

Toolkit to Healthier Communities – Influencing Healthy Public Policies

This toolkit is for anyone who wants to advance health policy in their community or encourage change at the local level



Credits

The [Ontario Chronic Disease Prevention Alliance](#) (OCDPA) is the provincial collective voice on chronic disease prevention. We are a collaborative of leading health-related organizations working together to focus on chronic disease prevention and healthy living.

Our current membership is comprised of over 30 organizations including representatives from Public Health, health-related research organizations and non-governmental organizations (NGOs), health promotion resource centres, and health-related professional networks. Our membership contributes to the overall vision and mission of the OCDPA through provision of resources, advocacy engagement and knowledge exchange, and the shaping of Alliance events and meetings.

OCDPA would like to thank its Partner organizations for their contribution to this toolkit:

[Association of Local Public Health Agencies](#)

[Canadian Cancer Society](#)

[Canadian Diabetes Association](#)

[Cancer Care Ontario](#)

[Centre for Addiction and Mental Health](#)

[Health Nexus](#)

[Heart and Stroke Foundation of Ontario](#)

[Ophea \(Ontario Physical and Health Education Association\)](#)

[OPHA](#)

[Osteoporosis Canada](#)

OCDPA would also like to thank the [Healthy Communities Consortium](#) for its valuable contributions to the development of this toolkit.

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Introduction to the Toolkit

About the Toolkit

The purpose of the toolkit is to help you influence policies that support healthier communities. This toolkit expands on the work of the [Ontario Chronic Disease Prevention Alliance \(OCDPA\)](#) and its many [project partners](#). It is based on THCU's [8 step process to policy development](#) and builds on the Physical Activity Resource Centre (PARC)'s [Workbook for Influencing Physical Activity Policy](#).

This toolkit is for anyone who wants to advance policy in their community or encourage policy change at the local level. This toolkit will guide you through the policy development process with:

- A step-by-step outline of the policy-development process
- Practical worksheets to help you move through the steps
- Helpful tips for each step
- Policy ideas to help identify potential future policies
- A glossary of terms
- Web links for further information/support

Anyone Can Influence Policies

From youth to community leaders to local government, every one / member of the community has the ability to influence [policy change](#):

- A manager or a leader at an organization can lead the policy development process, help enforce a policy, and support the monitoring and evaluation of a policy
- Researchers or local authorities may engage in the policy development process by ensuring the support of structures and processes in place to monitor and evaluate a policy
- Health professionals can facilitate the policy change by leading, supporting, and advocating for any of the policy development processes described in this toolkit
- A facilitator or a health promotion specialist could engage the community, provide workshops and trainings to promote policy change
- Lay workers, volunteers, or activists can engage people on the issue and influence policy change (see Step 5 of policy development).

To increase the impact of your efforts, work with people who share common goals and interests. Take part in the policy development process wherever you are comfortable, even if it is only in a single step of the process. Remember, anyone can support and influence policy change!

Please note that this toolkit is not a comprehensive toolkit for policy development, a literature review of 'best practices', or a thorough analysis of which policies are best for a particular community or setting. Rather, it is intended to support Ontario communities in advancing healthy public policies by supporting community practitioners in influencing policy and creating supporting environments that promote healthy lifestyles.



In addition, policy development is not a linear (step-by-step) process and you may need to make some adjustments to the policy development process to suit your needs. For example, if you may already have policy options developed and are ready to build support for the policy, you may start by reviewing Step 4 or 5 of the policy development process. Moreover, it is advised that you work with [appropriate stakeholders](#) when moving forward on policies.

There are many types of policies at the federal, provincial, municipal and organization levels, such as legislation, regulation, by-laws, organizational policies, etc. If you would like to know more on how to bring policies to higher legislative levels, general information can be found at [How a Government Bill Becomes a Law](#) and [Understanding Cabinet Decision Making](#). You can also access more information at the [Legislative Assembly of Ontario](#) website. When influencing policies at the local level, it is important to have information about your [local government](#) or [municipality](#) at hand.

Toolkit Sections

We recommend that you complete the worksheets and note the tips and additional resources to help guide you through each step of the policy development process. The worksheets can be filled in electronically using the WORD version or can also be printed and filled out manually, and can be adapted to your own specific purpose. It may be useful for you to work through some of the worksheets with stakeholders in your community.

Please also browse through the [policy ideas](#) at the end of the toolkit for potential solutions to your issue of concern. Policy ideas provided in this toolkit address the Ontario Ministry of Health Promotion and Sport's six priority areas as outlined in the [Healthy Communities Framework](#): Healthy eating, Injury prevention, Mental health, Physical activity, sports and recreation, Tobacco use /exposure, and Substance and alcohol misuse. Implementing healthy public policies also supports the [Ontario Public Health Standards 2008](#) and compliments efforts in the [Ministry of Health Promotion and Sport's Guidance Documents](#).

A [Glossary of Terms](#) and links to website resources/support are also included for your convenience at the end of this report.

A Note on 'Healthier Communities' and 'Healthy Public Policies'

The term "community" used throughout this toolkit makes reference to the groups, organizations, settings, or environments striving to create positive change. This project recognizes each community has its own unique needs and assets. We believe that all communities can be healthier regardless of current state or status. Effective policies should always be tailored to suit the needs of each individual community. Please use the toolkit to determine how to work toward the best and most feasible solutions for your community.

Funding and Support

This toolkit was made possible with funding from the Ministry of Health Promotion and Sport – Healthy Communities Fund and significant in-kind support from staff, volunteers, and partner organizations. For a list of project partners, please refer to the [Acknowledgements](#) section in the appendix.



“Public policy is the broad framework of ideas and values within which decisions are taken and action, or inaction, is pursued by governments in relation to some issue or problem. Briefly stated, public policy is a choice or decision made by government that guides subsequent actions in similar circumstances.” - Brooks, 1989

The Role of Healthy Public Policies and Community Partnership in Creating Healthier Communities

Policy development is a well-planned decision-making process that seeks to address certain objectives or concerns for the public good. Good policy is informed by evidence and brings about an important change through a variety of policy tools (e.g. legislation, regulation, by-laws, and organizational policies). As noted in the [Ottawa Charter for Health Promotion](#), health promotion policy must make healthy choices easier. Ideally, health promotion policy decision-makers weigh the various policy options and choose the most appropriate policy. If the right policy is chosen and implemented well, it can lead to healthier individuals and communities.

[Healthy public policies](#) can lead to a [healthier community](#) in many ways. This includes addressing [chronic disease risk factors](#) and [social determinants](#) that negatively impact a [community](#)'s health.

“Healthy public policy is characterized by an explicit concern for health and equity in all areas of policy and by accountability for health impact. The main aim of health public policy is to create a supportive environment to enable people to lead healthy lives. Such a policy makes health choices possible or easier for citizens. It makes social and physical environments health-enhancing.” - WHO, 1988

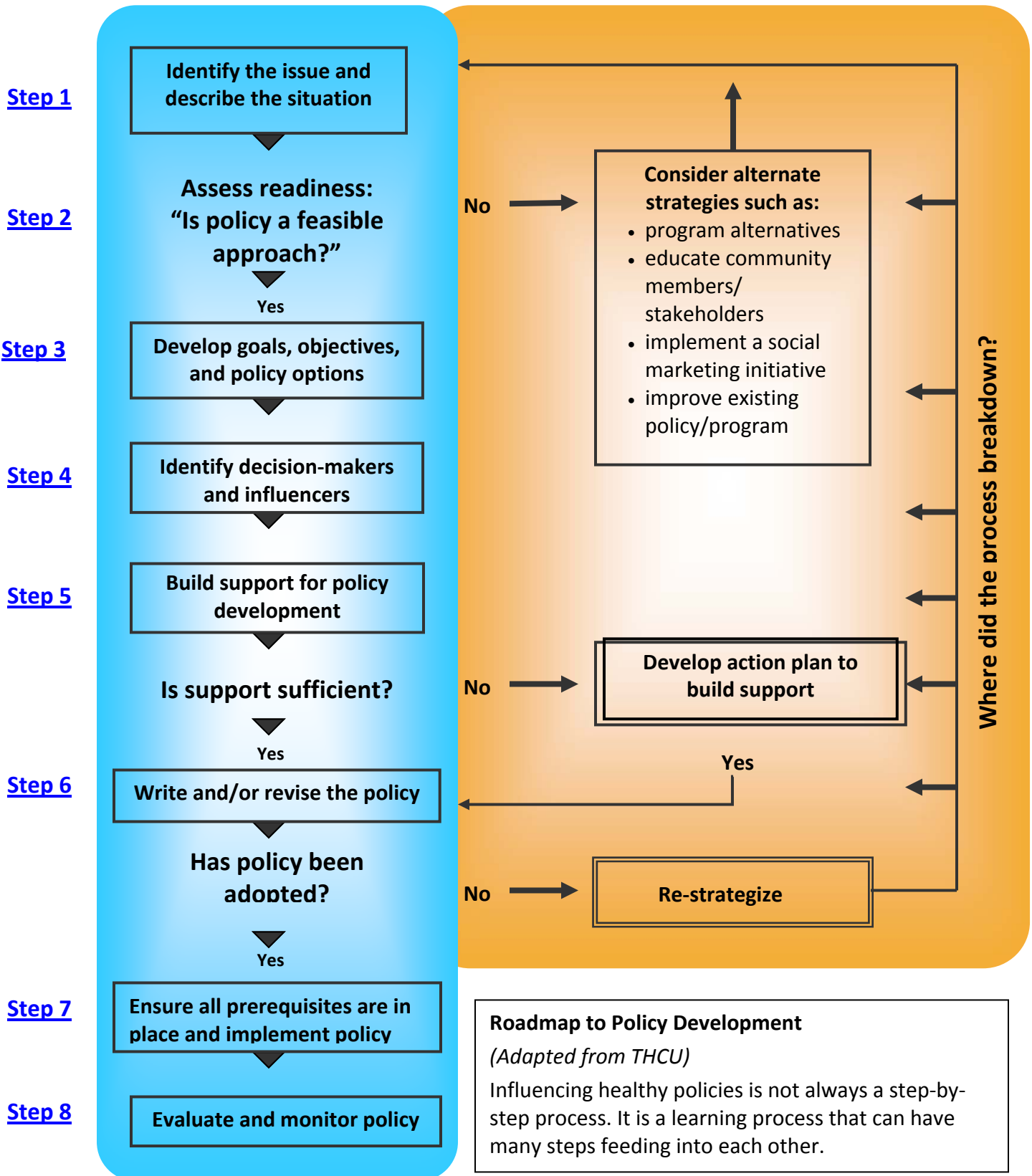
A [policy](#) can create or enhance an environment that promotes good mental health, addresses safety, and supports healthy behaviours such as physical activity and healthy eating. It can also discourage unhealthy behaviours such as smoking and excessive alcohol consumption. Therefore, healthy public policies can increase the availability of and accessibility to healthy living conditions for community members, leading to a better quality of life for all.

[Partnership building](#) and collaboration with a variety of stakeholders is vital to the successful development and implementation of healthy public policies and supporting healthier communities. Partners who have a shared understanding and a common vision can increase the impact of health promotion efforts by

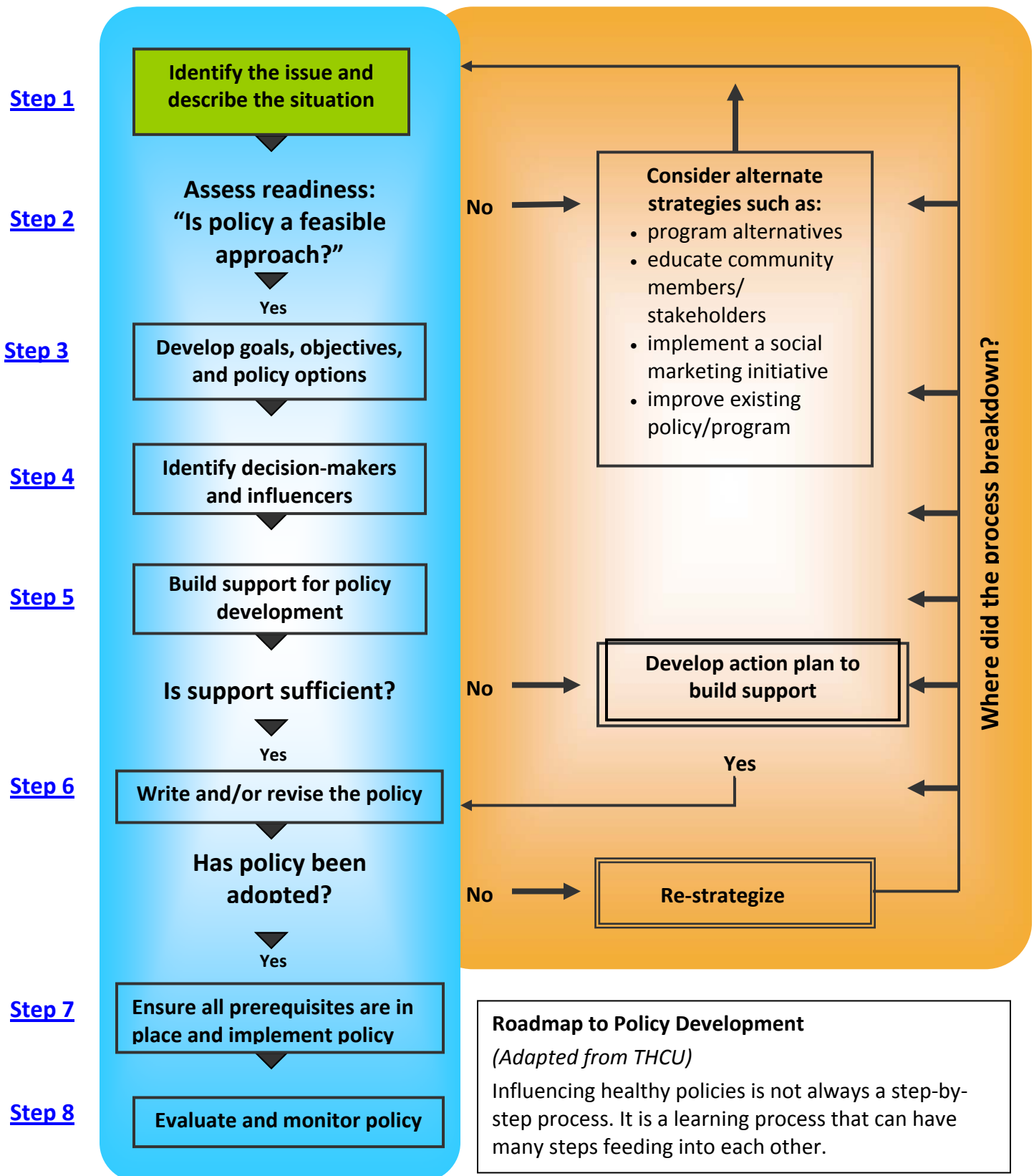
- Delivering frequent and consistent messages through multiple channels
- Planning and implementing clear action on priority areas
- Enhancing existing resources
- Focusing on coordinated efforts to advance healthy public policy



The THCU Roadmap to Policy Development



Step 1: Identify the Issue and Describe the Situation



Step 1: Identify the Issue and Describe the Situation

Goal of this step:

To gather a detailed understanding of your situation and create a brief communication to summarize.

Why this step is important:

A clear understanding of the situation is necessary in order to develop clear goals, assess potential solutions, and build support for potential solutions.

A one-page document summarizing the situation can serve as a useful communication tool for all stakeholders. Stakeholders include people who are responsible for funding, implementing, and otherwise acting on the potential solutions. The communication brief can also be used as a baseline on which to measure future progress. Later, you will analyze and choose your best possible solution based on the information gathered in this step.

How to do this step:

There are three parts to this step: 1) identify the situation and develop questions to guide your collection of information about the current situation, 2) develop a plan to gather information about your questions, and 3) gather and summarize the information.

1) Identify and develop questions to help describe the situation. Your questions should focus on:

- What contributed to the situation?
- What is the impact of the situation?
- What is the stakeholders' perception of the situation?
- What are the possible solutions (including both policy and other options)?

ACTION: Use the questions provided in *Worksheet 1a: Develop questions and a plan to gather information about your questions* or adapt them, as appropriate, for your situation.

2) Develop a plan to gather information that will answer your questions. Space is provided on Worksheet 1a to list the resources you need to answer your questions, but start by deciding what type of information you need. For example:

- [“Best practice” synthesis and guidelines](#)
- Community health status indicators
- Community stories/testimonials
- Cost-benefit effectiveness data
- Evaluation findings
- History of approach to the issue
- Key informant interviews
- Organizational mandates
- Research findings
- Socio-demographic data



There are many ways to collect the above-noted types of information including:

- Direct consultation with individuals or groups (e.g., interviews, focus groups, forums)
- Literature searches
- A review of existing datasets [e.g., local community health survey data, [Rapid Risk Factor Surveillance \(RRFSS\)](#), [the School Health Action, Planning and Evaluation System \(SHAPES\)](#), the [Ontario Student Drug Use and Health Survey \(OSDUHS\)](#), and the [Canadian Community Health Survey \(CCHS\)](#)]
- Conducting a new survey

Other resources that may help you find existing information or support you in your efforts to create new information including:

- Community members
- Consultants, private sector
- Government departments: [local](#), [provincial](#), [federal](#)
- Journals, magazines, books
- [Local health units](#)
- Local, provincial, federal, non-governmental groups
- Resource/Research centres

ACTION: Complete *Worksheet 1a: Develop questions and a plan to gather information about your questions* to identify how you will answer questions about your situation and prioritize your information gathering activities based on available budget and timeline

3) Gather and summarize your information. Summarize the information about your situation, stating the answers to your questions. Summarize:

- The issue and its impact on your community
- The origin or cause of the issue
- Stakeholder perceptions of the issue
- Possible solutions

ACTION: Complete *Worksheet 1b: Summarize the information about your situation*

Space is provided on *Worksheet 1a* for you to list the resources you will tap into to answer your questions. When developing supporting documentation you may want to compile more detailed answers to your questions and make it available to more motivated and involved stakeholders.



Tips

Step 1 is a type of [situational assessment](#), sometimes called a [needs assessment](#). Find out more about conducting comprehensive situational assessments by using the additional resources listed below.

Possible solutions may include:

- Developing and implementing policies
- Improving current programs or practices
- Awareness and education campaigns.

Step 1: Resources

- A Caledon Institute of Social Policy publication on the definition, purpose, and process of [policy development](#) ;
- [Policy Development at a Glance](#) summarizes the Roadmap to Policy Development in two short pages.
- THCU's [Online Health Program Planner](#) has more information on conducting situational assessments.
- The Public Health Agency of Canada recently developed a comprehensive [list of sources of evidence](#) that can help answer your research questions.
- The OCDPA and Health Nexus have produced a resource to help people understand and influence the factors that affect health: [Primer to Action](#).
- The Director of Public Policy at the Wellesley Institute has produced a [presentation](#) on public policy and the factors that affect health.
- The OCDPA has developed [a set of documents](#) that describes some of the common issues that impact the health of Ontarians.

Community example

- The Northern Ontario Service Deliverers Association describes the [limitations to the current approaches to housing policy and programs in Northern communities](#).
- Ophea provides a case study outlining York Region District School Board's journey towards a [Healthy Schools and Workplaces Policy](#).



Worksheet 1a: Identify the issue

Develop questions and a plan to gather information about your questions

Consider the questions listed in the left-hand column and use or adapt them for your situation. Identify and list the sources that you will use to obtain your information, and how you will collect this information. In case of restricted resources, you may also wish to include information about whether the data-gathering task is a high priority, who will complete the task, by when, and how much time is allocated to doing the task.

Questions to Consider	Types of information What kind of information will you need?	Sources Where can you find the information?	Methods How will you collect the information?	Priorities Who will conduct the activities and by when?
THE ORIGIN OR CAUSE OF THE ISSUE				
What is the origin or cause of the issue?	E.g. Community stories	E.g. Community members	E.g. Telephone interviews	E.g. Volunteer, by end of summer
What has led to the issue? Be specific about significant events, crisis, research revealing a problem, etc.				
THE IMPACT OF THE ISSUE ON YOUR COMMUNITY				
How serious is this issue in your community?				
What is the cost of this issue to the community (i.e. economically)				
Is this issue a crisis? Why or why not?				
What would happen (i.e. the consequences) if this issue is NOT dealt with?				

Worksheet 1a continues next page...



Worksheet 1a continued

Questions to Consider	Types of information What kind of information will you need?	Sources Where can you find the information?	Methods How will you collect the information?	Priorities Who will conduct the activities and by when?
STAKEHOLDER PERCEPTION OF THE ISSUE				
Who else thinks this is an issue? Do you have any supporters?				
Who thinks this is NOT an issue? Who are the critics?				
POSSIBLE SOLUTIONS				
What has already been done to try and solve the issue?				
How have other communities addressed this issue?				
What are potential non-policy solutions to this issue?				
What are potential policy solutions to this issue?				
What are the costs and benefits of the possible solutions?				



Worksheet 1b: Summarize the information about your situation

After implementing the data-gathering plan outlined in *Worksheet 1a: Develop questions and a plan to gather information about your questions*, provide point-form answers to each question below to help you develop your communication brief. You may discover that there are gaps in your information. Once you have all the necessary information, summarize your findings into a one-page communication brief.

QUESTIONS	KEY POINTS FOR YOUR SUPPORTING PARAGRAPHS
THE ORIGIN OR CAUSE OF THE ISSUE	
What is the origin or cause of the issue?	▪
What has led up to the development of the issue? Be specific about significant events, crisis, research revealing a problem, etc.	▪
THE IMPACT OF THE ISSUE ON YOUR COMMUNITY	
How serious is this issue in your community?	▪
What would happen (i.e. what are the consequences) if this issue is NOT dealt with?	▪
Is this issue a crisis? Why or why not?	▪
What is the cost of this issue to the community (economically, etc.)?	▪
STAKEHOLDER PERCEPTION OF THE ISSUE	
Who else thinks this is an issue? Do you have any supporters?	▪
Who thinks this is NOT an issue? Who are the critics?	▪
POSSIBLE SOLUTIONS	
What has already been done to try and solve the issue?	▪
How have other communities addressed this issue?	▪
What are potential non-policy solutions to this issue?	▪
What are potential policy solutions to this issue?	▪
What are the costs and benefits of the possible solutions?	▪

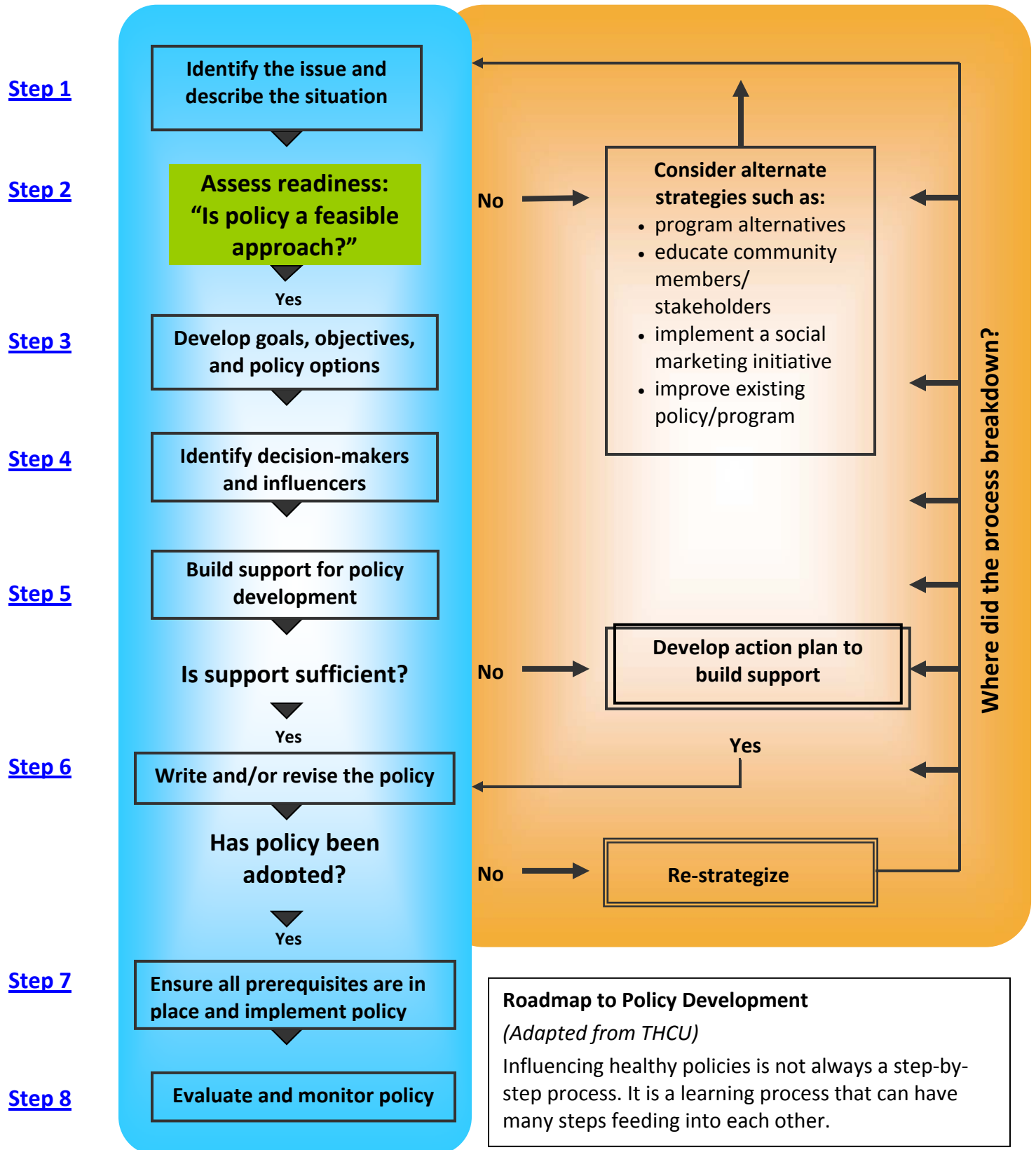


Ready to move to Step 2? Step 1 checklist:

- Have you used a variety of types of information and methods of data collection and tapped into a variety of resources to answer your questions?
- Are the answers to your questions complete? Are there gaps in the information that you have gathered?
- Do you have information that will support evidence-informed decision-making for your next steps?
- Are you able to explain in one brief sentence, with a few concise supporting paragraphs, what the situation is and what some possible solutions might be?
- Have you asked your primary stakeholders to review your summary of the situation? Do they understand it?



Step 2: Assess Readiness for Policy Development



Step 2: Assess Readiness for Policy Development

Goal of this step:

To determine whether to proceed with policy development based on the readiness of your community, organization, and potential partners.

Why this step is important:

Policy development initiatives require appropriate timing and dedicated resources over a long period of time. Failure can result when there are inadequate resources, or when the public is against the development of a new policy. If your community, organization or potential partners are not ready for a new policy, you may need to use another approach to improve the situation.

How to do this step:

- 1) Use and adapt questions to determine readiness for policy development.
- 2) Develop an information gathering plan to answer your questions about the readiness for policy development.
- 3) Organize and analyze your findings.
- 4) Decide how to proceed.

1) Use and adapt questions to determine the readiness for policy development.

Your questions should focus on determining the readiness of the community and potential partners. A draft list of questions is provided on *Worksheet 2a: Develop questions and a plan to gather information about readiness*.

ACTION: Use and adapt the questions on *Worksheet 2a: Develop questions and a plan to gather information about community readiness* to guide your readiness assessment

2) Develop an information-gathering plan to answer your questions about the readiness for policy development.

To answer your questions about the readiness for policy development, be sure to collect different types of information such as community stories/testimonials, history of approach to the issue, key informant interviews, and organizational mandates.

There are many ways to collect this information, such as:

- direct consultation with individuals or groups (e.g., interviews, focus groups, forums)
- developing a new survey
- reviewing past documents or minutes from yours or another organization, local government, etc.



There are various other resources that you can use to answer your questions. Take advantage of the wisdom of community members, [local](#), [provincial](#), and [federal](#) government departments, local, provincial, and federal non-governmental groups; and your [local health unit](#).

Space is provided on *Worksheet 2a* for you to list the resources you will tap into to answer your questions about policy development.

ACTION: Complete *Worksheet 2a: Develop questions and a plan to gather information about community readiness* - prioritize your information-gathering activities based on the available budget and timeline

3) Organize and analyze your findings.

Once you have collected all your information and have answered all the questions on *Worksheet 2a*, you can now focus on the implications of your findings, such as weighing the pros and cons of moving forward on your policy options. One way to do this is to conduct a Force Field Analysis, as seen on *Worksheet 2b*.

A **Force Field Analysis** allows you to visualize various ‘driving’ and ‘restraining’ forces for possible approaches to your situation (i.e., policy options, as well as other options like education, programs, projects, etc.). Force Fields may help or impede the policy development process and are present at various levels such as individual, networks, organizations, communities, or entire countries.

ACTION: Complete [Worksheet 2b: Conduct a Force Field Analysis](#) to proceed with policy development

4) Decide how to proceed.

Review the answers to your questions on the readiness for policy development and your findings from the Force Field Analysis. Consider whether you are ready to proceed with policy development.

If your organization or community is not ready for policy development, consider the following options:

- Take an incremental approach to policy development by implementing a small part of your original policy idea (e.g., instead of a comprehensive school physical activity and nutrition policy, begin with a healthy breakfast initiative);
- Consider improving an existing policy rather than trying to create a new policy;
- Invest some time and effort in raising awareness, educating the public, and building support before starting the policy development process (see [Step 5: Build Support for Healthy Public Policies](#) for more information);



- Allocate resources to supporting the policy development efforts of another organization rather than leading the process yourself.

Tips

- Review the information you collected during Step 1. It may help you to complete *Worksheet 2a*.
- Keep the four key populations in mind for readiness assessment: your own organization, partner organizations, the “publics” who will be affected by the policy, and opposers.
- Be sure to focus your Force Field Analyses on a specific policy direction, rather than a process – e.g. establishing a “healthy schools committee” might be part of a process to implement a healthy school policy, but it is not a policy unto itself.
- A Force Field Analysis is one way of organizing your data but other methods exist: please see THCU’s [Priority Setting](#) resource in the resource section below for more information.
- After organizing your information, there are many processes you can use to reflect on the information - a SWOT analysis is one common process, available in the [resource](#) section under THCU’s Priority Setting resource.

Step 2: Resources

- Even groups with a great deal of good data have trouble making decisions - check THCU’s PowerPoint and Audio presentation, [Setting Priorities-Strategic Techniques for Groups](#).
- THCU has put together examples of driving and restraining forces on [municipal alcohol policy](#).
- “The Rural Communities Impacting Policy Project” has addressed some [potential challenges and barriers for rural communities](#) to participate in policy development.
- The OCDPA is a driving force to support the advancement of chronic disease prevention policies and has identified common [chronic disease prevention priorities](#) for individuals, groups and organizations to focus attention and promote collective action.
- [The Canadian Best Practices Portal](#) for Health Promotion and Chronic Disease Prevention may offer you some insight on alternate solutions to address the issue of concern.

Community examples

- The Heart Health Resource Centre’s Winter 2010 [@heart newsletter](#) provides a case example on building community readiness.
- Page 32 of THCU’s [Developing Health Promotion Policies Workbook](#) highlights the importance of readiness in determining the success of a policy in “Health Promotion Policies in the Workplace: The MDS Nordion Story”.
- Ophea offers a case study outlining York Region District School Board’s journey towards a [Healthy Schools and Workplaces Policy](#).



Worksheet 2a: Assess Readiness for Policy Development

Develop questions and a plan to gather information about community readiness

Consider the questions listed in the left-hand column and use or adapt them for your situation. Identify the types of resources you would like to gather, as well as where you will go to gather this information (i.e., the source). In case of restricted resources, you may also wish prioritize the data-gathering task and list who will complete the task and by when.

Policy Option Being Considered:

Example: Eliminate all marketing and advertisement of foods and beverages of low nutritional value/low nutrient density in school cafeteria

Questions to Consider	Types of information What kind of information will you need?	Sources Where can you find the information?	Methods How will you collect the information?	Priorities Who will conduct the activities and by when?
Has the issue been a recent focus in the media?	E.g. Key informant interviews	E.g. Media – newspaper, radio, TV	E.g. Summaries of media coverage, printed articles	E.g. Coordinator, by end of year
What is public opinion on the issue and/or policy?	E.g. Key informant interviews	E.g. Community members	E.g. Direct consultation with individuals	E.g. Coordinator, by end of year
If any of the policies you are considering were put into place today, who would care, who would be affected, and in what way?				
What reasons to oppose your policy ideas will be put forward by those affected? Are they true? How can you refute them?				

Worksheet 2a continues next page...



Worksheet 2a continued

Questions to Consider	Types of information What kind of information will you need?	Sources Where can you find the information?	Methods How will you collect the information?	Priorities Who will conduct the activities and by when?
Are there educational and/or awareness programs in your community that focus on your issue? How long have they been running? How successful have they been? How popular are they?				
Which community leaders, elected officials, citizens or groups will be supportive or unsupportive of your policy?				
Are your policy ideas and the development process a fit with your organization's mandate?				
How much time/resources are available to support the policy development process over an extended period of time?				
Which individuals or groups can and will offer human or financial resource support to assist with the policy development process?				



Worksheet 2b: Assess Readiness for Policy Development

Conduct a Force Field Analysis to proceed with policy development

Use the space below to determine what factors will help or prevent you from moving forward with policy development. Note that at each level of the environment, there can be both driving and restraining forces.

Policy Option Being Considered:

Example: Eliminate all marketing and advertisement of foods and beverages of low nutritional value/low nutrient density in school cafeteria.

	What factors in the environment will SUPPORT your policy development efforts?	Environments to consider	What factors in the environment will SLOW or BLOCK your policy development efforts?	
Driving Forces	E.g. Community obesity levels in children is currently a hot topic among council members.	Political	E.g. There are other community infrastructure development options on the table and there is strong community support right now.	Restraining Forces
	E.g. There are three substantial community grant opportunities available that could financially support this process.	Economic	E.g. Those infrastructure development options may be funded from the same budget.	
	E.g. There is extensive media coverage on obesity rates and its impact on children's health.	Social		
		Technological		
		Physical		
		Media		
		Organizational (including resources)		
		Community		
		Interpersonal networks (e.g., family, friends, clubs)		
		Individuals (including stakeholders)		



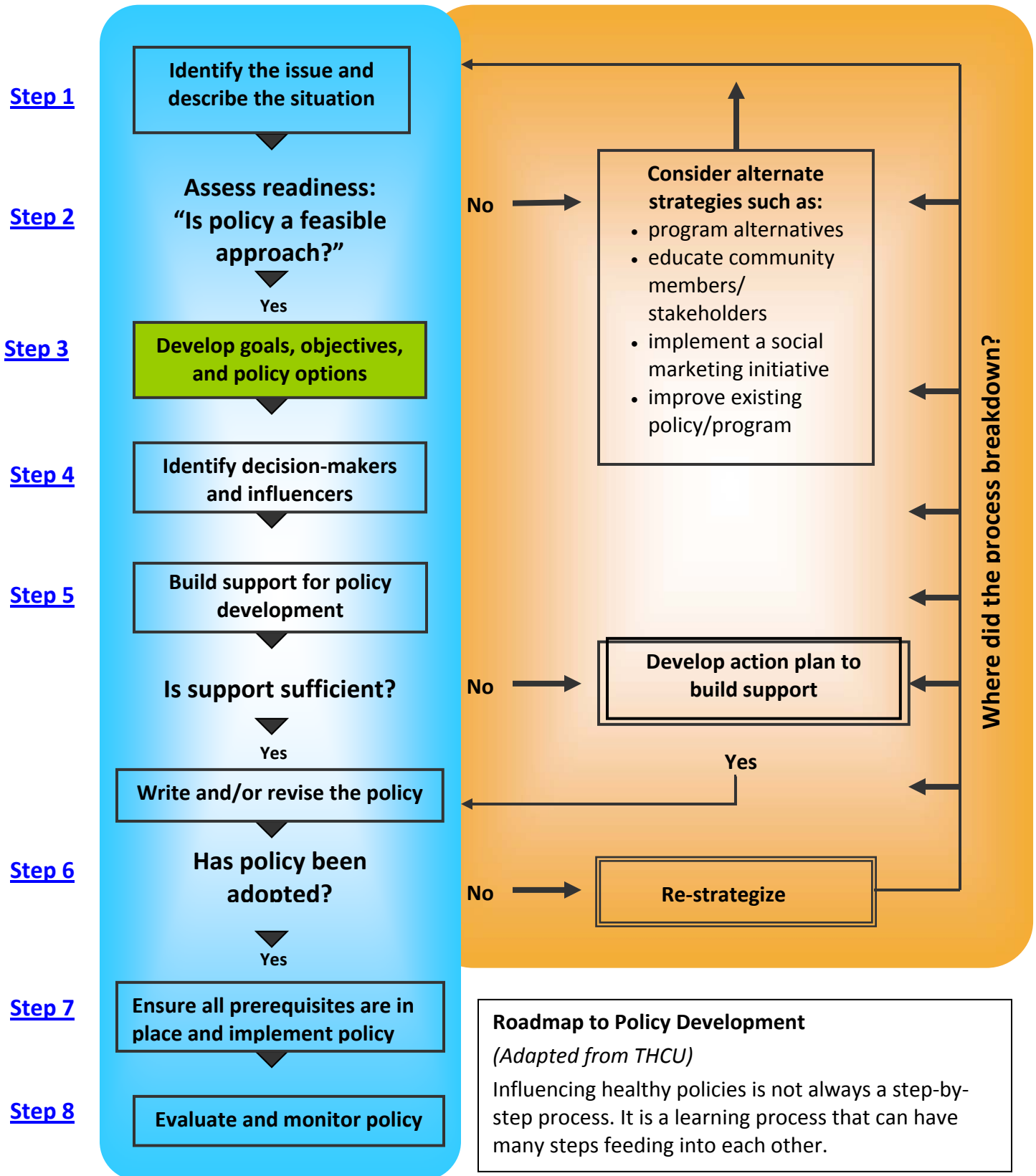
Is your community ready to move forward on Policy Development? Yes No

Ready to move to Step 3? Step 2 checklist:

- Have you reviewed the results from your information-gathering process and your proposed course of action with relevant stakeholders?
- Have your original proposed policy options from Step 1 changed or evolved to an extent that you need to gather more data on community and organizational readiness?



Step 3: Develop Goals, Objectives and Policy Options



Step 3: Develop Goals, Objectives and Policy Options

Goal of this step:

To define clear goals and objectives for the policy change and to generate a list of policy options for decision-makers to consider.

Why this step is important:

Setting goals is critical to designing your policy. The goal-setting process is also a time for stakeholders to become invested and inspired.

Concise, well-written objectives are critical for focusing your planning efforts and clarifying next steps to stakeholders, particularly those interested in evaluation or research. Also, objectives are the basis for selecting indicators for success (Step 5), a crucial part of the evaluation process.

Putting forward more than one policy option shows stakeholders that you are flexible and willing to negotiate. Assessing many options prepares you to explain why there are certain ones that you will not support.

How to do this step:

- 1) Develop one or two policy goals.
- 2) Develop your policy objectives.
- 3) Generate a list of policy options.
- 4) Assess all policy options to determine how they fit with your goals and objectives.

1) Develop one or two policy goals.

Goals are broad statements summarizing the *ultimate direction or desired achievement* of your policy. For example, your goal might be to reduce the number and severity of injuries acquired by children at a local school.

ACTION: List possible goals on *Worksheet 3a: Develop policy goals and objectives*. Prioritize if necessary, so that you have only one or two final goals.



2) Develop your policy objectives.

An **objective** is a brief statement specifying the *desired impact or effect* of a policy, how much of what should happen to whom, and by when. Objectives should be **SMART** (specific, measurable, attainable, relevant, and timely).

Most policies have one to two goals, with multiple objectives. Ask yourself if your objectives are **SMART**:

S	M	A	R	T
Specific	Measurable	Attainable	Relevant	Timely
Who? What? Where?	How Much? How Often? How Many?	Is it achievable? What is the financial impact?	Is it important to the needs of the community? Is it consistent with how your community defines the issue? Is it consistent with how members of your community want to address the issue?	When should the goal be achieved by?

Some examples of SMART objectives are:

- Eliminate smoking in 50% of the community’s playgrounds within six months’ time;
- 20% reduction in alcohol-related motor vehicle collisions within one year’s time;
- 30% increase in the proportion of students engaged in moderate physical activity for at least thirty minutes per day within one year’s time;
- Eliminate the sales of high-energy or other sweetened drinks in schools and at school events within one year’s time;
- All local schools comply with the Canadian Standards Association Playground Guidelines within 18 months’ time.

ACTION: List possible objectives on *Worksheet 3a: Develop policy goals and objectives*. Prioritize if necessary, so that you have a realistic number of objectives.



3) Generate a list of policy options.

Policy options are choices regarding the types of policies that can be put in place to address an issue and improve the situation.

Policy choices can vary depending on the issue and its scope and different elements within a single policy – for example, you may have a choice between a city-wide by-law versus a school-specific policy, and within a healthy eating school policy, you may be considering including one or all of the following elements, removal of vending machines, serving foods that follow the Nutrition Standards for Food and Beverages on special event days, and/or increasing or decreasing the price of certain foods depending on their nutritional value. What you move ahead with will depend on readiness, time, and resources.

When generating policy options, consider:

- the status quo (i.e. the way things currently are)
- alternatives favoured by key decision-makers
- what other communities are doing to address this issue
- new options

ACTION: List policy options on *Worksheet 3b: Align policy options with objectives*

4) Assess all policy options to determine how they fit with your goals and objectives.

Practical policy options are those that directly contribute to one or more of your policy objectives. Remove policy options that do not contribute to your objectives. Create new policy options to address objectives that are not matched with an option.

ACTION: Connect your policy options on *Worksheet 3b: Align policy options with objectives*, with the objectives that they will help meet



Tips

- While some ideas are already popular, some ideas might be new and need some explanation in order to persuade the community to support them, as they may not yet be understood.
- Having structures and processes in place to monitor and evaluate your policy to document progress is important to evaluate the policy's impact and to check that goals and objectives are met.

Step 3 Resources

- The appendix section of this toolkit provides [policy ideas](#) that may help improve your situation and build healthier communities;
- [Cancer View Canada](#) provides a searchable inventory of Canadian policies and legislation relating to key modifiable risk factors for cancer and related chronic diseases;
- THCU's online resource database contains a [comprehensive list of resources](#) to support your efforts to write good goals and objectives;
- [The Canadian Best Practices Portal for Health Promotion and Chronic Disease Prevention](#) includes examples of local and provincial policies;
- CAMH's [Substance Use Policy Development Worksheet](#) includes a list of optional policy components, policy procedures, objectives and suggested policy text that can be adapted for other topic areas;
- As a source of potential policy options, the [OCDPA](#) has developed evidence-informed messages and background documents to focus attention and promote collective action on common issues to improve the health of Ontarians;
- [The Joint Consortium for School Health](#) has numerous fact sheets, reviews and resources including Toolkits for School Policy Makers and Decision Makers.

Community example

- Ophea provides a case study outlining York Region District School Board's journey towards a [Healthy Schools and Workplaces Policy](#).



Worksheet 3a: Develop Goals, Objectives and Policy Options

Develop policy goals and objectives

Use the space below to identify goals and objectives that will help you achieve your goals. Make sure that your objectives are SMART (refer to Step 3 for more detail).

GOAL: A broad statement to summarize what you are trying to change with your policy.
(E.g. To reduce the incidence of underage smoking)

-
-
-

Final Goal:

OBJECTIVES: Specific statements to describe what should happen, to whom, and by when, based on your ultimate policy goal.
(E.g. Eliminate smoking in 50% of the community's playgrounds within the six months)

What measurable change would you like to achieve?

In which group or population will that change occur?

By how much?

By when?

OBJECTIVE 1:

What measurable change would you like to achieve?

In which group or population will that change occur?

By how much?

By when?

OBJECTIVE 2:

What measurable change would you like to achieve?

In which group or population will that change occur?

By how much?

By when?

OBJECTIVE 3:



Worksheet 3b: Develop Goals, Objectives and Policy Options

Align policy options with objectives

List your policy options in the left-hand column and your objectives in the right-hand column. Draw lines connecting each policy option to the objectives that it will help meet. Policy options that do not contribute to your objectives should be removed. Generate new policy options to address objectives that are not matched with options. Please refer to the example below on how to match your policy options with their objectives. Note that you may have more policy options than objectives.

POLICY OPTIONS	OBJECTIVES
E.g. Establish an active school travel policy that promotes safe, active travel to and from school.	E.g. 30% increase in the proportion of students engaged in moderate physical activity for at least thirty minutes per day within one year's time.
E.g. Establish an inclusive physical activity policy for sport programs in school that ensures that all students can participate in a supportive environment.	

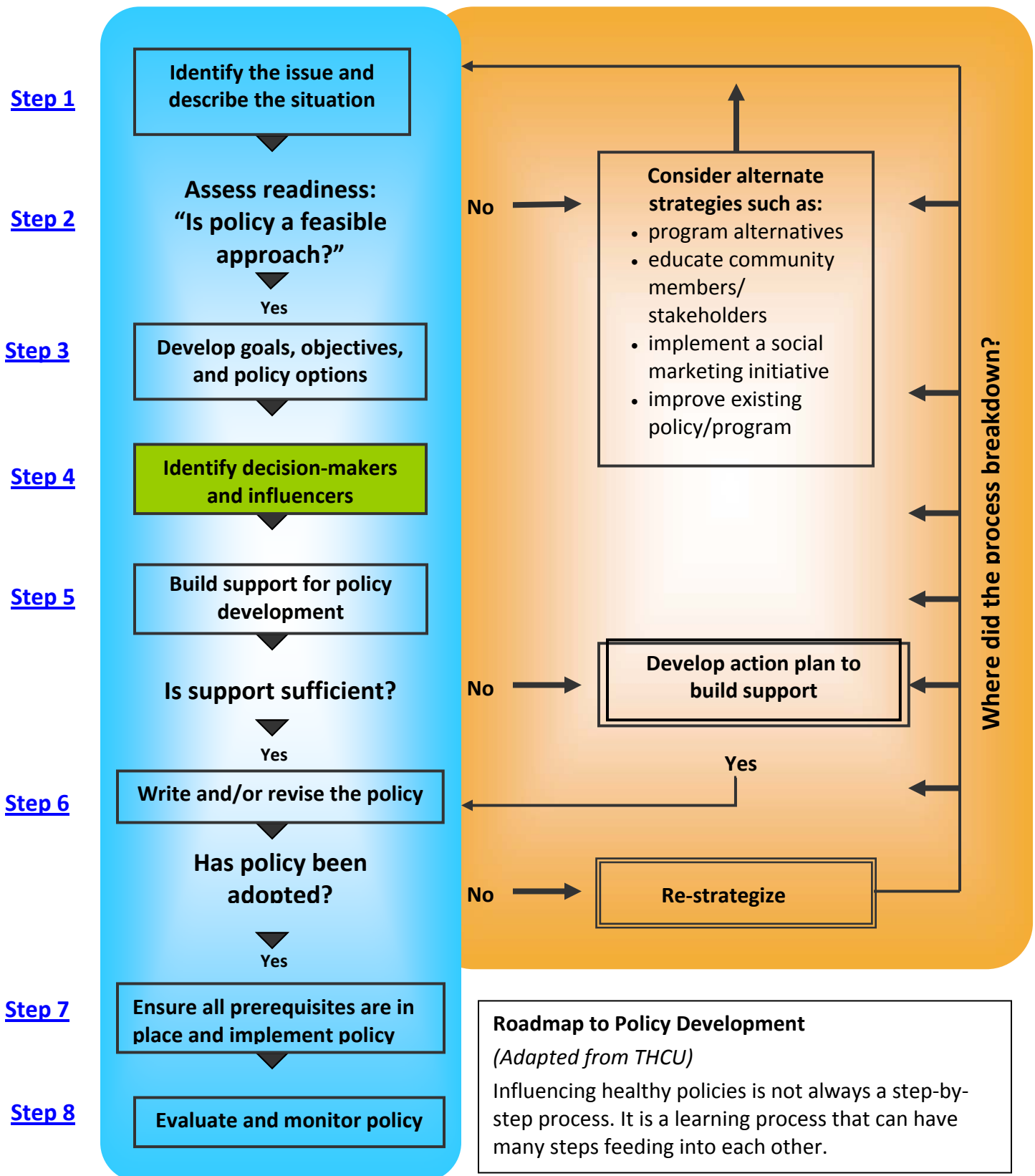


Are you ready to move to Step 4? Step 3 checklist:

- Have you identified one or two goals and a reasonable number of policy objectives?
- Are your objectives SMART?
- Do you have at least two, maximum four, policy options to present to decision-makers?
- Do you have an understanding of the expected level of community support for each of your policy options?



Step 4: Identify and Understand Key Decision-Makers and Influencers



Step 4: Identify and Understand Key Decision-Makers and Influencers

Goal of this step:

To decide which decision-makers and influencers will be the focus of your support-building efforts.

Why this step is important:

Developing connections and [partnerships](#) with decision-makers and influencers can increase the chances of your policy being adopted and properly implemented. Choosing the wrong people can result in wasted resources and may also jeopardize future policy development efforts or partnership opportunities. Understanding your decision-makers and influencers will fuel your efforts to build support in Step 5, Building Support for Healthy Public Policies.

How to do this step:

- 1) Develop a list of key decision-makers and influencers.
- 2) Find out as much as you can about how these individuals or groups make decisions.
- 3) Prioritize and determine the order in which you will engage these decision-makers and influencers.

1) Develop a list of key decision-makers and influencers.

Decision-makers are individuals who decide on a course of action. Who the final decision-maker is depends on the following:

- the policy being put forward
- who is officially responsible
- who has been chosen by participants to make the decision

Influencers are individuals who exert or produce effects on the actions, behaviour, opinions, etc., of others. These influencers (including decision-makers' constituents and staff, community leaders, and other decision-makers) are extremely important in determining whether or not your policy gets adopted and is properly implemented.

Start by brainstorming a generic list of positions or types of people that may be decision-makers (i.e. government officials, executives / leaders / board or committee members of an organization) or key influencers (i.e. school principals, parent councils, city council members), then talk to your partners (i.e. local organizations, public health units) and conduct other research as necessary (make phone calls, meet for consultations) to make a more specific list, naming individuals wherever possible.

ACTION: List the key decision-makers on *Worksheet 4a: Identify and understand key decision-makers and the influencers on Worksheet 4b: Identify and understand influencers*



2) Find out as much as you can about how these individuals or groups make decisions.

Familiarizing yourself with the people who you wish to persuade to take a particular action is called “**audience analysis**”. Before embarking on efforts to build support for a given policy, it is important to answer the following questions about your decision-makers:

- If an individual, what is their specific position?
- What kinds of decisions do they have the power to make?
- What kind of processes do they go through before making a decision (e.g., research studies, public hearings, consultations with certain individuals)?
- Where do they currently stand on the issue? On related issues?
- What kind of action or position have they taken on similar issues in the past?
- What motivates them in general (e.g. status, personal values, serving their constituents, etc.)?
- What kind of relationship do they have with the community? What does the community think of them?
- What are the best ways to communicate with them?

It is important to collect similar information about their influencers. For example:

- What kinds of decisions do they influence?
- What kind of persuasion or advocacy processes do they use or participate in (e.g. public demonstrations, quiet relationship-building, media advocacy)?
- Where do they currently stand on the issue? On related issues?
- What do they stand to gain or lose from the passing of your suggested policy?
- What kind of action or position have they taken on similar issues in the past?
- What kind of relationship do they have with the community? What does the community think of them?
- What are the best ways to communicate with them?

You may think of other types of audience analysis information that will help direct your efforts to build support for your policy, such as an individual’s personal interests (e.g. family, hobbies). Avoid making assumptions about relevant decision-makers and influencers by researching them - talk to your partners and their organizations about these people, review any community media coverage on them, etc.

3) Prioritize and determine the order in which you will engage these decision-makers and influencers.

Make a list of the top five most powerful decision-makers and influencers on your list. Make another list of the top five most accessible decision-makers and influencers on your list (i.e., those who are most interested in your cause, are willing to discuss the issue with you, etc.). Where do they overlap? This may help you to prioritize and choose the decision-makers and influencers that will assist your support-building efforts in the next step.



ACTION: Prioritize and select the decision makers and influencers that will best support your efforts as you move into Step 5: **Rank the power and accessibility of the decision-makers and influencers on *Worksheet 4a* and *Worksheet 4b***

Tips

- Ask co-workers, neighbours, local organizations and government officials for names of people who should be added to your list of decision-makers and influencers. These same individuals may have information about the characteristics of these individuals/organizations.
- Try to choose a wide range of people at different levels of the organization to widen the scope of potential influencers.
- Review the suggestions for various types, methods, and sources of information provided in Steps 1 and 2 when generating a plan to collect your audience analysis data.
- Choose your decision-makers carefully. For example, if your issue relates to a municipal by-law, ask the city clerk to help you determine who would be best to approach and how. Don't automatically start with the person at the top; you may be more successful with the support of someone lower down in the hierarchy. You probably want to start with sympathetic people who are linked with your decision-maker.
- Try to find an ally in public office (e.g., school trustee or municipal councillor). This person can be a powerful champion for your policy and help influence other decision-makers.

Step 4: Resources

- THCU's [Online Resource Database](#) contains resources related to this step of the policy development process;
- THCU also has [generic resources on conducting an audience analysis](#);
- Find your Local Member of Parliament at www.parl.gc.ca. Under "Current Parliamentarians," enter your postal code and click "Find." Contact your local MP using the contact information provided for both the parliamentary address and the constituency address;
- Find your Local Member of Provincial Parliament at www.ontla.on.ca. You can then communicate with them by clicking on "Contact an MPP";
- Find the name of your riding by visiting the [Elections Ontario website](#) and entering your postal code.

Community Examples:

- In November 1999, the City of London, Ontario, passed an idling-control by-law. This [case study](#) provides lessons learned from parties who were involved in initiating the by-law.
- Ophea provides a case study outlining York Region District School Board's journey towards a [Healthy Schools and Workplaces Policy](#).



Worksheet 4a: Identify and Understand Key Decision-Makers and Influencers

Identify and understand key decision-makers

Using the table below, list decision-makers related to the policy you are planning to pursue. Note that there might be one decision-maker, a group of decision-makers, or a hierarchical series of decision-makers. The questions outlined in Step 4 of the toolkit will help you collect information about your decision-makers. Summarize what you know about each in the table and use this information to help you identify the top 5 individuals/organizations that are: a) important/powerful and b) accessible. This will help you make your final decision about which decision-makers you should focus your persuasion efforts on.

Decision-making individuals or organizations related to the policy you are pursuing	List key characteristics of this decision-maker – what do you know about this person?	List the top 5 most important/powerful decision-makers	List the top 5 most accessible decision-makers	List your top 5 decision-makers (according to priority)
E.g. John Person, principal of local high school	Where they stand on the issue, actions they have taken on this issue, community's perception of them.	1.	1.	1.
		2.	2.	2.
		3.	3.	3.
		4.	4.	4.
		5.	5.	5.



Worksheet 4b: Identify and Understand Key Decision-Makers and Influencers

Identify and understand influencers

Using the table below, list influencers related to the policy you are planning to pursue. Note that there might be one influencer, a group of influencers, or a hierarchical series of influencers. The questions outlined in Step 4 of the toolkit will help you collect information about your influencers. Summarize what you know about each influencer in the table and use this information to help you identify the top 5 individuals/organizations that are: a) important/powerful and b) accessible. This will help you make your final decision about which influencers you should focus your persuasion efforts on.

List individuals or organizations who are influencers related to the policy you are pursuing	What do you know about this influencer? List key characteristics.	List the top 5 most important/powerful influencers	List the top 5 most accessible influencers	List your top 5 influencers (according to priority)
E.g. Mary Person, Parent	Where they stand on the issue, actions they have taken on this issue, community's perception of them.	1.	1.	1.
		2.	2.	2.
		3.	3.	3.
		4.	4.	4.
		5.	5.	5.

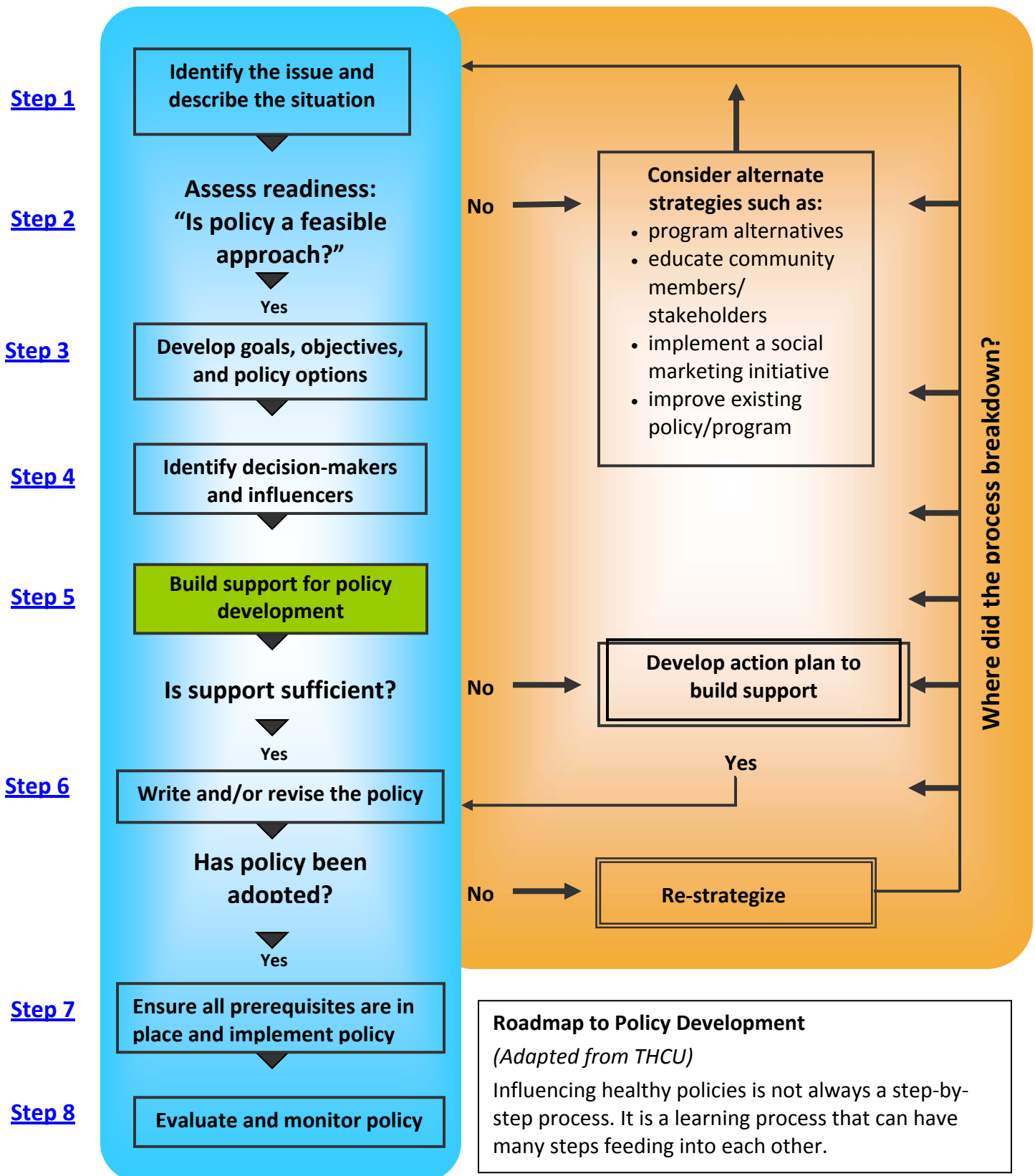


Are you ready to move to Step 5? Step 4 checklist:

- Do you have a short-list of decision-makers and influencers?
- Have you familiarized yourself with the decision-makers and influencers on your short-list?
- Do you have the resources to engage decision-makers and influencers as you build support for your policy in Step 5?



Step 5: Build Support for Healthy Public Policies



Step 5: Build Support for Healthy Public Policies

Goal of this step:

To reach key decision-makers and influencers through effective communication channels and vehicles, effectively promoting the messages that will help to build support for your chosen policy options (to be written in Step 6).

Why this step is important:

Getting support for your policy will help you get your policy approved. Whether or not you get support for your policy often depends on your message and how you deliver it (i.e. which communication channels and vehicles you choose). Being strategic as to whom, when, and how you relay your messages will allow you to make optimal use of available resources. An effective communication plan will help persuade people and gather additional information to support you to improve your persuasion strategy. You can also work with groups with common goals and interests to increase the impact of your efforts!

How to do this step:

- 1) Choose channels and vehicles to reach decision-makers and influencers.
- 2) Develop messages to send through those channels and vehicles.
- 3) Implement and assess the communication activities over an extended period of time so that decision-makers and influencers are prepared to accept the policy that you will develop in Step 6, Write / Revise the Policy.

1) Choose channels and vehicles to reach decision-makers and influencers

In Step 4, you prioritized and chose people and organizations on which to focus your support-building efforts. You also explored the best ways to communicate with them. It is now time to choose the channels and vehicles you will use to reach them.

Channels are broad ways in which a message is sent (via TV, radio, Internet, interpersonal communication, etc.), whereas **vehicles** are specific ways of delivering messages through those channels (e.g. ads and Public Service Announcements on TV, blogs on the Internet, presentations or letters as interpersonal vehicles, etc.)

When trying to reach different people and organizations, use specific channels and vehicles you know they pay attention to, rather than trying to reach everyone through the same methods. Use the information that you gathered in Step 4 to help you make these decisions.

In addition to the information you gathered through your audience analysis in Step 4, the channels and vehicles you choose will also depend on:

- The amount of attention you desire at a given point in your support-building efforts;
- Whether you need one-way communication or a two-way dialogue with certain individuals and organizations; and
- The resources that you have available.



Examples of low, medium, and high profile vehicles:

LOW PROFILE	MEDIUM PROFILE	HIGH PROFILE
Largely by phone or face-to-face		Largely mass media, presentations, print
<ul style="list-style-type: none"> ▪ quiet negotiation ▪ meeting with civil servants ▪ sharing of information ▪ non-public briefs ▪ petition 	<ul style="list-style-type: none"> ▪ public briefs ▪ MPP visitations ▪ alliances with other groups ▪ letters to MPPs ▪ posters, pamphlets ▪ marches ▪ telephone/web campaign ▪ speaking at a public forum ▪ meeting with civil servants 	<ul style="list-style-type: none"> ▪ public criticism ▪ P.R. and ad campaigns ▪ work opposition ▪ release information ▪ demonstrating at rallies ▪ press conference ▪ letters published in high profile newspapers

ACTION: Identify which channels and vehicles you will use for each of your priority audiences on *Worksheet 5a: Communication strategy and timeline*

2) Develop messages to send through those channels and vehicles.

In Step 1, you developed an understanding of the causes and impact of the problem, the perception of various stakeholders about this problem, and various possible solutions. In Step 2, you found information that helped you to understand the readiness of your community and your organization to move forward with policy development. In Step 3, you identified goals, objectives and a list of policy options that could solve your problem. In Step 4, you identified and conducted research to better understand the decision-makers and influencers whose support you need to adopt and implement your policy.

It is now time to use all of that information to craft messages that will persuade your priority decision-makers and influencers to support your policy or solidify their commitment to adopting and implementing your policy.

Like channels and vehicles, messages also need to be tailored to different individuals and organizations. Be sure to refine your messages over time as the community environment and readiness changes.



Every message, no matter what vehicle you choose, should include three basic types of information:

1. What you want the audience to do (*now what?*)
2. Why you think they should care (*so what?*)
3. What else do they need to know to make their decision (*what else?*)

Message content should also address

- The links between the policy and a compelling issue or problem;
- Simple descriptions of the proposed solutions; and
- Signs within the community that change is warranted and desired (e.g., public opinion, discussion and debate among community groups, media coverage).

Messages should also either directly or indirectly address arguments from your opposition, such as:

- The proposed change is too costly;
- Increased regulations restrict individual freedoms;
- There is an alternative (non-policy) solution to the problem;
- There is still debate about the origin of, and therefore the best solution to, the problem.

**ACTION: Identify your key messages for each priority audience
on *Worksheet 5b: Message development***

3) Implement and assess communication activities over an extended period of time so that decision-makers and influencers are prepared to accept the policy that you will develop in Step 6.

In policy development, you must use and adapt different methods, as public opinion, media, and decision-maker environments change over time. It is important to constantly scan the community for opportunities to get your messages out. Because of the constantly changing nature of the policy development process, your communication strategy may need to be revised several times before you are ready to present a complete policy to decision-makers.



Step 5 Resources

- The Ontario Chronic Disease Prevention Alliance (OCDPA) has developed [evidence-informed messages](#) to focus attention and promote collective action to improving the health of Ontarians. Potential policy options could arise from each of the messages which support healthier living conditions;
- At the October 2008 THCU Health Promotion Skills Workshop in Toronto, THCU filmed Larry Grand's [Lecture on Influencing Policy Changes and Development](#). This practical and punchy online presentation covers the following topics: Understanding the Problem, Ducks in a Row, Clear Marching Orders, Does the Shoe Fit?, Writing is a Skill, Sometimes it is Better to Walk Away, Sometimes it is Good to Go with Your Gut, The Policy Must be "Followed";
- A brief summary of [Making the Case Steps, Making the Case At a Glance](#) provides information on the effectiveness of health promotion, including ways to access, interpret, and present this information for the purpose of convincing key stakeholder groups to support health promotion initiatives;
- [The Joint Consortium for School Health](#) has numerous fact sheets, reviews and resources including [Toolkits for School Policy Makers and Decision Makers](#);
- One of THCU's most popular tools, the [Health Communication Message Review Tool](#) explains the minimum criteria for developing a persuasive message. McGuire's Hierarchy of Effects is discussed as the overarching basis for the tool;
- Media advocacy is the process of working with the media to influence healthy public policies through shaping debate about the topic. Successful media advocacy ensures that issues include a public health perspective, emphasize the social, cultural, economic and political dimensions of health problems, and stress the importance of participation and empowerment in health promotion. [THCU's 2002 workbook](#) provides a recommended process with tips and strategies.

Community examples

- The Heart Health Resource Centre's newsletter [@heart newsletter](#) (Summer 2007 issue) provides examples of community partners' efforts to [educate the public and influence decision-makers to support policy change](#).
- Ophea provides a case study outlining York Region District School Board's journey towards a [Healthy Schools and Workplaces Policy](#).



Worksheet 5a: Build Support for Healthy Public Policies

Communication strategy and timelines

In the table below, identify the most important decision-makers and influencers that you intend to communicate with about your policy strategy, as per Step 4, and identify the best communication channels and vehicles that you will use to reach each of them. Your choices of channels and vehicles should also depend on the amount of attention you desire at this point in your support-building efforts, whether you need one-way or two-way communication, and what resources you have available. You may also wish to identify timelines, resources, and individuals responsible for carrying out each communication task.

Top 5 decision-makers and influencers	Channels and vehicles required to reach them	Key messages to send through specified channels and vehicles	Human Resources required (staff to comment/react)	Deadline	Financial Resources Allocated
E.g. John Person, principal of local high school	E.g. Face-to-face meetings	E.g. Need for healthier school environment	E.g. Staff Parents Students	E.g. By December	n/a



Worksheet 5b: Build Support for a Policy

Message development

Use the worksheet below to make notes about the key messages you wish to convey to decision-makers and influencers. Note that not all key messages will be appropriate for all of the people with which you intend to communicate, although there will be quite a lot of overlap.

As noted in Step 5 of the toolkit, be sure that you include information about what you want them to do, why they should care about this situation, and what else they need to know to make a decision. Also, include points about how you will address expected arguments *against* your policy. Later, you can identify which messages should go in each communication piece that you develop.

MESSAGE DEVELOPMENT		
Questions	Key points	Supportive content to consider
What are you asking them to do?		
Why should they care about this issue/situation?		
What else do they need to know to make a decision?		
Other:		
Counter arguments to consider	Key responses	
The proposed change is too costly.		
Increased regulations restrict individual freedoms.		
There is an alternative (non-policy) solution to the issue.		
There is still debate about the origin of, and therefore the best solution to, the issue.		
Other:		

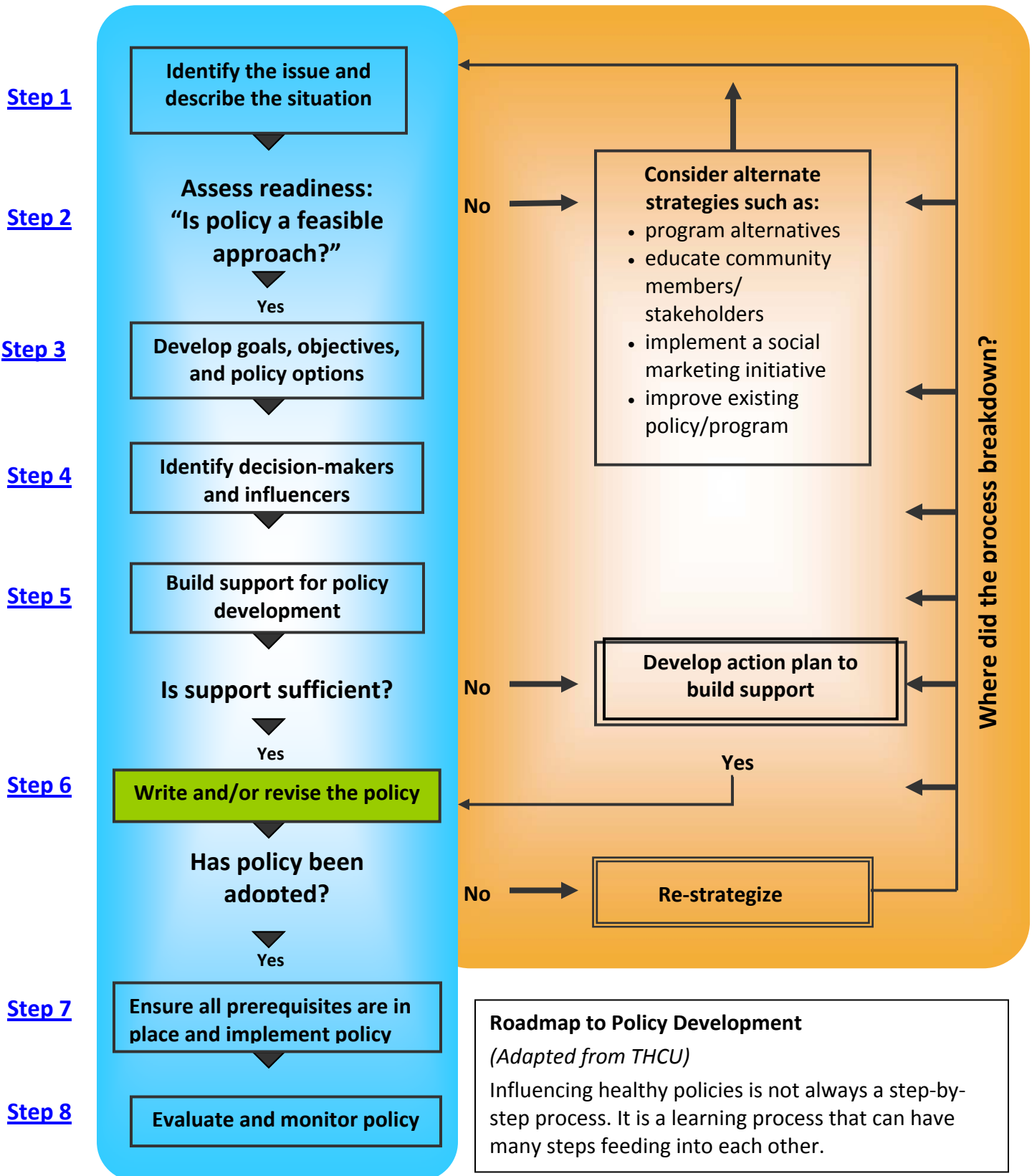


Are you ready to move to Step 6? Step 5 checklist:

- Have you chosen a reasonable number of vehicles for each priority audience? Can they be used with the resources that you have available?
- Have you chosen a variety of communication vehicles (i.e. both one-way and two-way communication)?
- Are your vehicle choices appropriate for the information gained about your decision-makers and influencers (Step 4) and by information about community readiness gathered in Step 2?
- Do your messages clearly answer the questions, *now what?*, *so what?*, and *what else?*



Step 6: Write and/or Revise the Policy



Step 6: Write and/or Revise the Policy

Goal of this step:

To define the specific logistical and legal aspects of a policy.

Why this step is important:

The precise wording of the policy often dictates whether or not it will be adopted. Clear and concise wording of a policy will help ensure alignment with policy goals and objectives, gain support from stakeholders and facilitate proper implementation of the policy.

How to do this step:

- 1) Write the policy.
- 2) Consult with stakeholders.
- 3) Revise the policy until approval is gained from decision-makers. It may be necessary to repeat Step 6 several times in order to arrive at a policy that satisfies all stakeholders.

1) Write the policy.

Gather policy examples to help you with the writing process.

A good policy includes:

- A preface or preamble describing the purpose of the policy;
- A description of the policy goals and objectives, and how the policy meets those objectives;
- A description of the activities, regulations and sanctions, including who is responsible for what; and
- Procedures for failure to comply with the policy.

**ACTION: Identify the main content for each of the above parts
of a policy in *Worksheet 6a: Policy content outline***

2) Consult with stakeholders.

Consulting with stakeholders throughout the writing and revision process is highly recommended. Community consultations are often a part of this process. It is also wise to consult with a legal professional (e.g. lawyer) or an individual who has prior experience relating to the policy, to ensure that the policy can be enforced. It is important that stakeholders not only support the policy in principle, but also understand all of the details.



**ACTION: Identify which stakeholders need to be consulted, and how
in *Worksheet 6b: Policy stakeholder consultation plan***

3) Revise the policy until the decision-maker(s) grant approval.

Be prepared to revise the policy as many times as needed to gain approval from decision-makers. Remember that writing is a skill. Consider hiring a professional to edit or write portions of the policy to ensure that it is written in the clearest language possible.

Tips

- Policy writing requires a specialized skill set. It may be necessary to seek expert services for this task, such as those of a lawyer or an individual who has prior experience.
- If the proposed policy will not be enforced and there will be no consequences for not complying with the proposed policy, then it is not a policy!
- If possible, work with a small group to draft general policy ideas but put one person in charge of drafting, formatting, and editing the policy.
- Continue to build or maintain support for the policy being proposed.
- Review every draft of the policy against your policy goals and objectives to ensure that they are aligned.

Policy development is not a step-by-step process. Even at this stage, you may need to revisit previous steps to better understand the issue of concern and the policy.



Step 6 Resources

- Writing is a Skill, a video segment presented by Larry Grand at the THCU Health Promotion Skills Workshop in Toronto, is available for viewing here: [Lecture on Influencing Policy Changes and Development](#)
- The Ontario Heart Health Network: Collaborative Policy Scan Work Group conducted [a descriptive study to scan for policies](#) across the 37 OHHP-Taking Action for Healthy Living Community Partnerships;
- The Play, Live, Be Tobacco-Free initiative provides an example of a [tobacco-free policy](#);
- Ophelia's *Menu of Choices* online resources provide an example of a [school nutrition policy](#);
- The Heart Health Resource Centre & Nutrition Resource Centre's [Policies in Action](#) document provides examples of public places, worksites and school policies;
- The [Ontario Task Group on Affordable Access to Recreation Framework](#) and [Implementation Guide for Affordable Access to Recreation](#) provide step-by-step guides for organizations and municipal government;
- [Create the Tobacco Free Policy](#) is a short resource on the Play, Live, Be Tobacco-Free website;
- Canadian Mental Health Association has a good example of a potential policy in [Submission to the Standing Committee of the Legislative Assembly on Bill 139, Employment Standards Amendment Act](#).

Community example

- In November 1999, the City of London, Ontario, passed an idling-control by-law. This [case study](#) provides lessons learned from parties who were involved in initiating the by-law.
- In January 2009, the York Region District School Board approved the [Healthy Schools and Workplaces policy](#).



Worksheet 6a: Write and/or Revise the Policy

Policy content outline

Fill in the table below to make an outline for your policy draft, using all key points from previous worksheets. For each part of the policy, fill in who will lead the policy development and who should be consulted to review it (e.g., community consultation, legal department) below. Some parts of the policy may be divided further, if appropriate.

Policy section-draft development	Lead	Who should review this?
1. Preface or preamble describing the purpose of the policy. <input type="radio"/> <input type="radio"/> <input type="radio"/>		
2. Policy goals and objectives. <input type="radio"/> <input type="radio"/> <input type="radio"/>		
3. Description of the activities, regulations and sanctions, including who is responsible for what. <input type="radio"/> <input type="radio"/> <input type="radio"/>		
4. Description of procedures for dealing with failure to comply with the policy. <input type="radio"/> <input type="radio"/> <input type="radio"/>		



Worksheet 6b: Write and/or Revise the Policy

Policy stakeholder consultation plan

In the table below and using the information on *Worksheet 6a*, identify the stakeholders and their responsibility (e.g. funding, implementation, enforcement) for the policy. For each stakeholder, identify the best way of consulting with them; the consultation may be a written exchange of information (e.g., hard copy, electronic format, e-mail, survey website) or in person (e.g., working groups, meetings, by telephone). You may also identify timelines and resources allocated for each stakeholder or stakeholder group to complete their task.

Stakeholders (i.e. Who should review this?)	Responsibility of stakeholders	Method of consultation	Human resources required (staff to comment/react)	Timeframe for consultation	Financial resources allocated
E.g. Alcohol and Gaming Commission of Ontario (AGCO) inspectors	E.g. Enforcement	E.g. Interviews, focus sessions	E.g. Coordinator, Consultants, Assistants	E.g. November to December	E.g. \$7 000

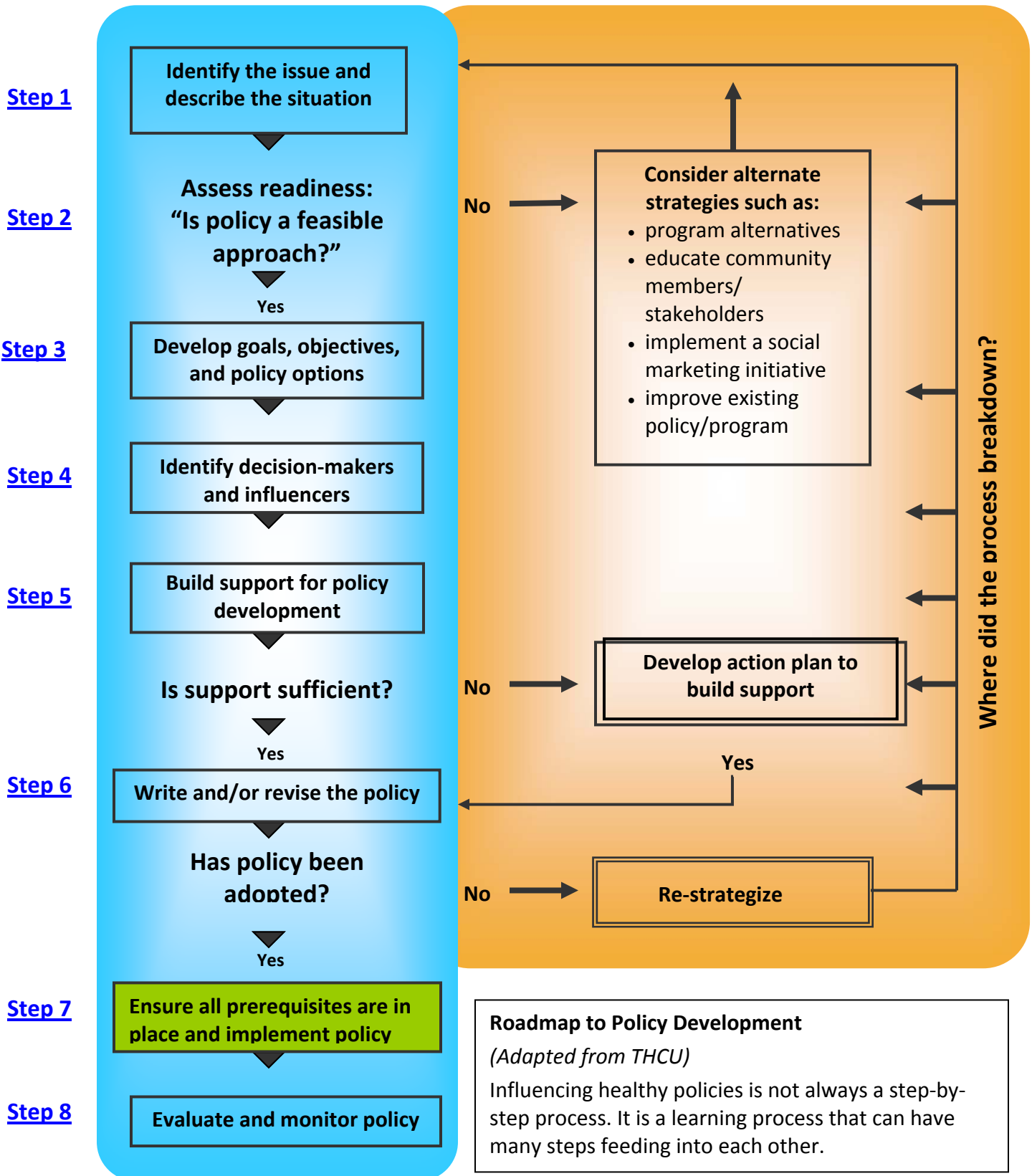


Are you ready to move to Step 7? Step 6 checklist:

- Are all stakeholders satisfied with the policy?
- Do all stakeholders understand the logistical and legal aspects of the policy?
- Do you have the resources to implement and enforce compliance with the policy?
- Has your policy been approved by the appropriate decision-makers?



Step 7: Ensure all Prerequisites are in Place and Implement the Policy



Step 7: Ensure all Prerequisites are in Place and Implement the Policy

Goal of this step:

To ensure that all prerequisites are in place for policy implementation, and then implement the policy.

Why this step is important:

This step will help you avoid some of the possible setbacks to policy implementation. Many policies are withdrawn when implementation is not practical, too costly, controversial, or when there is a lack of measurable progress toward the goal.

How to do this step:

- 1) Ensure that all prerequisites are in place for policy implementation.
- 2) Implement the policy.

1) Ensure that all prerequisites are in place for policy implementation.

Before implementing a policy, ensure that:

- You have a plan to promote, disseminate, implement, enforce, monitor and evaluate the policy. Your plan should include information on who is responsible for various aspects of the plan;
- There is an estimate of the resources needed for implementation;
- The timeline for all aspects of implementation is realistic and logically sequenced;
- You have consulted with people responsible for funding, enforcing, and otherwise acting upon the policy;
- The approval of key decision-makers and stakeholders has been obtained for both the policy and all aspects of the implementation plan.

**ACTION: Ensure that all prerequisites are in place using
*Worksheet 7: Implementation checklist***

2) Implement the policy.

Throughout the implementation process, continue to consult with all stakeholders responsible for promoting, disseminating, implementing, enforcing, monitoring and evaluating the policy. Even when implementation is in progress, you may need to revisit the first six steps of the policy development process, especially understanding the decision-makers and influencers and building or maintaining support for the policy.



Tips

- A good implementation plan includes a good communication plan, an enforcement plan, and good signage to create awareness of the policy where appropriate.
- As a part of your communication plan, include promotion about the positive progress and results related to the policy.
- To ensure continuous support of your policy, include decision-makers and influencers in your communication plans. Once a supporter does not mean always a supporter!
- Many policies fail because they are not properly enforced. Consult, consult, and consult yet again with the people who will be responsible for enforcement to ensure that the implementation plan is practical and appropriate to the resources available.
- Don't delay your evaluation planning (Step 8). You may miss valuable opportunities to collect baseline or process data if you wait until after the policy is implemented.

Step 7: Resources

- Communities and Schools Promoting Health lists some key essentials for effective policy implementation in its [Policy Model](#);
- Policy enforcement is necessary in ensuring successful policy implementation. Play, Live, Be Tobacco-Free provides a few keys to success in [reinforcing a tobacco policy](#).

Community examples

- The City of Toronto staff report illustrates the growing momentum of activities by City divisions to encourage greening and green development standards that eventually led to the implementation of a [Shade Policy](#).
- Ophea provides a case study outlining York Region District School Board's journey towards a [Healthy Schools and Workplaces Policy](#).



Worksheet 7: Implement the Policy

Implementation checklist

Use the checklist below to decide if all requirements are in place for policy implementation.

Conditions	Completed Yes or No	Notes
Do you have a plan to promote, disseminate, implement, enforce, monitor and evaluate the policy? You should include who is responsible for various aspects of the plan.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Have you estimated the resources needed for implementation?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is your timeline for all aspects of implementation realistic and logically sequenced?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Have you consulted with the people responsible for funding, enforcing, and otherwise acting upon the policy?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Have you obtained approval from key decision-makers and stakeholders for both the policy and all aspects of the implementation plan?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Other:	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Other:	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Other:	Yes <input type="checkbox"/> No <input type="checkbox"/>	

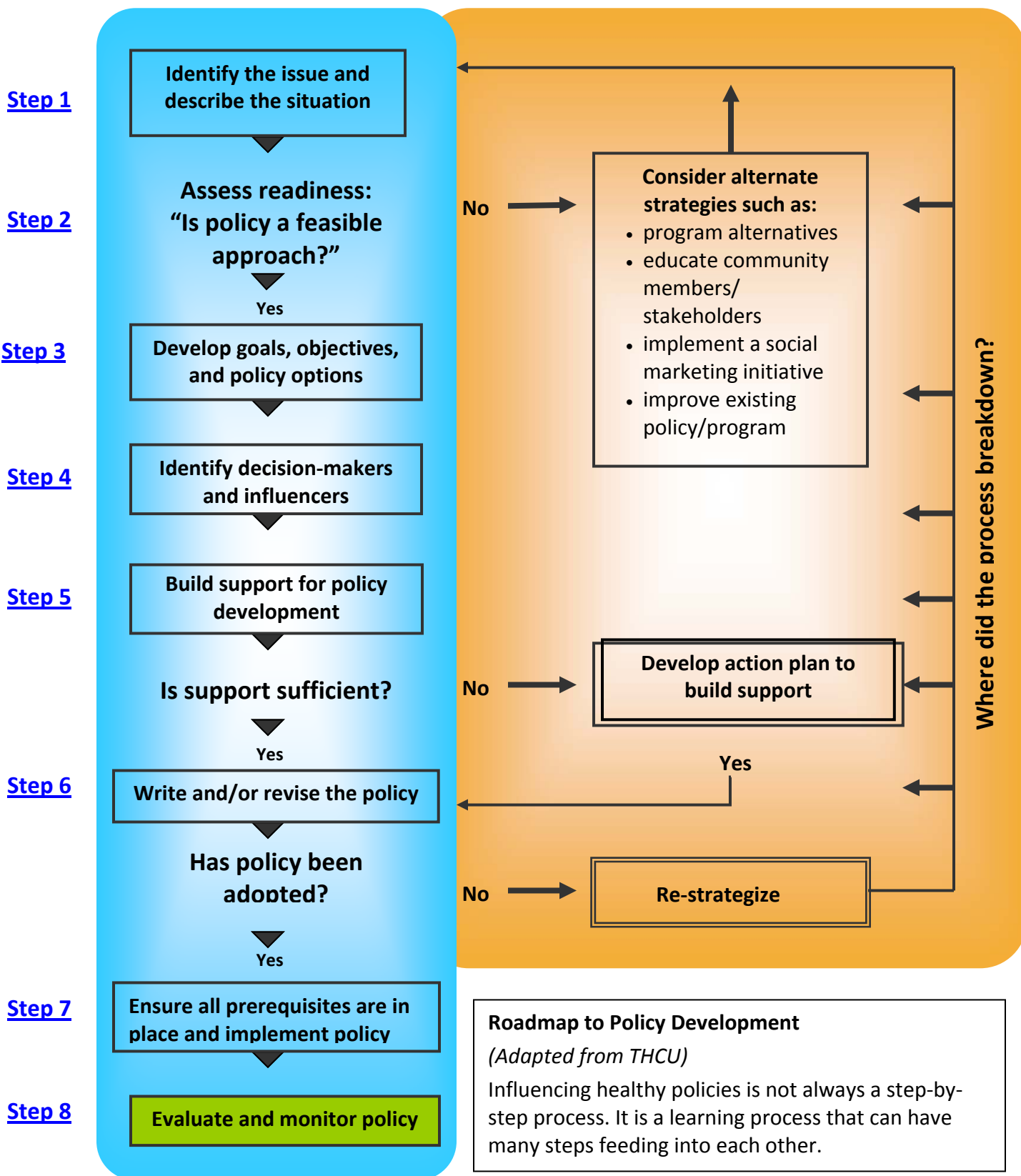


Are you ready to move to Step 8? Step 7 checklist:

- Have you identified the timeline, resources required, and people responsible for:
 - promotion
 - dissemination
 - other communication
 - enforcement
 - monitoring
 - evaluation
 - other aspects of implementation?
- Do you have a plan that includes consultation with stakeholders as the implementation proceeds?



Step 8: Monitor and Evaluate the Policy



Step 8: Monitor and Evaluate the Policy

Goal of this step:

To develop and manage an ongoing system that will assist in evaluating the effectiveness of your policy.

Why this step is important:

For a policy to be effective, it must be flexible to changing circumstances and unintended consequences. Identifying problems early on and making timely changes to your policy can help prevent the policy from being abandoned or fully withdrawn when challenges arise. Timely monitoring and thorough evaluation will also help to demonstrate accountability to stakeholders and reduce implementation costs.

How to do this step:

- 1) Identify monitoring and evaluation questions.
- 2) Identify indicators.
- 3) Develop methods of measurement and procedures to monitor and evaluate your policy.
- 4) Collect and synthesize your data.
- 5) Communicate and act on your results.

A policy evaluation should:

- Link your evaluation measures to the goals and objectives of the policy;
- Select realistic methods to collect data (e.g., questionnaires, surveys, focus groups);
- Try to include a mix of both quantitative (numerical) and qualitative (descriptive) data to understand the impact of the policy;
- Collect data throughout implementation of the policy.

There are many comprehensive resources on how to plan for and carry out an effective evaluation. Consult with relevant experts to help you plan and implement the monitoring and evaluation processes. A brief overview of the processes is provided below.

1) Identify monitoring and evaluation questions.

There are two types of questions that are most relevant to assessing the effectiveness of a policy: process and outcome. Some people may refer to process questions as monitoring questions and outcome questions as evaluation questions.

Process question/monitoring questions deal with how implementation is happening. Common process evaluation questions include:

- Is the policy being implemented and enforced properly and reliably?
- Are the people who are involved in the policy implementation process happy with the results?
- Do the people affected by the policy have a favourable view of the policy? If not, what can be done to address their concerns?
- Are there anticipated changes that may affect the policy?



Outcome questions/evaluation questions address the results or effects of a policy, usually in relation to the overall goal of a policy. Common outcome evaluation questions include:

- Is the situation better than it was before the policy was implemented?
- If the policy is not as effective as anticipated, why not?
- Have there been unintended consequences of the policy?

2) Identify indicators.

Indicators are the units of measurement used to assess the extent to which objectives have been met.

Process or monitoring indicators help you decide whether your policy was implemented in the way you intended. Examples of process/monitoring indicators include:

- Mass media coverage of the policy;
- Resources used to implement the policy; and
- Stakeholder satisfaction with your implementation procedures.

Outcome indicators help you decide whether your policy is effective and successful. Examples of outcome indicators include:

- Behavioural or health status of community members;
- Compliance and non-compliance rates; and
- Types of positive and negative impacts on people affected by the policy.

3) Develop methods of measurement and procedures to monitor and evaluate your policy.

a) Identify the most feasible evaluation methods and how the data will be collected. Consider stakeholder expectations, indicators, and available resources. Some of the choices include:

- a survey
- interviews
- management audits
- record keeping
- pre/post health status measures

b) Determine how and how often data will be collected. This decision should include who you will get information from.

c) Choose, adapt, or develop evaluation data collection tools. The questions you will include in the tools should be determined by your indicators and the time and resources available. Although you may have listed dozens of possible indicators in the steps above, you may need to prioritize the indicators that you wish to measure when developing your monitoring and evaluation tools, depending on the resources you have for your monitoring and evaluation process.



d) Determine the appropriate sample size and methods to collect your data. The number of people you collect data from should be dictated by the size of the total target population, budget, desired level of confidence in results, and the need to analyze information about subgroups. A larger population should be reflected by a larger sample size as compared to that for a smaller population size, in order to capture the data more accurately.

4) Collect and synthesize your data.

Pilot test your tools and monitoring/evaluation methods in advance, and revise as necessary before full implementation of your monitoring and evaluation plan. This will ensure that the methods and tools will lead to accurate and quality information. Develop a standard procedure for information collection and synthesis, and provide appropriate training to those involved. This will also help to ensure that you end up with consistent, quality information.

5) Communicate and act on your results.

The reason for evaluation is to take action on it! If the results for your process and outcome evaluation are negative, inform stakeholders, seek further advice and act on it as soon as possible. Positive evaluation information is also very important; circulating it quickly and efficiently can help maintain ongoing support for the policy.

Tips

- Consider how you will monitor and evaluate your policy early in the policy development process and ensure that processes and structures are in place before implementing the policy! Hire a consultant/specialist if necessary.
- Only collect the information that you will use and act upon. To do otherwise is a waste of time, energy, and resources. It also shows a lack of respect for the people who spent time giving you valuable information.
- Use your evaluation data! Avoid creating reports that will simply sit on a shelf. With every conclusion you make, decide on the implications, recommendations, and next steps.

Don't delay your evaluation planning (Step 8) but rather collect data throughout the process. You may miss valuable opportunities to collect starting baseline or development process data if you wait until after Step 4.



Step 8: Resources

- THCU has [a comprehensive set of resources to support your evaluation efforts](#), including an Evaluation at a Glance summary, a workbook, slideshows and short training videos;
- THCU's [Online Health Program Planner](#) has worksheets to help you associate your objectives with outcome and process indicators;
- The Ontario Tobacco Research Unit's [Monitoring Reports](#) is an example of a monitoring process which examines the progress of the [Smoke-Free Ontario Strategy](#), documenting changes in the province's tobacco control climate, including policy and program initiatives and tobacco-related knowledge, attitudes, and behaviours;
- Key questions to consider when [evaluating school health policies](#) are available at the *Communities and Schools Promoting Health* website;
- HHRC's spring 2008 newsletter [Evaluation at a Glance](#) summarizes the steps to program evaluation;
- Towards Evidence-Informed Practice (TEIP)'s [Program Evaluation Tool](#) are user-friendly guidelines for local program evaluation;
- [HIGH FIVE[®] National](#), a division of Parks and Recreation Ontario, has developed an assessment tool for policies. The Quest assessment tools can be used by organizations delivering children's sport and recreation programs to review and measure the quality of the program and the effectiveness of the organization's policies.

Community examples

- Ophea provides a case study outlining York Region District School Board's journey towards a [Healthy Schools and Workplaces Policy](#).



Policy Ideas for Healthier Communities

This section of the toolkit offers [evidence-informed policy](#) ideas that support healthier communities. These policy ideas have been identified by experts in the respective priority area.

Taking action on these policy ideas supports the goals of Ministry of Health Promotion and Sport's [Healthy Communities Framework](#):

- 1) To create a culture of health and wellbeing.
- 2) To increase coordinated action to build healthier communities.
- 3) To increase policies and programs that make it easier for Ontarians to be healthy.
- 4) To increase the capacity of leaders to work together to strengthen healthy living.

Healthy public policies should be part of a comprehensive approach to [healthier communities](#). To help you browse through the policy ideas, they are categorized by communities, schools, and workplaces, and then sub-categorized by priority area: alcohol misuse, healthy eating, injury prevention, mental health, physical activity, sports and recreation, and tobacco use/exposure.

In addition to advancing local policies, community members should also support provincial initiatives and advocate for government level policies that help Ontarians to lead healthier and more active lives. Community partnership is necessary to advance healthier communities. For more information or support on policy issues, please contact the appropriate organizations found in the Supporting Healthy Public Policies and Building Community Partnerships section of this toolkit.



Communities

Guiding Principle: Establish healthy community policies to create [supportive, inclusive environments](#) in public facilities (e.g., schools, recreation centres, municipal buildings, libraries, hospitals) to improve community services and the [built environment](#), with a focus in the following priority areas:

- increasing physical activity
- preventing injury
- making healthy foods accessible
- reducing tobacco exposure
- preventing alcohol and substance misuse
- fostering positive mental health



Communities

Priority Area: Physical Activity, Sports and Recreation

To ensure that all children and their families have access and opportunity to participate in a [wide range of physical activity programs throughout the year](#), create a coordinated community physical activity policy with recreation/sport providers, community groups and [school boards](#) aligned with [Canada’s Physical Activity Guide to Healthy Active Living](#).

Establish policies that [reduce barriers to participation](#) in physical activity and sport and recreation programs, such as program fees, equipment cost, transportation, etc. Policies can include:

- Fee assistance or subsidy programs for low-income participants;
- Free universal programs (i.e. drop-in swim, supervised playground program) for all residents;
- Equipment trade-in programs;
- Free transportation for youth traveling to programs.

For more policy ideas, see the [Affordable Access Promising Practices Guide](#) and the [Framework for Affordable Access to Recreation in Ontario](#).

Establish policies that encourage walking in your community:

- Promote safe and active transportation;
- Improve land use planning to make appealing, accessible walk routes to reduce dependence on cars;
- Develop connected walking routes in communities;
- Reduce road danger.

See the [International Charter for Walking](#) for more policy ideas to provide a framework for creating healthy, efficient, and sustainable communities where people choose to walk.

While each community will base its policy on local needs and resources, examples can include:

- Joint use agreements between school boards and municipalities that streamline facility rental for community groups;
- Establish an active school travel policy that promotes safe, active travel to and from school;
- Establish policy that supports the integration of the Canada Sport for Life model into the education, recreation, active living, and sport development systems;
- Ensure the development of programs facilitating participation in physical activity in less active populations;
- Develop innovative and accessible after school programs linking community recreation programs and services to schools;
- Use effective communication, including social marketing, to increase awareness among all community members about how and where to be physically active.



For more policy ideas, see [The Toronto Charter for Physical Activity: A Global Call to Action](#), which provides a framework to build healthier, active, environmentally sustainable communities.

Communities

Priority Area: Injury Prevention

Modify the human-made surroundings that provide the setting for older adults' activities. Example:

- Increase the traffic signal time to cross the street;
- Work with public building managers to design uniform stairway rise/depth (7 inches deep/11 inches high);
- Install handrails on both sides of the stairs and provide lighting at the top and bottom of the stairs;
- Align crosswalks with curb cuts;
- Ask municipalities to develop a public hazard hotline;
- Conduct home inspections using a home safety checklist and follow up with modification changes.

Support personal programs for older adults that focus on physical activity, medication review and modification, and health management. For example:

- Offer exercise programs with balance training, e.g., Tai Chi, weight and resistance training, walking, and dancing;
- Increase awareness about annual reviews for drug doses and medication interactions;
- Provide social activities to create wider social networks, information sharing, and just for fun.

Modify road designs and plans to suit the safe road function for all road users:

- Speed limits no greater than 30 km/h in residential areas;
- Traffic calming measures on residential roads and an increase in median barriers;
- Increase local enforcement to reduce speeding, aggressive driving and distracted driving;
- Conduct local awareness campaigns on driver fatigue and its consequences;
- Increase the number of random breath testing checks to reduce impaired driving ;
- Increase the availability of services that offer brief clinical interventions and alcohol problem assessments and treatment.

Modify the external surroundings and conditions in which sports and recreational activities take place:

- Maintain the good condition of community parks and fields by removing uneven surfaces, large holes in the ground, poor lighting, and sharp surfaces or glass;
- Create and/or enforce sport and recreational policies regarding standards or regulations for sports equipment and appropriate protective gear;
- When building new arenas, design larger ice surfaces to reduce the risk of injury to hockey players;
- Enforce the rule prohibiting checking from behind in minor hockey;
- Keep community centres open for extended hours to ensure that youth and children in low-income areas have a safe place to participate in sports and recreation activities;
- Increase awareness about sport specific risks and provide safe practice alternatives.



Communities

Priority Area: Healthy Eating

Establish and promote healthy food policies for workplace, public buildings, and facilities, including:

- [Guidelines for food and beverages sold](#) in snack bars and cafeterias and served at meetings, special functions, and community events;
- Pricing strategies that put the cost of healthier food and beverage choices (e.g. vegetables, fruit, and milk) lower than the cost of food and beverages low in nutritional value/ nutrient density;
- Promotional strategies that feature healthier food and beverage choices prominently on menu boards to encourage purchase of these items;
- Elimination of advertising and marketing of food and beverages of low nutritional value/low nutrient density on menus, menu boards, vending machines, scoreboards pool floors, gyms, etc.;
- Provision of nutrition education for all food service staff.

Establish policies to [support the use of local foods](#) in the community and for municipal or regional food venues, community programs and events, including:

- Local sustainable food procurement practices for municipal food services and [recreation facilities](#), grocery stores, food markets, and convenience stores;
- Use of locally produced food for community events and community food box and meal programs;
- Support of farmers' markets/roadside stalls to provide greater access to locally produced foods.

Establish municipal planning and transportation policies that increase access to healthy food, including:

- Municipal and regional plans that include sites for grocery stores, food markets, farmers' markets and community gardens;
- Transportation routes/bus stops within walking distance of grocery stores and food markets.



Communities

Priority Area: Tobacco Use/Exposure

Ban smoking/tobacco use:

- Nine metres around exits/entrances;
- Nine metres from buildings used for medical diagnostic testing;
- In all restaurants, bars, and patios;
- In all condominiums, apartment buildings, and public housing;
- Outdoor workplaces (e.g. construction sites) and non-workplace environments (e.g. beaches, parks, playgrounds, sports fields).

Increase authority for inspectors to

- Immediately issue fines;
- Close stores;
- Take other actions similar to food inspections.

Implement (or increase existing) licensing fees for:

- Existing tobacco vendors;
- Prospective tobacco vendors.

Establish municipal limits on the number of tobacco retail licenses available.



Communities

Priority Area: Alcohol Misuse

Restrict or ban [alcohol advertisements/signage](#). This could include:

- [Ban sponsorship](#) from organizations associated with the production and/or sale of alcohol;
- Ban alcohol advertisements/signage at patios, university and college grounds, beaches, parks, playgrounds, parade grounds;
- Limit the number of alcohol advertisements/signage allowed on the property;
- Limit the size of alcohol advertisements/signage allowed on the property;
- Restrict where alcohol advertisements/signage could be placed;
- Restrict the visibility of the advertisements/signage within the property.

Establish [comprehensive alcohol policies](#) for health-services providers, including:

- Screening, brief interventions and referral with at-risk drinkers;
- Mutual help/self help attendance;
- Medical and social detoxification;
- Talk therapies that have shown to have a positive impact.

Support [comprehensive alcohol policies](#) at the government level, including¹:

- Alcohol taxes indexed with Consumer Price Index (CPI);
- Set indexed minimum alcohol prices;
- Government control of alcohol retailing;
- Restrict the number of outlets within a given area;
- Limitations on hours and days of sale;
- Insure that pricing is based on ethanol content per standard drink, e.g. a bottle of higher strength beer is not cheaper than lower strength bottle;
- Enhanced enforcement of on-premise laws and legal requirements;
- Legal liability of alcoholic beverage servers;
- Legal restrictions on exposure to alcohol advertising;
- Enhanced Liquor License Act enforcement of on-premise laws and legal requirements (such as AGCO inspectors or advocate for more AGCO inspectors).

¹ Drinking and driving controls are part of a comprehensive alcohol policy. However, they are not included since the focus is on alcohol and chronic disease. In some cases, communities can advocate for changes at the provincial level, and in others, can enact changes in their jurisdiction. The list is taken from T. Babor et al. (2010) *Alcohol No Ordinary Commodity- research and public policy*. Oxford: Oxford U. Press, pp. 243-248.



Communities

Priority Area: Mental Health

Establish policies that provide a wide range of educational opportunities and make available literacy programs, job training, and job readiness programs.

Ensure affordable and accessible [recreational activities](#), and establish policies that provide

- Fee assistance or subsidy programs for low-income participants;
- Free, universal programs (e.g. drop-in swim, supervised playground program) for all residents;
- Increased availability of activities across neighbourhoods;
- Opening “community hubs” where multiple organizations provide health and social services and recreational programs, and where there is [community space](#).

Establish policies that increase structured opportunities for volunteerism and civic participation. Policies can include:

- Develop a municipal/regional online clearinghouse of volunteering/civic participation opportunities;
- Implement programs that increase the participation of equity-seeking groups on Boards and Commissions.

Increase access to [affordable and safe housing](#). Policies can include:

- As part of Human Resource policies and procedures, all new staff of an organization must receive orientation and training on mental health;
- Provide training to shelter staff and other housing providers on mental health and mental illness;
- Combat “not in my backyard” attitudes to provide more affordable housing options in safe neighbourhoods.



Schools

Guiding Principle: To establish healthy school policies at the board and school level based on [Ontario's Foundations for a Healthy School framework](#) and philosophy. The policies should recognize that all students and staff are entitled to work and learn in a healthy environment. The policy intent is to improve student achievement and student and staff well-being through high quality instruction and programs, supportive social environments, healthy physical environments, and community partnerships.



Schools

Priority Area: Physical Activity; Sports and Recreation

Create a coordinated community physical activity policy with recreation/sport providers, community groups and [school boards](#) aligned with [Canada’s Physical Activity Guide to Healthy Active Living](#) so that all children and their families have access and opportunity to participate in a wide range of physical activities throughout the year. Healthy school physical activity policies will improve student and staff health through:

- Quality instruction and programs;
- Supportive social environments;
- Healthy physical environments; and
- Community partnerships.

For more school physical activity policy ideas, see the [Joint Consortium for School Health’s Physical Activity Toolkit for School Policy Makers](#).

While each community will base its policy on local needs and resources, including:

- Establishing joint use between school boards and municipalities that streamline facility rental for community groups;
- Establish an active school travel policy that promotes safe, active travel to and from school;
- Establish policy that supports the integration of the Canada Sport for Life model into the education, recreation, active living and sport development systems;
- Ensure the development of programs that facilitate participation in physical activity in less active populations;
- Develop innovative, accessible after-school programs that link community recreation programs and services to schools;
- Through effective communication, including social marketing, increase awareness among all community members about how and where to be physically active.

Establish local policies that [reduce barriers to participation](#) in sport and recreation programs, such as program fees, equipment cost, transportation, etc. Policies can include:

- Establish joint use agreements between school boards and municipalities to improve access to facilities for sport and recreation community groups;
- Establish inclusive physical activity policies for sport programs in schools that ensure that all students can participate in a supportive and non-competitive environment.

For more policy ideas, see the [Affordable Access Promising Practices Guide](#) and the [Framework for Affordable Access to Recreation in Ontario](#).



Schools

Priority Area: Healthy Eating

To promote and support healthy eating through supportive nutritional environment and increased access to healthy foods compliant with [Ontario's PPM 150 School Food and Beverage Policy](#), establish school nutrition policies at the board and school level that may include:

- Pricing strategies that put the cost of healthier food and beverage choices (e.g. vegetables, fruit, and milk) lower than the cost of food and beverages low in nutritional value/low nutrient density;
- Culturally appropriate food choices;
- Use of healthy foods or non-food items for fundraising;
- Use of locally produced foods in school food programs;
- Elimination of advertising and marketing of food and beverages of low nutritional value/low nutrient density within the school (e.g. on menu boards, vending machines, scoreboards, pool floors, gyms);
- Guidelines for food and beverages served at meetings and special functions and school events;
- Nutrition education for all teachers;
- Nutrition education for all foodservice staff;
- Nutrition education for parents;
- Safe food handling practices and an allergy-safe environment;
- Nutrition breaks scheduled at appropriate times with sufficient time allocated to eat.

Priority Area: Tobacco Use/Exposure

Establish tobacco-free sales zones around schools and school policy aimed at bringing children, youth, young adults, parents and other relatives, teachers, guidance counsellors, and/or public health nurses and promoters to discuss tobacco use and provide smoking cessation assistance.

For more comprehensive school health policy ideas, see the [Joint Consortium for School Health](#), which has numerous fact sheets, reviews and resources, including [Toolkits for School Policy Makers and Decision Makers](#).



Schools

Priority Area: Alcohol Misuse

Promote [comprehensive school alcohol policies](#) that include:

- Raising awareness of risks of drinking, including alcoholic poisoning, impact on learning ability, increasing victims of violence, and others;
- Drawing attention to links between easy access to alcohol and the damaging effects of alcohol in the student’s community;
- Demonstrating how proven community-based programs and policies can benefit all community members;
- Outlining what the student and his/her peers and families can do to advocate for and support effective alcohol policies in his/her community.

Restrict or ban [alcohol advertisements/signage](#) and [ban sponsorship](#) from organizations that produce and/or sell alcohol, including sponsorship for

- Events (e.g. sports, music, school, fundraising);
- Production of products; and
- Delivery of services.

Priority Area: Mental Health

At the school board level, establish, implement, and monitor policies that support a [‘whole school’ approach](#) to “promote health and well-being, and shape a respectful, welcoming and caring school environment” (PHAC 2004). Examples:

- Schools should provide students with programs to prevent bullying, to [increase awareness](#) about mental illness and the stigma that surrounds it, and to build [resilience](#);
- Board policies should include comprehensive [mental health literacy](#) strategies that address [equity, stigma, and discrimination](#) strategies;
- Board policies should include building partnerships with parents and the [community](#) to create [supportive environments](#) (e.g. providing information from community partners for parents, friends and neighbours, such as in the school newsletter and school-based events).



Workplaces

Guiding Principle: Establish healthy workplace policies that provide education, support, and opportunities for employees to lead healthier lives. The aim of this policy is to improve employee wellness by providing supportive environments, with access to healthy food choices and facilities to support physical activity (e.g. showers, fitness facilities, outdoor walking areas).

Priority Area: Physical Activity, Sport and Recreation

To promote active transportation in the workplace, establish policies such as:

- Provide secure indoor or outdoor spaces for bicycle parking;
- Provide showers or larger changing rooms for employees.

Establish policies that promote [physical activity in the workplace](#), such as:

- Provide taxable transit or active transportation benefits to employees in lieu of free parking;
- Encourage participation in on-site physical activity programs by providing incentives;
- Offer subsidies for physical activity sessions/training as part of Wellness program reimbursement (e.g. yoga, dance, self-defence, martial arts), fitness facility memberships, employees fitness assessments, and physical activity equipment.

Set up policies that support employees' efforts to be physically active by addressing work-life balance, such as:

- Flexible work arrangements;
- Flex hours;
- Dress down days;
- Stretch break every 1.5 to 2 hours during longer meetings;
- Work-time allowance for physical activity.



Workplaces

Priority Area: Healthy Eating

Establish healthy food policies for workplace and facilities, including:

- [Guidelines for food and beverages sold](#) in snack bars and cafeterias and served at meetings, special functions, and community events;
- Pricing strategies that put the cost of healthier food and beverage choices (e.g. vegetables, fruit, and milk) lower than the cost of food and beverages low in nutritional value or with low nutrient density;
- Promotional strategies that feature healthier food and beverage choices prominently on menu boards to encourage purchase of these items;
- Elimination of advertising and marketing of food and beverages of low nutritional value/low nutrient density in cafeterias, menus, menu boards, vending machines, lunch rooms, tuck shops, and fitness or other facilities;
- Local sustainable food procurement practices for worksite food services;
- Provision of nutrition education for all food service staff;
- Provision of nutrition education as part of employee wellness programs.

Priority Area: Tobacco Use/Exposure

Ban smoking/tobacco use

- Nine metres around exits/entrances;
- Nine metres from buildings used for medical diagnostic testing;
- On all restaurant and bar patios;
- In all condominium and apartment buildings (voluntary policy);
- In all public housing;
- In outdoor workplaces (e.g. construction sites) and non-workplace environments (e.g. university and college grounds, expos, parade grounds).

Establish employee health care benefits and/or Employee Assistance Programs (EAPs) which include:

- Smoking cessation counselling;
- Nicotine Replacement Therapy (NRT);
- Pharmacotherapy.



Workplaces

Priority Area: Alcohol Misuse

Introduce [comprehensive workplace alcohol policies](#) such as:

- Employees, volunteers, and contractors are expected to be ‘fit for work’ ;
- No employee should report being unfit for work due to the consequences of alcohol consumption;
- No employee can consume alcoholic beverages during working hours.

Place restrictions or bans on [alcohol advertisements/signage](#) in the workplace, including:

- Limiting the number of alcohol advertisements/signage allowed on the property;
- Limiting the size of alcohol advertisements/signage allowed on the property;
- Restricting where alcohol advertisements/signage can be placed;
- Restricting the visibility of the advertisements/signage within the property.

[Ban sponsorship](#) from organizations that produce and/or sell alcohol, including sponsorship for

- Events (e.g. sports, music, school, fundraising, government, corporate);
- Production of products;
- Delivery of services.

Priority Area: Mental Health

Establish policies that promote, address issues of [workplace bullying, harassment and discrimination](#), and promote [equity](#) and a [work/life balance](#), including:

- Flexible work hours;
- Worksite child care;
- Telecommuting (e.g. working from home).

Develop policies that require staff and volunteer orientation sessions to include mental health training for people in positions of actual or perceived power. For example, managers and staff with programmatic responsibilities related to the public such as social housing staff including maintenance, security, rental collection, rent setting and related positions could benefit from this training.

Establish policies and procedures to manage a workplace’s duty to accommodate employees experiencing [mental disabilities in the workplace](#).

Create a Workplace Wellness Committee that develops and implements strategies that promote positive mental health for employees.



Glossary of Terms

The following definitions are obtained from the Ontario Ministry of Health Promotion and Sports' Healthy Communities Fund Partnership Stream Support Materials and Templates (July 2010). These terms and definitions may help you move through the toolkit to influence policy change.

Community: Within the context of Healthy Communities, a community is defined as the catchment area of the local Board of Health.

Community Assessment: A snapshot of the 'present' used to plan for the future. It aids in setting priorities, learning more about a population of interest, and anticipating trends and issues. Community assessment is like a needs assessment, but it also considers community needs in broader social, economic, political, and environmental contexts.

Community Consultation: The process of bringing groups and individuals into decision-making processes in areas that affect them.

Community Engagement: Community Engagement is "the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those involved". Engagement spans the distance from simple information provision to complex multi-organizational initiatives, and every engagement process is unique in its context, participants, and goals.

Community Mobilization: Collective efforts carried out by communities directed towards increasing community control and improving health.

Healthy Communities: In its quest to create healthy communities, this concept was created by the Ministry of Health Promotion and Sport to achieve the vision of Ontarians leading healthy active lives and communities working together. Healthy Communities is mobilized by the Healthy Communities Fund.

Healthy Communities Priority Areas: These are identified in the Healthy Communities Framework of the MHP to be: Physical Activity, Sport and Recreation, Injury Prevention, Healthy Eating, Tobacco Use/Exposure, Alcohol Misuse, and Mental Health.

Policies: A formal statement or procedure within institutions, notably government, that defines priorities and parameters for action in response to health needs, available resources, and other political pressures.

Program: A well-organized series of activities designed to facilitate change in a well-defined target group.



Supporting Healthy Public Policies and Building Community Partnerships

For more information on healthier communities and healthy public policies, please contact project partners in the respective areas:

Alcohol/Substance Misuse

Alcohol Policy Network

www.apolnet.ca

Centre for Addiction and Mental Health

www.camh.net

Healthy Eating

Canadian Cancer Society, Ontario Division

www.cancer.ca/ontario

Dietitians of Canada

www.dietitians.ca

Ophea

www.ophea.net

Program Training and Consultation Centre and the
Media Network

www.ptcc-cfc.on.ca

The Heart and Stroke Foundation of Ontario

www.heartandstroke.ca

Injury Prevention

Ontario Injury Prevention Resource Centre

www.oninjuryresources.ca

Ontario Neurotrauma Foundation

www.onf.org

Mental Health

Canadian Mental Health Association - ON

www.ontario.cmha.ca

Centre for Addiction and Mental Health

www.camh.net

Physical Activity

Canadian Cancer Society, Ontario Division

<http://www.cancer.ca/ontario.aspx>

Ophea

www.ophea.net

Parks and Recreation Ontario

www.prontario.org

Physical Activity Resource Centre (PARC)

www.parc.ophea.net

Program Training and Consultation Centre and the
Media Network

www.ptcc-cfc.on.ca

The Heart and Stroke Foundation of Ontario

www.heartandstroke.ca

Tobacco Control

Canadian Cancer Society, Ontario Division

www.cancer.ca/ontario

Program Training and Consultation Centre and the
Media Network

www.ptcc-cfc.on.ca

The Heart and Stroke Foundation of Ontario

www.heartandstroke.ca



Healthier Communities and Public Policies

Alcohol Policy Network	www.apolnet.ca
Association of Local Public Health Units	www.alphaweb.org
Canadian Cancer Society, Ontario Division	www.cancer.ca/ontario
Canadian Mental Health Association - ON	www.ontario.cmha.ca
Centre for Addiction and Mental Health	www.camh.net
Dietitians of Canada	www.dietitians.ca
Heart Health Resource Centre	www.hhrc.net
Health Nexus	www.healthnexus.ca
The Heart and Stroke Foundation of Ontario	www.heartandstroke.ca
Ontario Healthy Communities Coalition	www.ohcc-ccso.ca
Ontario Chronic Disease Prevention Alliance	www.ocdpa.on.ca
Ontario Injury Prevention Resource Centre	www.oninjuryresources.ca
Ontario Neurotrauma Foundation	www.onf.org
Ontario Public Health Association	www.opha.on.ca
Ophea	www.ophea.net
Parks and Recreation Ontario	www.prontario.org
Physical Activity Resource Centre (PARC)	www.parc.ophea.net
Program Training and Consultation Centre and the Media Network	www.ptcc-cfc.on.ca
THCU	www.thcu.ca



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Referenced Resources

Listed below are the electronically referenced resources referenced in this toolkit. The referenced resources are organized by section and are listed in alphabetical order by author/organization. The names and titles are provided to help you to locate/relocate the resources on internet search engines.

Introduction to the Toolkit

- Legislative Library of the Legislative Assembly of Ontario. [How a government bill becomes a law.](#)
- [Ontario Chronic Disease Prevention Alliance \(OCDPA\).](#)
- Ministry of Municipal Affairs and Housing. [List of Ontario Municipalities.](#)
- Ontario Ministry of Health Promotion and Sport. [Healthy Communities Framework.](#)
- Ontario Ministry of Health Promotion and Sport. [MHP Guidance Documents.](#)
- Ontario Ministry of Health Promotion and Sport. [Ontario Public Health Standards 2008.](#)
- Ottawa Charter for Health Promotion. [First International Conference on Health Promotion, Ottawa, 21 November 1986.](#)
- Physical Activity Resource Centre. [Workbook for Influencing Physical Activity Policy.](#)
- Shacter, M. [Cabinet Decision-Making in Canada: Lessons and Practices Policy Brief No. 1 – April 1999.](#)
- THCU [The Eight Steps to Developing a Health Promotion Policy.](#)
- The [Legislative Assembly of Ontario](#) website.
- YourLocalGovernment.com. [Municipalities in Ontario.](#)

Supporting Healthier Communities through Community Partnership and Healthy Public Policies

- Heart Health Resource Centre. [@ a glance Fall 2009. Partnership Development.](#)
- Ontario Chronic Disease Prevention Alliance. [Chronic Disease in Ontario and Canada: Determinants, Risk Factors and Prevention Priorities - Summary of Full Report.](#)
- Ontario Health Promotion Resource System. [HP-101 Health Promotion Online Course. Glossary – Community.](#)
- Ontario Chronic Disease Prevention Alliance and Ontario Healthy Communities Coalition. [‘Healthy Communities’: A Backgrounder.](#)
- Play, live, be tobacco free. [Advocate for Tobacco-Free Sport & Recreation. Youth.](#)
- Play, live, be tobacco free. [Advocate for Tobacco-Free Sport & Recreation. Parents.](#)
- Play, live, be tobacco free. [Coaches - You Can Influence Youth.](#)
- Play, live, be tobacco free. [How to Develop a Tobacco-Free Sport & Recreation Policy.](#)
- Sherri Torjman. [What is Policy?](#) Prepared for the Caledon Institute of Social Policy.
- World Health Organization (WHO). [Adelaide Recommendations on Healthy Public Policy - Healthy Public Policy.](#)



Step 1

- Bob Gardner. [Social Determinants of Health and Public Policy](#). Presentation to the Conference Board of Canada Roundtable on Social Determinants of Health.
- Centre for Addiction and Mental Health (CAMH). [Ontario Student Drug Use and Health Survey \(OSDUHS\)](#).
- Government of Canada. [Departments and Agencies](#).
- Government of Ontario. [Government of Ontario Websites](#).
- Ministry of Health and Long-Term Care. [Public Health Unit Locations](#).
- Ministry of Municipal Affairs and Housing. [List of Ontario Municipalities](#).
- Northern Ontario Service Deliverers Association. [Improving the Housing System in Northern Ontario – A discussion paper of the Northern Ontario Service Deliverers Association](#).
- Ontario Chronic Disease Prevention Alliance and Health Nexus. [Primer to Action: Social Determinants of Health – Revised Edition](#).
- Ontario Chronic Disease Prevention Alliance. [Evidence-Informed Messages](#).
- Ophea Healthy Schools Healthy Communities. [A Policy Based on Beliefs: York Region District School Board’s Journey toward a Healthy Schools and Workplaces Policy](#).
- Public Health Agency of Canada. [Canadian Best Practices Portal](#).
- [Rapid Risk Factor Surveillance \(RRFSS\)](#)
- Sherri Torjman. [What is Policy?](#) Publication by Caledon Institute of Social Policy.
- Statistics Canada. [Canadian Community Health Survey \(CCHS\)](#).
- Strait-Highlands Regional Development Agency. [What A Community Needs Assessment Can Do For You](#).
- THCU. [Comprehensive Workplace Health Promotion – Catalogue of Health Assessment Tools, Glossary, Situational Assessment](#).
- THCU. [Online Health Program Planner](#).
- THCU. [Policy Development: At a Glance](#).
- THCU. [Resources to Increase Understanding: What is evidence-informed practice?](#)
- University of Waterloo. [School Health Action, Planning and Evaluation System - SHAPES](#).



Step 2

- Government of Canada. [Departments and Agencies.](#)
- Government of Ontario. [Government of Ontario Websites.](#)
- Heart Health Resource Centre. *@heart*. Issue 27. Winter 2010. [Policy Development in the Real World.](#)
- Ministry of Health and Long-Term Care. [Public Health Unit Locations.](#)
- Ministry of Municipal Affairs and Housing. [List of Ontario Municipalities.](#)
- Ontario Chronic Disease Prevention Alliance. [Evidence-Informed Messages.](#)
- Opeha Healthy Schools Healthy Communities. [A Policy Based on Beliefs: York Region District School Board’s Journey toward a Healthy Schools and Workplaces Policy](#)
- Play, Live, Be Tobacco-Free. [Tobacco-Free Survey. PDF format.](#)
- Play, Live, Be Tobacco-Free. [Tobacco-Free Survey. WORD format.](#)
- Public Health Agency of Canada. [Canadian Best Practices Portal.](#)
- Rural Communities Impacting Policy. [Challenges and Barriers to Community Participation in Policy Development.](#)
- THCU. [Developing Health Promotion Policies.](#)
- THCU. [Force Field Analysis Example.](#)
- THCU. [Setting Priorities - Strategic Techniques for Groups - Slideshow and link to audio.](#)

Step 3

- Cancer View Canada. [Prevention Policies Directory.](#)
- Centre for Addiction and Mental Health. [Substance Use Policy Development Worksheet.](#)
- Ontario Chronic Disease Prevention Alliance. [Evidence-Informed Messages.](#)
- Opeha Healthy Schools Healthy Communities. [A Policy Based on Beliefs: York Region District School Board’s Journey toward a Healthy Schools and Workplaces Policy](#)
- Public Health Agency of Canada. [Canadian Best Practices Portal.](#)
- THCU. [Online Database – Audience Analysis.](#)

Step 4

- Elections Ontario. [Find Your Electoral District.](#)
- Natural Resources Canada. [Case Study: Implementing an Idling-Control By-Law in London, Ontario.](#)
- Ontario Health Promotion Resource System. [HP-101 Health Promotion Online Course. Glossary – Partnership for Health Promotion.](#)
- Opeha Healthy Schools Healthy Communities. [A Policy Based on Beliefs: York Region District School Board’s Journey toward a Healthy Schools and Workplaces Policy.](#)
- [Parliament of Canada](#) website.
- THCU. [THCU Resource Library.](#)
- The [Legislative Assembly of Ontario](#) website.



Step 5

- [Algoma Public Health](#). Sam I am – radio ad.
- Canadian Cancer Society. [Advocacy in Ontario – Celebration at Queen’s Park 2008](#).
- Canadian Cancer Society. [Working with Others](#).
- Centre for Addiction and Mental Health. [Letter to Ted McMeekin, MPP regarding the Ontario Liquor Licence Act Consultation](#).
- Heart Health Resource Centre. [@heart Newsletter](#).
- Heart Health Resource Centre. [@heart](#). Issue 25. Summer 2007. [Influencing Decision-Makers](#).
- Larry Grand. [Lecture on Influencing Policy Changes and Development](#).
- Ontario Chronic Disease Prevention Alliance. [Evidence-Informed Messages](#).
- Ophea Healthy Schools Healthy Communities. [A Policy Based on Beliefs: York Region District School Board’s Journey toward a Healthy Schools and Workplaces Policy](#).
- Participaction. [Participaction Toolkit](#)
- THCU. [Health Communication Message Review Tool](#).
- THCU. [Making the Case At a Glance](#).
- THCU. [Media Advocacy Workbook](#).
- THCU. [THCU Resource Library](#).
- The Joint Consortium for School Health. [Resources, Toolkits and Factsheets](#).

Step 6

- Canadian Mental Health Association. [Submission to the Standing Committee of the Legislative Assembly on Bill 139, Employment Standards Amendment Act](#).
- Geraldine Perry. [Writing a good policy](#). Presentation for the American Public Health Association.
- Larry Grand. [Lecture on Influencing Policy Changes and Development](#).
- Natural Resources Canada. [Case Study: Implementing an Idling-Control By-Law in London, Ontario](#).
- Nutrition Resource Centre and Heart Health Resource Centre. [Policies in Action](#).
- Ontario Heart Health Network: Collaborative Policy Scan Work Group. [OHHN Collaborative Policy Scan Project](#).
- Ontario Task Group on Access to Recreation for Low-Income Families. [Affordable Access to Recreation for Ontarians Policy Framework](#).
- Ontario Task Group on Access to Recreation for Low-Income Families. [Affordable Access to Recreation for Ontarians. Policy Development and Implementation Guide for Communities](#).
- Ophea. Menu of Choices. [A sample of a school nutrition policy](#).
- Play, Live, Be Tobacco-Free. [Create the tobacco-free policy](#).
- Play, Live, Be Tobacco-Free. [Tobacco-Free Policy](#).
- THCU. [Developing Health Promotion Policies](#).
- York Region District School Board. [Healthy Schools and Workplaces](#).



Step 7

- City of Toronto. [Shade Policy for the City of Toronto.](#)
- Ophea Healthy Schools Healthy Communities. [A Policy Based on Beliefs: York Region District School Board’s Journey toward a Healthy Schools and Workplaces Policy.](#)
- Play, Live, Be Tobacco-Free. [Reinforcing Your Tobacco-Free Policy.](#)
- Safe Healthy Schools. [School Health Policies. Policy - Steps - Implement Policy.](#)

Step 8

- Heart Health Resource Centre *@a glance*. Spring 2008. [Evaluation.](#)
- Ontario Ministry of Health Promotion and Sport. [Smoke-Free Ontario.](#)
- Ophea Healthy Schools Healthy Communities. [A Policy Based on Beliefs: York Region District School Board’s Journey toward a Healthy Schools and Workplaces Policy.](#)
- Safe Healthy Schools. [School Health Policies. Policy - Steps - Evaluate Policy.](#)
- THCU. [Online Health Program Planner.](#)
- THCU. [THCU Resource Library.](#)
- The Ontario Tobacco Research Unit. [Strategy Monitoring.](#)
- Towards Evidence Informed-Practice. [TEIP Program Evaluation Tool.](#)

Policy Ideas for Healthier Communities

- Implementation Science. [Evidence Informed Health Policy.](#)

Policy Ideas for Communities

- Ontario Healthy Communities Coalition. [Linking Health and the Built Environment: A Literature Review.](#)
- World Health Organization. [The Ottawa Charter for Health Promotion - Health Promotion Action Means.](#)
- Ontario Chronic Disease Prevention Alliance and Ontario Healthy Communities Coalition. [‘Healthy Communities’: A Backgrounder.](#)



Priority Area: Physical Activity, Sport and Recreation

- [Canadian Sport for Life](#) website.
- Global Advocacy for Physical Activity (GAPA). [The Toronto Charter for Physical Activity: A Global Call for Action.](#)
- International Congress on Physical Activity and Public Health. [The Toronto Charter for Physical Activity: A Global Call to Action.](#)
- Ontario Task Group on Access to Recreation for Low-Income Families. [Affordable Access to Recreation for Ontarians Policy Framework.](#)
- Ontario Task Group on Access to Recreation for Low-Income Families. [Affordable Access to Recreation for Ontarians. Policy Development and Implementation Guide for Communities.](#)
- Town of Ajax. [Affordable Access to Recreation and Cultural Services Policy.](#)

Walk 21. [The International Charter for Walking.](#)

Priority Area: Healthy Eating

- Dietitians of Canada. [Healthy Eating and Food Security: Promising Strategies for BC.](#)
- Nutrition Resource Centre. [Eat Smart for Healthy Restaurants.](#)
- Policy Link. [Healthy Food, Healthy Communities: Promising Strategies to Improve Access to Fresh, Healthy Food and Transform Communities.](#)

Priority Area: Alcohol Misuse

- Alcohol Policy Network. [Let's Take Action on Alcohol Sponsorship.](#)
- Alcohol Policy Network. [Overview of Province Laws.](#)
- Alcohol Policy Network. [Who's on the MAP?](#)
- Novak, Julie. [Alcohol Promotion and the Marketing Industry: Trends, Tactics, and Public Health.](#)

Priority Area: Mental Health

- Centre for Addiction and Mental Health. [Culture Counts: A roadmap to health promotion.](#)
- Public Health Agency of Canada. Canadian Best Practices Portal: [Saskatoon in Motion.](#)
- Starr, Edward, and Pacini, Christine. [The Municipal Role in Meeting Ontario's Affordable Housing Needs. A Handbook for Preparing a Community Strategy For Affordable Housing.](#) A Report Prepared for the Ontario Professional Planners Institute.
- United Way Toronto. [Community Hubs.](#)



Policy Ideas for Schools

- Ontario Ministry of Education. [Foundations for a Healthy School.](#)

Priority Area: Physical Activity, Sport and Recreation

- Ontario Ministry of Education. [New School Food and Beverage Policy.](#)
- Public Health Agency of Canada. [Canada's Physical Activity Guide to Healthy Active Living.](#)
- Ontario Task Group on Access to Recreation for Low-Income Families. [Affordable Access to Recreation for Ontarians Policy Framework.](#)
- Ontario Task Group on Access to Recreation for Low-Income Families. [Affordable Access to Recreation for Ontarians. Policy Development and Implementation Guide for Communities.](#)

Town of Ajax. [Affordable Access to Recreation and Cultural Services Policy.](#)

Priority Area: Healthy Eating

- Ontario Ministry of Education. [New School Food and Beverage Policy.](#)

Priority Area: Tobacco Use/Exposure

- [The Joint Consortium for School Health](#)
- The Joint Consortium for School Health. [Resources, Toolkits and Factsheets.](#)

Priority Area: Alcohol Misuse

- Alcohol Policy Network. [Let's Take Action on Alcohol Sponsorship.](#)
- Alcohol Policy Network. [Sample Alcohol Policy Collection. Schools.](#)
- Novak, Julie. [Alcohol Promotion and the Marketing Industry: Trends, Tactics, and Public Health.](#)

Priority Area: Mental Health

- Bourget Management Consulting. [Mental Health Literacy: A Review of the Literature.](#)
- Centre for Addiction and Mental Health. [Best practice guidelines for mental health promotion programs: Children and youth.](#)
- Centre for Addiction and Mental Health. [Guideline 8: Address opportunities for organizational change, policy development and advocacy.](#)
- Centre for Addiction and Mental Health. [Growing Up Resilient: Ways to Build Resilience in Children and Youth.](#)
- Centre for Addiction and Mental Health. [Stigma: Understanding the impact of prejudice and discrimination on people with mental health and substance use problems.](#)
- OISE/UT. [Policy on Equity and Diversity.](#)
- Ontario Ministry of Education. [Find a School or School Board.](#)
- Public Health Agency of Canada. [Comprehensive School Health Framework.](#)
- World Health Organization. [The Ottawa Charter for Health Promotion - Health Promotion Action Means.](#)



Policy Ideas for Workplaces

Priority Area: Physical Activity, Sport and Recreation

- Toronto Public Health. [Health Options at Work: Physical Activity - A Guide to creating a healthy workplace.](#)

Priority Area: Healthy Eating

- Nutrition Resource Centre. [Eat Smart for Healthy Workplaces.](#)

Priority Area: Alcohol Misuse

- Alcohol Policy Network. [Let's Take Action on Alcohol Sponsorship.](#)
- Alcohol Policy Network. [Workplace Alcohol Policy Collection.](#)
- Novak, Julie. [Alcohol Promotion and the Marketing Industry: Trends, Tactics, and Public Health.](#)

Priority Area: Mental Health

- Canadian Mental Health Association. [Mental Health Works.](#)
- Centre for Addiction and Mental Health. [Health Equity.](#)
- Human Resources and Skills Development Canada. [Work-Life Balance in Canada: A Report to Ministers Responsible for Labour in Canada.](#)
- Ontario Human Rights Commission. [Guidelines on developing human rights policies and procedures.](#)
- Ontario Ministry of Labour. [Bill 168 on Preventing Workplace Violence And Workplace Harassment.](#)





Toolkit to Healthier Communities – Influencing Healthy Public Policies
 OCDPA: 2011
 Feedback Form

Thank you for your time and feedback. Please review the toolkit contents before you complete this survey. We appreciate your help in answering all the questions. Once you have completed the survey, please fax back to (416) 367-2844 (Attn: OCDPA) or send an electronic copy to ocdpa@opha.on.ca.

1. Please indicate which sector you belong to:

- NGO Public Health Government Community
 Education Other _____

2. Please indicate what region you belong to:

- Eastern Central East Central West
 South West North East North West
 Ontario-wide National other _____

3. Please rate the toolkit overall. Please circle one:

1-poor	2-fair	3-good	4-very good	5-excellent
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Please explain your reponse:

4. Would you recommend this toolkit to others? Please circle one.

- Yes No

Please explain your response:

5. The objectives of the forum are listed in the table below. Please rate the extent to which you felt our objectives were met
 For each, please use a five-point rating scale where

	low <————> high
Objective	Objective Met
Provide a step-by-step outline of the policy-development process	1 2 3 4 5
Provide practical worksheets to help you move through the steps.	1 2 3 4 5



	low \longleftrightarrow high
Objective	Objective Met
Offer helpful tips for each step of policy development.	1 2 3 4 5
Provide policy ideas to help identify potential future policies	1 2 3 4 5

Please comment on your above ratings.

6. What component of the toolkit was most valuable to you? Why?

7. What component of the toolkit was least valuable to you? Why?

8. What topics would you like to have been covered in the toolkit or discussed in more detail?

