

Suggested Citation

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Note: This November 2012 version of the CIM of Youth Physical Activity & Sedentary Behaviour replaces all previously published versions. The indicators and measures presented in this report have been updated based on pilot test results.

Youth Excel...

...aims to integrate the prevention of cancers with the prevention of other chronic diseases; integrate science, policy and practice to optimize prevention efforts; and catalyze cross-provincial/territorial partnerships to accelerate progress as part of an initiative called CLASP: Coalitions Linking Action and Science for Prevention. Efforts are currently focused on tobacco control, physical activity and healthy eating.

Youth Excel is a team of teams including researchers, policy and program leaders from provinces. From 2009 to 2012, provincial teams were led by the following host organizations: NL (Memorial U), PE (U of PEI), NB (UNB), ON (Public Health Ontario), MB (CancerCare Manitoba), AB (U of Alberta), BC (U of Victoria), plus the pan-Canadian Joint Consortium for School Health and the University of Waterloo/Canadian Cancer Society's Propel Centre for Population Health Impact, which served as the secretariat.

Development of the Core Indicators and Measures of Youth Health was funded by

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For more information visit www.propel.uwaterloo.ca/youthexcel or email ca@uwaterloo.ca .

Acknowledgements

Development of the Core Indicators and Measures of Physical Activity & Sedentary Behaviour was a multi-stage process. Initial development began with a preliminary expert consultation workshop and online survey followed by a consensus building workshop. The initial refinement stage involved written feedback and a series of teleconference calls. Pilot testing offered during the Spring of 2012 and refinements were made by a subset of initial contributors. We thank the many individuals and organizations listed below that contributed to the development phase. We extend special thanks to Christina Kroeker and Sue Cragg for their roles in the editing of this report.

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Summary

Use of consistent measures to generate and report comparable indicators can more rapidly advance our knowledge of what types of interventions work in different settings with different populations, and help inform program and policy decisions. Adopting core indicators and measures (CIM) can minimize duplication and reduce burden on respondents by coordinating our efforts. This report was developed for individuals and organizations in Canada who conduct, or make use of, surveillance and evaluation data, with the hope that they will voluntarily and consistently adopt and use the CIM of Youth Health as they have been developed, each time measurement occurs. There are currently three modules of the CIM of Youth Health: Tobacco Control, Physical Activity & Sedentary Behaviour, and Nutrition. Each module is described in a different report. This report describes the CIM of Youth Physical Activity & Sedentary Behaviour and replaces all previously published versions. All indicators and measures described in this report have been updated from the original versions based on pilot test results.

Physical inactivity and sedentary behaviour form a growing crisis affecting many Canadian youth, despite widespread knowledge of the multiple physical, psychological, and psychosocial benefits associated with physical activity and reduced sedentary behaviours. The CIM of Youth Physical Activity & Sedentary Behaviour are designed to monitor physical activity levels of youth, and assess factors in the school setting that promote or hinder physical activity among youth.

Building on past efforts, a group of experts developed two separate sets of core indicators and measures that can be implemented together or independently: 1) The “individual-level” CIM, designed to be used with youth respondents aged 10-19 years; and 2) The “school-level” CIM, designed to be used with respondents (as individuals or a team) who can accurately report on various aspects of their school setting.

The individual-level CIM set contains 11 indicators measured by 6 questions¹ about physical activity and sedentary behavior, plus 3 demographic questions. The individual-level CIM are designed to be used with youth respondents aged 10-19, regardless of their living, working and playing environment(s), with the exception of the measures and indicators which examine participation in extra-curricular activities and active transport which are not relevant for youth who do not attend school.

The school-level CIM set contains 12 indicators measured by 6 questions about the policies and mandates, extra-curricular activities and community partnerships surrounding physical activity, plus 3 school characteristic variables. The school-level CIM are designed to be used with respondents (as individuals or a team) who can accurately report on various aspects of their school environment. We limited the scope of the school-level CIM to processes, programs and structures which educators and their community partners can reasonably be expected to influence.

Both sets of core indicators and measures were designed to be used with any data collection tool, either as a stand-alone set of measures or integrated with additional questions and/or topics according to data collection objectives. To balance standardization with flexibility we have structured the CIM so that “topics” can be assessed independently, but hope that all the indicators associated with a particular measure will be reported publicly (where possible) and that all the measures associated with these indicators will be included in the data collection tool exactly as they appear in this report. Common reporting guidelines are included to facilitate comparison across implementations.

The core indicators and measures for youth respondents and school environment assessments are summarized in the tables that follow, and explained in detail in the body of this report.

Full report available at www.propel.uwaterloo.ca/youthexcel

¹ One question should be supplemented or replaced by a pedometer protocol, where feasible.

Core Indicators and Measures for Youth Respondents (“Individual-level”)

Topics	Indicators	Measures																																																								
Select those relevant to your data collection objective(s)	For each topic selected, report all indicators where possible	For each topic selected, include all questions in your data collection tool																																																								
1. Proportion of youth that meet Canada’s Physical Activity Guidelines	<p>1. a) Proportion of youth who accumulate 12,000 steps per day</p> <p>b) Proportion of youth who accumulate 12,000 steps per day for at least 5 days per week</p> <p>c) Average number of steps per day</p> <p>AND/OR²</p> <p>2. a) Proportion of youth who report obtaining 60 minutes of moderate to vigorous physical activity each day</p> <p>b) Proportion of youth who report obtaining 60 minutes of moderate to vigorous physical activity on at least 5 days.</p> <p>c) Proportion of youth who report 60 minutes or more of moderate to vigorous physical activity on a typical day</p> <p>d) Proportion of youth who report 15-59 minutes moderate to vigorous physical activity on a typical day</p> <p>e) Proportion of youth who report less than 15 minutes of moderate to vigorous physical activity per day.</p>	<p>1. Pedometer step counts from getting out of bed to going to bed for 7 days</p> <p>AND/OR²</p> <p>2. Mark how many minutes of physical activity you did on each of the past 7 days. Include physical activity during physical education class, lunch, after school, evenings, and spare time. Physical activities include skating, bike riding, running, rollerblading any other physical activities that make you sweat, breathe harder or be “out of breath.”</p> <table border="1" data-bbox="792 709 1360 993"> <thead> <tr> <th></th> <th>None</th> <th>1 to 14 minutes</th> <th>15 to 29 minutes</th> <th>30 to 59 minutes</th> <th>1 to 2 hours</th> <th>More than 2 hours</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tuesday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Wednesday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thursday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Friday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Saturday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sunday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		None	1 to 14 minutes	15 to 29 minutes	30 to 59 minutes	1 to 2 hours	More than 2 hours	Monday							Tuesday							Wednesday							Thursday							Friday							Saturday							Sunday						
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² Where feasible, Indicator 1 (a-c) should be implemented in addition to Indicator 2 (a-e) since the former is based on objective measures.

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Select those relevant to your data collection objective(s)	For each topic selected, report all indicators where possible	For each topic selected, include all questions in your data collection tool																																																
2. Sedentary behaviour	<p>1. Proportion of youth who report their recreational screen time as no more than 2 hours per day</p> <p>a) on all days b) on all weekdays c) on weekend days</p> <p>2. Proportion of youth who report their recreational screen time as less than 1 hour per day</p> <p>a) on all days b) on all weekdays c) on weekend days</p>	<p>1. For each of the past 7 days, mark how many hours (outside of school) you spent <u>sitting or lying down</u> looking at a screen. Think about the time you spent watching TV and movies, playing video games, video chatting, text messaging, or surfing internet sites like Twitter or YouTube, for example.</p> <table border="1"> <thead> <tr> <th></th> <th>None</th> <th>Less than 1 hour a day</th> <th>1 to 2 hours a day</th> <th>More than 2 hours but less than 5 hours a day</th> <th>5 or more hours a day</th> </tr> </thead> <tbody> <tr><td>Monday</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Tuesday</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Wednesday</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Thursday</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Friday</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Saturday</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Sunday</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		None	Less than 1 hour a day	1 to 2 hours a day	More than 2 hours but less than 5 hours a day	5 or more hours a day	Monday						Tuesday						Wednesday						Thursday						Friday						Saturday						Sunday					
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3. Youth participation in extra-curricular, school-organized physical activity	<p>1. Proportion of youth that participate in extra-curricular, school-organized sport or physical activity (for example, intramurals, interschool sport) at least once per week in at least 3 seasons per year.</p> <p>2. Proportion of youth that participate in extra-curricular, school-organized sport or physical activity (for example, intramurals, interschool sport) at least once per week for at least one season.</p>	<p>1. During each season in the past 12 months, how often did you participate in before-school, lunch-time, or after-school physical activities that were organized by your school? (<i>For example, dance clubs, intramurals, or school team sports</i>)</p> <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>Less than once per week</th> <th>1 to 3 times per week</th> <th>4 or more times per week</th> </tr> </thead> <tbody> <tr><td>Fall</td><td></td><td></td><td></td><td></td></tr> <tr><td>Winter</td><td></td><td></td><td></td><td></td></tr> <tr><td>Spring</td><td></td><td></td><td></td><td></td></tr> <tr><td>Summer*</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><i>*include summer if your sample will include students that attend year-round school and/or post-secondary students</i></p>		Never	Less than once per week	1 to 3 times per week	4 or more times per week	Fall					Winter					Spring					Summer*																											
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4. Youth participation in organized physical activity in community setting	<p>1. Proportion of youth that participate in organized sport or physical activity in community based settings (outside of school related activities) at least once per week in at least 3 seasons per year.</p> <p>2. Proportion of youth that participate in organized sport or physical activity in community based settings (outside of school related activities) at least once per week for at least one season.</p>	<p>1. During each season in the past 12 months, how often did you participate in sport or physical activity outside of school for at least 15 minutes <u>with a coach or instructor</u> present? (<i>For example, sports teams, dance lessons, swim clubs, YMCA leagues, tennis or golf lessons</i>).</p> <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>Less than once per week</th> <th>1 to 3 times per week</th> <th>4 or more times per week</th> </tr> </thead> <tbody> <tr><td>Fall</td><td></td><td></td><td></td><td></td></tr> <tr><td>Winter</td><td></td><td></td><td></td><td></td></tr> <tr><td>Spring</td><td></td><td></td><td></td><td></td></tr> <tr><td>Summer</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		Never	Less than once per week	1 to 3 times per week	4 or more times per week	Fall					Winter					Spring					Summer																											
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5. Youth participation in spontaneous physical activity	<p>1. Proportion of youth that participate in unorganized sport, physical activity or active play at least once per week in at least 3 seasons per year.</p> <p>2. Proportion of youth that participate in unorganized sport, physical activity or active play at least once per week for at least one season.</p>	<p>1. During each season in the past 12 months, how often did you participate in sport or physical activity for at least 15 minutes <u>without</u> a coach or instructor present? <i>(For example, going to the gym, biking, skateboarding, rollerblading, ice or road hockey, skiing, snowshoeing)</i></p> <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>Less than once per week</th> <th>1 to 3 times per week</th> <th>4 or more times per week</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Winter</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Never	Less than once per week	1 to 3 times per week	4 or more times per week	Fall					Winter					Spring					Summer				
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6. Active transportation to and from school	<p>1. Proportion of youth who actively transport</p> <p>a) to and from school</p> <p>b) to school</p> <p>c) from school</p>	<p>1. During the past 7 days, how did you usually get to and from school? <i>(If you use two or more modes of travel, choose the one that you spend most <u>time doing</u>)</i></p> <table border="0"> <thead> <tr> <th style="text-align: center;"><u>To School</u></th> <th style="text-align: center;"><u>From school</u></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Car</td> <td><input type="checkbox"/> Car</td> </tr> <tr> <td><input type="checkbox"/> School bus</td> <td><input type="checkbox"/> School bus</td> </tr> <tr> <td><input type="checkbox"/> Public bus, Subway or Street car</td> <td><input type="checkbox"/> Public bus, Subway or Street car</td> </tr> <tr> <td><input type="checkbox"/> Walking</td> <td><input type="checkbox"/> Walking</td> </tr> <tr> <td><input type="checkbox"/> Cycling</td> <td><input type="checkbox"/> Cycling</td> </tr> <tr> <td><input type="checkbox"/> Other active</td> <td><input type="checkbox"/> Other active</td> </tr> <tr> <td><input type="checkbox"/> Other inactive</td> <td><input type="checkbox"/> Other inactive</td> </tr> </tbody> </table>	<u>To School</u>	<u>From school</u>	<input type="checkbox"/> Car	<input type="checkbox"/> Car	<input type="checkbox"/> School bus	<input type="checkbox"/> School bus	<input type="checkbox"/> Public bus, Subway or Street car	<input type="checkbox"/> Public bus, Subway or Street car	<input type="checkbox"/> Walking	<input type="checkbox"/> Walking	<input type="checkbox"/> Cycling	<input type="checkbox"/> Cycling	<input type="checkbox"/> Other active	<input type="checkbox"/> Other active	<input type="checkbox"/> Other inactive	<input type="checkbox"/> Other inactive									
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Demographic Variables

Variables	Questions
For each indicator, report by	Include all if possible
1. Age	<p>1. How old are you today? <i>(Response options can be customized for sample)</i></p> <p><input type="checkbox"/> 10 years or younger</p> <p><input type="checkbox"/> 11 years</p> <p><input type="checkbox"/> 12 years</p> <p><input type="checkbox"/> 13 years</p> <p><input type="checkbox"/> 14 years</p> <p><input type="checkbox"/> 15 years</p> <p><input type="checkbox"/> 16 years</p> <p><input type="checkbox"/> 17 years</p> <p><input type="checkbox"/> 18 years</p> <p><input type="checkbox"/> 19 years or older</p>
2. Grade <i>Exclude if the entire sample does not attend school</i>	<p>1. What grade are you in?</p> <p><i>List each relevant grade as a separate response option.</i></p> <p><i>If sample includes post-secondary, include "post-secondary" as a response option.</i></p> <p><i>If sample may contain youth that do not attend school, include "I do not go to school" as a response option.</i></p>
3. Gender	<p>1. Are you... OR 2. Are you a...</p> <p><input type="checkbox"/> Male? <input type="checkbox"/> Boy?</p> <p><input type="checkbox"/> Female? <input type="checkbox"/> Girl?</p>

Core Indicators and Measures for School Setting Assessments (“School-level”)

Topics	Indicators	Measures																																																																																																						
Select those relevant to your data collection objective(s)	For each topic selected, report all indicators where possible	For each topic selected, include all questions in your data collection tool																																																																																																						
1. Amount of physical and health education offered by schools	<ol style="list-style-type: none"> Proportion of schools that offer at least 30 minutes daily (at least 150 minutes per week and every day) to every grade for the entire school year Proportion of schools that offer 150 minutes of physical and health education per five-day week (Monday to Friday) to all grades for the entire year Proportion of schools that offer 150 minutes of physical and health education per five day week for the entire school year for at least one grades Proportion of schools that offer 150 minutes of physical and health education per five day week to all grades within their school for at least half the school year Proportion of schools that offer any physical education five days per five day week to all grades for the whole year Proportion of schools that offer any physical activity for at least 30 minutes a time for at least 3 days a week to every grade for the entire year 	<p>1. This question asks about your physical and health education* curricula. We want you to consider both physical education classes and health education classes in your response. For each grade taught in your school, please indicate:</p> <p>a. whether students taking a physical and/or health education class take it for all or part of the school year</p> <table border="1"> <thead> <tr> <th></th> <th>All -year</th> <th>Half of school year</th> <th>Less than half of school year</th> </tr> </thead> <tbody> <tr><td>Kindergarten</td><td></td><td></td><td></td></tr> <tr><td>Grade 2</td><td></td><td></td><td></td></tr> <tr><td>Grade 4</td><td></td><td></td><td></td></tr> <tr><td>Grade 6</td><td></td><td></td><td></td></tr> <tr><td>Grade 8</td><td></td><td></td><td></td></tr> <tr><td>Grade 10</td><td></td><td></td><td></td></tr> <tr><td>Grade 12</td><td></td><td></td><td></td></tr> </tbody> </table> <p>b. the number of minutes a typical physical and/or health education class period consists of</p> <table border="1"> <tbody> <tr><td>Kindergarten</td><td></td></tr> <tr><td>Grade 2</td><td></td></tr> <tr><td>Grade 4</td><td></td></tr> <tr><td>Grade 6</td><td></td></tr> <tr><td>Grade 8</td><td></td></tr> <tr><td>Grade 10</td><td></td></tr> <tr><td>Grade 12</td><td></td></tr> </tbody> </table> <p>c. the number of days each physical and/or health education class is scheduled for in a typical week (Monday to Friday)</p> <table border="1"> <thead> <tr> <th></th> <th>1 day</th> <th>2 days</th> <th>3 days</th> <th>4 days</th> <th>5 days</th> </tr> </thead> <tbody> <tr><td>Kindergarten</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Grade 2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Grade 4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Grade 6</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Grade 8</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Grade 10</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Grade 12</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><i>*When implementing measures in defined jurisdictions, the terminology of that province/territory may be used.</i></p> <p>2. Is daily physical activity (DPA) for students during instructional time mandated at your school? (Select all that apply)</p> <table border="1"> <tbody> <tr><td><input type="checkbox"/></td><td>Yes, this is mandated by our province or territory</td></tr> <tr><td><input type="checkbox"/></td><td>Yes, this is mandated by our school district or school board</td></tr> <tr><td><input type="checkbox"/></td><td>Yes, our school has its own guidelines and/or policy</td></tr> <tr><td><input type="checkbox"/></td><td>No, this is not mandated at our school</td></tr> </tbody> </table> <p>2. For each grade that daily physical activity (DPA) for students during instructional time is mandatory, please enter the number of minutes per day required.</p> <p>Kindergarten ___ minutes Grade 2 ___ minutes Grade 4 ___ minutes Grade 6 ___ minutes Grade 8 ___ minutes Grade 10 ___ minutes Grade 12 ___ minutes</p> <p>OR</p> <p><input type="checkbox"/> Daily physical activity is not mandatory for any grade at our school</p>		All -year	Half of school year	Less than half of school year	Kindergarten				Grade 2				Grade 4				Grade 6				Grade 8				Grade 10				Grade 12				Kindergarten		Grade 2		Grade 4		Grade 6		Grade 8		Grade 10		Grade 12			1 day	2 days	3 days	4 days	5 days	Kindergarten						Grade 2						Grade 4						Grade 6						Grade 8						Grade 10						Grade 12						<input type="checkbox"/>	Yes, this is mandated by our province or territory	<input type="checkbox"/>	Yes, this is mandated by our school district or school board	<input type="checkbox"/>	Yes, our school has its own guidelines and/or policy	<input type="checkbox"/>	No, this is not mandated at our school
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2. Daily physical activity (DPA) policy	<ol style="list-style-type: none"> Proportion of schools that report that daily physical activity during instructional time outside of physical and health education is mandatory Proportion of schools that offer at least 20 minutes of daily physical activity (DPA) during instructional time to all grades taught in the school 	<p>1. Is daily physical activity (DPA) for students during instructional time mandated at your school? (Select all that apply)</p> <table border="1"> <tbody> <tr><td><input type="checkbox"/></td><td>Yes, this is mandated by our province or territory</td></tr> <tr><td><input type="checkbox"/></td><td>Yes, this is mandated by our school district or school board</td></tr> <tr><td><input type="checkbox"/></td><td>Yes, our school has its own guidelines and/or policy</td></tr> <tr><td><input type="checkbox"/></td><td>No, this is not mandated at our school</td></tr> </tbody> </table> <p>2. For each grade that daily physical activity (DPA) for students during instructional time is mandatory, please enter the number of minutes per day required.</p> <p>Kindergarten ___ minutes Grade 2 ___ minutes Grade 4 ___ minutes Grade 6 ___ minutes Grade 8 ___ minutes Grade 10 ___ minutes Grade 12 ___ minutes</p> <p>OR</p> <p><input type="checkbox"/> Daily physical activity is not mandatory for any grade at our school</p>	<input type="checkbox"/>	Yes, this is mandated by our province or territory	<input type="checkbox"/>	Yes, this is mandated by our school district or school board	<input type="checkbox"/>	Yes, our school has its own guidelines and/or policy	<input type="checkbox"/>	No, this is not mandated at our school																																																																																														
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Select those relevant to your data collection objective(s)	For each topic selected, report all indicators where possible	For each topic selected, include all questions in your data collection tool																																								
3. School culture and practices related to physical activity	1. Proportion of schools that involve a broad range of policies or activities to engage the whole school community to support and participate in physical activity that a. fully apply policies or activities b. somewhat or fully apply policies or indicators	1. To what extent do each of the following statements apply to your school? <table border="1" data-bbox="768 394 1370 942"> <thead> <tr> <th></th> <th>Not at all</th> <th>Minimally</th> <th>Somewhat</th> <th>Fully</th> </tr> </thead> <tbody> <tr> <td>Students develop the skills they need to lead an active healthy lifestyle through their involvement in physical education and physical activity</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>School staff set a tone that supports involvement in physical activity (e.g., not using physical activity as punishment)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students' participation and/or accomplishments in physical activity are recognized and celebrated</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students have the opportunity to develop leadership skills related to physical activity (e.g. through DPA, intramurals)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Our school's policies and/or practices encourage physical activity opportunities for students</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Physical activities are embedded in the culture of the school (e.g. school assemblies, fundraising, staff meetings)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sport and physical activities offered are designed to be inclusive of all students</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Not at all	Minimally	Somewhat	Fully	Students develop the skills they need to lead an active healthy lifestyle through their involvement in physical education and physical activity					School staff set a tone that supports involvement in physical activity (e.g., not using physical activity as punishment)					Students' participation and/or accomplishments in physical activity are recognized and celebrated					Students have the opportunity to develop leadership skills related to physical activity (e.g. through DPA, intramurals)					Our school's policies and/or practices encourage physical activity opportunities for students					Physical activities are embedded in the culture of the school (e.g. school assemblies, fundraising, staff meetings)					Sport and physical activities offered are designed to be inclusive of all students				
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4. School partnerships and resources for physical activity	1. Proportion of schools that have at least one partnership that facilitates physically active among students 2. Proportion of schools that have at least one partnership with an external organization (e.g. NGO, business, government, public health) that facilitates physically active among students 3. Proportion of schools that have: a. funding to help students remain or become physically active b. services to help student remain or become physically active c. material resources to help students remain or become physically active	1. Effective partnerships are based on effective communication and strong interpersonal relationships; fit with your school's focus on learning, build on links between health and learning; have common aims, objectives and goals; value the roles of each member; and flexible; and are developed over time. Does your school have at least one effective partnership with the following individuals or groups to help students remain or become physically active? <table border="1" data-bbox="768 1339 1422 1591"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Families</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Community group(s) or non-governmental organization(s)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Business(es)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Government at any level</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Public health or regional / local health authorities</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> 2. Does your school have the following supports to help students remain or become more physically active? <table border="1" data-bbox="768 1692 1422 1843"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Funding, grants or donations</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Services (e.g. programs, activities, guest speakers, teacher training)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Material resources (e.g. handouts, signs, equipment)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Families	<input type="checkbox"/>	<input type="checkbox"/>	Community group(s) or non-governmental organization(s)	<input type="checkbox"/>	<input type="checkbox"/>	Business(es)	<input type="checkbox"/>	<input type="checkbox"/>	Government at any level	<input type="checkbox"/>	<input type="checkbox"/>	Public health or regional / local health authorities	<input type="checkbox"/>	<input type="checkbox"/>		Yes	No	Funding, grants or donations	<input type="checkbox"/>	<input type="checkbox"/>	Services (e.g. programs, activities, guest speakers, teacher training)	<input type="checkbox"/>	<input type="checkbox"/>	Material resources (e.g. handouts, signs, equipment)	<input type="checkbox"/>	<input type="checkbox"/>										
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School Characteristic Variables

Variable	Questions
For each indicator, report by	Include all or obtain data from other sources
1. Grades taught at the school	What grades are taught at your school? <i>Open ended range response OR list each relevant grade as a separate response option</i>
2. Number of students enrolled at the school	How many students are enrolled at your school? <i>Open ended response</i>
3. School socioeconomic status (as indicated by postal code)	What is your school's postal code? <i>Open ended response</i>