

**Rural Active Living Assessment Final Report Template**

Office of the Chief Medical Officer of Health

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# Introduction

The Rural Active Living Assessment (RALA) Tools are designed to assess the physical activity “friendliness” of a community (e.g., walking, biking, playing) for its residents including youth, elderly and those with a disability. The RALA Tools work by collecting data on physical environment features and amenities, community characteristics, community programs, and policies that could potentially influence physical activity levels among residents in the community.

The Office of the Chief Medical Officer of Health developed a Supplementary Food Environment Assessment Tool to accompany the existing RALA Tools to provide a more holistic evaluation of the community for living a healthy lifestyle. It allows the food environment of the community as well as the availability and accessibility of healthy food to be reviewed.

This report will serve as a summary of the conditions of **Click here to enter text** for physical activity and healthy eating. The Tools can help to identify the strengths and the needs of a community. Areas for improvement can also be identified. Additionally, scores have been provided for the Community-wide assessment and Programs and Policies assessment that can be used as a baseline for future plans or projects and potential applications for funding opportunities.

# Community Profile

**Click here to enter community name** is located in the **Click to enter region** of New Brunswick. Surrounding communities include **Click here to enter text** with **Click here to enter text** being the closest at **Click here to enter distance** Km. **Click here to enter community name** has a population of **Click here to enter text** and covers **Click here to enter text** Km2. The population density is **Click here to enter text** people per Km2.

The topography of the community is **Click here to enter text**.The streets are laid out in a **Choose an item**. Land-uses within include **Click here to enter text**.

# Health Profile

**Click here to enter text**
Figure 1: Map of Community

# Methodology

An on-the-ground assessment of the community was conducted by a Public Health Inspector (PHI) from the Health Protection Branch of the Office of the Chief Medical Officer of Health and a community representative (**Click here to enter title of representative**) on **Click here to enter a date** and **Click here to enter a date** (**Choose weekday** and **Choose weekday**). The following Rural Active Living Assessment (RALA) Tools were used:

* Community-Wide Assessment Tool
* Programs and Policies Assessment Tool
* Street Segment Assessment Tool
* Supplementary Food Environment Assessment Tool

For the assessments the “community centre” was determined to be the **Click here to enter text**.

# Community Recreational Amenities

Being physically active is an essential component of a healthy lifestyle. In fact lack of physical activity is a major contributor to poor health outcomes. This section reviews the recreational amenities, that help to promote physical activity or make the healthy choice the easy/ default choice that are available in **Click here to enter community name**, as well as their condition and accessibility.

# Trails

**Click here to enter text**

# Biking Paths

**Click here to enter text**

# Parks

**Click here to enter text**

# Playgrounds

**Click here to enter text**

# Water Activities

**Click here to enter text**

# Community Recreation Centre

**Click here to enter text**

# Private Fitness Facilities

**Click here to enter text**

# Playing Fields

**Click here to enter text**

# Courts

**Click here to enter text**

# Ice Arena

**Click here to enter text**

# Winter Activities

**Click here to enter text**

# Skate Park

**Click here to enter text**

# Public Schools

There are **Click here to enter number** public schools located in **Click here to enter community name**. Information on the schools can be found in Table 1.

## Table 1: Community Public Schools

|  |  |  |
| --- | --- | --- |
| **School Name** | **Population** | **Location**(km from Community Centre) |
|  |  |  |
|  |  |  |
|  |  |  |

OR

There are no public schools located in **Click here to enter community name**. The closest elementary, middle and high schools are located **Click here to enter distance** Km, **Click here to enter distance** Km and **Click here to enter distance** Km away, respectively.

# Community Walkability and Accessibility

**Click here to enter text**

**Click here to enter text.**

**Click here to enter text.**

# Programs and Policies to Support Active Living

Community programs and policies can help to support physical activity among community members including youth, the elderly and those with a disability. This section outlines community programs and policies in place that help to support physical activity and their accessibility to all individuals. Existing programs and policies at public community schools to support physical activity are also included.

## Table 2: Community Programs and Policies

|  |  |
| --- | --- |
| **Programs and Policies** | **Explanation**  |
| A policy that requires bikeways or pedestrian walkways in new public infrastructure projects.  |  |
| A program/policy to ensure regular clearing of snow and ice from **Choose an item** |  |
| A recreation department that offers physical activity programming.  |  |
| A program/policy that provides sliding-scale fee or subsidies for lower income residents.  |  |
| Private or not for profit agencies, businesses or organizations that offer physical activity programming. | The following is a list of all places that offer physical activity programs and spaces in the community: |
| Program/policy to provide local public transportation to the community.  |  |
| Long-distance transportation programs.  |  |

## Table 3: School Programs and Policies

|  |  |
| --- | --- |
| **Programs and Policies** | **Explanation**  |
| Walk to school program.  |  |
| School physical activity initiatives.  |  |
| Established shared-use agreement between community and local schools.  |  |
| Public school late bus option.  |  |

#

# Community Food Environment

Eating a healthy diet is another component of a healthy lifestyle. An individual’s or family’s ability to obtain healthy food on a regular basis is determined by their resources, but also by the local food supply and their ability to access it. Many studies have shown an individual’s food choices and how well they eat is influenced by the local food supply and their ability to access food. Therefore, this section reviews the availability and accessibility of healthy food compared to other food amenities in the community.

#  Retail Food Environment

A total of **Click here to enter number** grocery stores or supermarkets were identified within the community. **Click here to enter text**

Or

There are no grocery stores or supermarkets in the community. The next closest full grocery store or supermarket is located approximately **Click here to enter distance** Km from **Click here to enter community name**.

A total of **Click here to enter number** convenience stores or corner stores were identified within the community.

Or

There are no convenience stores or corner stores in the community. The next closest convenience stores or corner stores is located approximately **Click here to enter distance** Km from **Click here to enter community name**. **Click here to enter text**.

A total of **Click here to enter number** farmer’s markets were identified within the community. The farmer is **Click here to enter text.**

Or

There are no farmer’s markets in the community. The next closest farmer’s market is located approximately **Click here to enter distance** Km from **Click here to enter community name**. **Click here to enter text**.

# Community Food Resource Environment

Community food resources help to increase the availability of affordable healthy food options for everyone in the community. Community food resources available in **Click here to enter community name** include **Click here to enter text**.

**Click here to enter text**

**Click here to enter text**

#

# School Surrounding Food Environment

A total of **Click here to enter number** fast food outlets and **Click here to enter number** convenience stores were identified within walking distance of the **Click here to enter text**.

Or

No fast food outlets or convenience stores were identified within walking distance of the **Click here to enter text**.

# Conclusions

The Community-Wide and Programs and Policies assessments were scored upon completion. The results of the scoring can be found in Tables 4 and 5 below. These scores can be used for comparison purposes of pre and post community interventions and changes.

## Table 4: Community-Wide Assessment Results

|  |  |  |
| --- | --- | --- |
| **Infrastructure** | **Score** | **/Possible Total** |
| School Location |  | /15 |
| Trails |  | /20 |
| Parks & Playgrounds |  | /25 |
| Water Activities |  | /10 |
| Recreation Facilities |  | /30 |
| **Grand Total** |  | **/100** |

## Table 5: Programs and Policies Assessment Results

|  |  |  |
| --- | --- | --- |
| **Infrastructure** | **Score** | **/Possible Total** |
| Community Policies |  | /10 |
| Community Programs |  | /30 |
| School Policies |  | /30 |
| School Programs |  | /25 |
| **Grand Total** |  | **/95** |

This report is a summary of the opportunities for physical activity and access/ availability of healthy food in **Click here to enter** **community name**. The previous sections provide an inventory of infrastructure in the community for physical activity as well as their condition and accessibility. This can be considered a baseline that can be used as a starting point for future conversations, plans and actions to improve opportunities for healthy living in **Click here to enter community name**. The information contained in this report can help to identify areas for improvement and aid in the development of plans to support active, healthy living. The scores contained in tables 4 and 5 can be used to compare the situation pre and post implementation of future plans.

# References