aware that the physical environment needs to be one that promotes healthy choices to create a collaborative, inclusive and equitable culture.

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	Partnerships and Services	Healthy School Policy	Teaching and Learning	Implementation and Sustainability
4: Keep It Up!	We have cultivated partnerships and engaged support from parents, a broad network of agencies, programs and community members. We actively seek out additional partners and services within the community.	We have implemented wellness policies, procedures, practices, and processes on all levels that support and promote Healthy Eating, Active Living, and Healthy Social and Physical Environment impacting both curricular and non-curricular areas.	We have embedded formal and informal opportunities to learn about student health and wellbeing into all aspects of school life impacting both curricular and non-curricular areas	We have adopted a CSH approach which is embedded within the culture of our school. A wide variety of stakeholders are actively engaged in all stages and/or processes: (visioning, assessment, identification of priorities, implementation of action plans, evaluation, and celebration).
3: Nearly There	We have developed partnerships and gained support from many parents, several agencies, programs and community members. We have encouraged involvement from additional partners and services within the community.	We have started to implement wellness policies, procedures, practices, and processes on many levels that support and promote Healthy Eating, Active Living and/or Healthy Social and Physical Environments, impacting many curricular and non-curricular areas.	We have integrated formal and informal opportunities to learn about student health and wellbeing into most aspects of school impacting many curricular and non-curricular areas.	We have implemented a CSH approach and have begun to integrate it into the culture of our school. Several stakeholder groups are involved in most stages and/or processes (visioning, assessment, identification of priorities, and implementation of action plans, evaluation, and celebration).
2: On the Road	We have initiated communication with some parents, a range of potential partners and services within the community.	We have developed some policies, procedures, practices, and processes that support and promote Healthy Eating, Active Living and/or Healthy Social and/or Physical Environments, impacting some curricular and non-curricular areas	We provide some formal and informal opportunities to learn about student health and wellbeing impacting several curricular and extracurricular areas.	We have initiated a CSH approach in our school. Some stakeholders are involved in this process (visioning, assessment, identification of priorities, and implementation of action plans, evaluation, and celebration).
1: Just Started	We have identified the need to cultivate partnerships with parents, agencies, programs and community members as potential partners and/or services.	We are aware of the need to develop some policies, procedures, practices, and processes that will support Healthy Eating, Active Living and/or Social and Physical Environments, and ultimately impact curricular and non-curricular areas.	We have just begun to plan some formal and informal opportunities to learn about student health and wellbeing	We are aware of the need to develop strategies to address a more comprehensive approach to health and wellness in our school. A few stakeholders are involved in investigating the process.