

## **Health Promoting Schools Assessment Tool**

### **Background - The UpLift Partnership and Health Promoting Schools**

Health and learning are independent. Active, well-nourished children and youth learn better, and academic achievement is associated with positive health outcomes across their lifespan. Research has shown that the Health Promoting Schools (HPS) model is an effective way to promote healthy behaviours and learning in schools and prepare students for healthy futures.

The HPS model includes supportive physical (e.g., buildings, grounds, play spaces, equipment, foods provided in the cafeteria or breakfast program, etc.) and social environments (e.g., the quality of relationships among and between staff and students, and families), supportive teaching and learning (e.g., resources, activities and curriculum; professional learning communities, professional development, incorporation of health topics into other subjects, etc.).

“UpLift” is a partnership involving government departments (Education and Early Childhood Development; Health and Wellness; Communities, Culture and Heritage), Nova Scotia Health, the Healthy Populations Institute (Dalhousie University), IWK Health, Regional Centres for Education, the Conseil scolaire acadien provincial (CSAP), Nova Scotia schools, and other community and non-profit partners that support the health and well-being of children and youth. The UpLift Partnership works with school communities to catalyze HPS work with a focus on youth engagement.

### **Purpose of the Health Promoting Schools Assessment Tool**

The Health Promoting Schools (HPS) Assessment Tool is intended to help schools in planning and implementing HPS activities that support student engagement, health and well-being. The HPS Assessment Tool also forms part of the evaluation of the UpLift Partnership by assessing if supports provided through the Partnership are working to facilitate the implementation of the HPS model and student engagement, health and well-being. The tool gathers information related to the school’s physical and social environment, including healthy eating, physical activity, mental health and well-being, policy, teaching and learning, and partnerships. The tool also gathers information on student, staff and school community engagement and leadership in HPS.

## **How to Complete the Tool**

The HPS Assessment Tool will be completed by the UpLift Youth Engagement Coordinator or HPS School Lead. Ideally, members of the school community, such as the principal, student (s), teacher (s), parent (s) would come together to complete the tool with the help of the Youth Engagement Coordinator or HPS School Lead. However, this may not be possible, and the tool may be completed by just one person (e.g., the principal, a teacher champion) with the support of the YEC or HPS School Lead.

Please reflect on your current work (i.e., the 2020/21 school year) in completing the tool. If current work is being affected by COVID-19, please share these comments, too.

It takes approximately 60 minutes to complete the HPS ethos tool.

## **How the Information Will be Used**

The YEC or HPS School Lead will send the completed survey to the Uplift Evaluation Team. The UpLift Evaluation Team will produce a report for each school summarizing the findings to help inform the school's HPS work and efforts to support student engagement, health and well-being.

In addition to individual school reports (shared only with the school), regional and provincial reports will be produced (for each Regional Centre for Education and for Conseil scolaire acadien provincial) to inform and support HPS work at a regional and provincial level. Data provided at the regional and provincial level will be reported in group form and schools will not be individually named. The regional and provincial reports will be shared with the UpLift Partnership as well as funders, such as the Public Health Agency of Canada.

The data will be stored securely on password protected computers at Dalhousie University and will be kept for seven years.

Thank you for taking the time to complete the HPS Assessment Tool. The report will help to support your school's HPS and youth engagement work and is hoping to evaluate the work of the UpLift Partnership.



**Please complete the following demographic information**

Data of Completion:

Youth Engagement Coordinator or HPS School Lead helping to complete the tool:

Name and role of staff member(s) supporting completion of the tool:

If any students helped to complete the tool, please provide number of students and their grades:

If any school community members helped to complete the tool, please provide the number and their organization/role (e.g., community organization name, parent, etc.):



## Part 1: Health Promoting School (HPS) or Student Success Planning

1.1 Does your school develop any plans or strategies to support the implementation of HPS?

Yes • No

If yes, please describe or please provide a copy.

1.2 Can you please share your well-being goals/strategies within your school's Student Success Plan (SSP):

1.3 What information, if any, did you use to help you develop your HPS plan/strategy and/or well-being goals/strategies within your SSP? Please describe.

1.4 Please describe who was involved in developing your HPS plan or strategy and/or well-being goals/strategies within your SSP (e.g., school administration, staff, students, etc.)

Part 1: Health Promoting School (HPS) or Student Success Planning Cont'd.

1.5 Please describe or provide examples of how students were involved or the role they played in developing and/or implementing the HPS plan/strategy or health and well-being goals/strategies (e.g., Student Councils, individual students, clubs, etc.)

1.6 Please rate the level of student engagement in developing your school's well-being goals/strategies in your Student Success Plan and/or other HPS plans/strategies.

- Students were not involved
- Students were asked to provide input, but did not have decision-making power
- Students actively collaborated with staff and were involved with decision-making
- Students were engaged as leaders in the process and shared decision-making power

1.7 Please rate the level of student engagement in implementing your school's well-being goals/strategies in your Student Success Plan and/or other HPS plans/strategies

- Students have not been involved
- Students have provided input, but have not had decision-making power
- Students have actively collaborated with staff and have been involved with decision-making
- Students have been engaged as leaders in the process and shared decision-making power

## Part 2: Healthy Eating and Food environment

Questions	Not at all	Somewhat	Quite a lot	Completely
<b><i>Physical and Social Environment</i></b>				
Is clean drinking water available to students and staff throughout the school day?				
Are there designated, shared spaces that are safe, clean, and pleasant for students and staff to come together to eat?				
Does your school have a strategy to address emergency food needs (e.g., if a student does not have a lunch or money to purchase a lunch?)				
Are students given minimum of 20 minutes to eat lunch (per the Food and Nutrition Policy for Nova Scotia Public Schools) plus additional time for physical activity or outdoor play?				
Are students provided with breaks to eat every 3-4 hours (per the Food and Nutrition Policy for Nova Scotia Public Schools)?				

Part 2: Healthy Eating and Food Environment cont'd.

Questions	Not at all	Somewhat	Quite a lot	Completely
<p>Are the foods sold and served at the school consistent with the Food and Nutrition Policy for Nova Scotia Public Schools?</p>				
<p>Does the school offer programs that provide students with hands-on opportunities to grow, prepare, share and eat food?</p>				
<p>Are the foods sold and served at the school available to meet various dietary needs and preferences (e.g., vegetarian; accommodations for those with allergies or intolerances, etc.)?</p>				
<p>Is the school free of unhealthy food/drink marketing and advertisements (e.g., with respect to signage, promotions, product placement, etc.)?</p>				
<p>Does the school use healthy rewards as incentives (e.g., healthy foods or non-food items such as swim parties, stickers, skipping ropes)?</p>				

Part 2: Healthy Eating and Food Environment cont'd.

Questions	Not at all	Somewhat	Quite a lot	Completely
Does fundraising by the school emphasize healthy food and beverages and non-food items (e.g., books, passes to recreation centres, Nourish NS food box, etc.)?				
Is healthy eating reinforced in applicable subject areas (e.g., science, language, arts, math, arts, social studies) using a coordinated approach?				
<b><i>Student Engagement and Leadership</i></b>				
Are students engaged in healthy eating programs (e.g., supporting breakfast program, working with school garden, cooking skills training, etc.)?				
Are students engaged as leaders and decision makers regarding healthy eating at school?				
Are students engaged as leaders and decision makers in menu planning?				

Part 2: Healthy Eating and Food Environment cont'd.

Questions	Not at all	Somewhat	Quite a lot	Completely
<b><i>Teacher and School Staff Engagement</i></b>				
Are there educational opportunities for teachers to learn about healthy eating?				
Are there educational opportunities for other school staff to learn about healthy eating?				
Are teachers and other school staff provided with the appropriate training and resources to promote healthy eating among students?				
Are teachers provided with training about the Food and Nutrition Policy for Nova Scotia Public Schools?				
Are there opportunities for teachers and other school staff to participate in school-wide initiatives that promote healthy eating (e.g, meal programs, healthy living fairs, community gardens)?				
Are teachers engaged in decisions related to menu planning?				

Part 2: Healthy Eating and Food Environment cont'd.

Questions	Not at all	Somewhat	Quite a lot	Completely
<p>Are other school staff (administration, cafeteria staff, etc.) engaged in decisions related to menu planning?</p>				
<b><i>Partnership and Sustainability</i></b>				
<p>Are there opportunities for parents and community members to participate in school-wide initiatives that promote healthy eating?</p>				
<p>Are partnership established within the community to support healthy eating at the school (e.g., local businesses, community organizations, Public Health)?</p>				
<p>Are community resources and services used to support healthy eating and well-being-related programs at the school (e.g., PD, credible nutrition websites, educational tools, community services)?</p>				
<p>Do you have the necessary resources and support (e.g., volunteers, grants, donations) to sustain healthy choices within all food programs/outlets on an ongoing basis (e.g., cafeteria, snack programs, breakfast programs, vending machines, canteen)?</p>				



Part 2: Healthy Eating and Food Environment cont'd.

Please share any stories or examples of work your school is doing related to healthy eating:

A large, empty rounded rectangular box with a black border, intended for writing a response to the question about school work related to healthy eating.

Please share any challenges you have in supporting healthy eating at your school:

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Please share supports you need to help facilitate healthy eating at your school:

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### Part 3: Physical Activity, Movement and Play

Questions	Not at all	Somewhat	Quite a lot	Completely
<b><i>Physical and Social Environment</i></b>				
Is Physical Education valued as a critical part of the curriculum (e.g., adequate teaching period and frequency, Human Resources, space, equipment, etc.) in this school?				
Do teachers implement physically active lessons (e.g., room set-up; learning outdoors; interrupt sitting time, etc.)?				
Do school or class outings incorporate physical activity (e.g., walking to/from a destination; outing includes movement or play)?				
Are teachers and students encouraged to spend breaks outdoors in all weather?				
Do students have indoor spaces to play during poor weather conditions (e.g., during recess and lunchtime)?				

Part 3: Physical Activity, Movement and Play Cont'd.

<b>Questions</b>	Not at all	Somewhat	Quite a lot	Completely
<p>Are there a variety of well-organized intramurals/club programs that involve movement or physical activity available to students at this school?</p>				
<p>Is there enough equipment and space available to maximize opportunities for physical activity/movement during non-instructional time?</p>				
<p>Do before/after-school programs at this school prioritize physical activity/movement?</p>				
<p>Are physical activity spaces/resources at this school inclusive for students with diverse abilities and need (e.g., space schedules, adapted equipment, resources not for exclusive use)?</p>				
<p>Is the playground at this school inclusive for students with diverse abilities and needs?</p>				

Part 3: Physical Activity, Movement and Play Cont'd.

<b>Questions</b>	Not at all	Somewhat	Quite a lot	Completely
Are organized sport/physical activity programs at this school available to those who want to participate, not only to those with a sufficient performance level?				
Are girl/female-specific organized sport/physical activity programs offered at this school?				
Are organized sport/physical activity programs available equally to each grade?				
Are barriers to participation in organized physical activity programs considered and removed to ensure access for all students (e.g., cost, transportation, etc.)?				
Is physical activity/movement prioritized in the daily life of the school (e.g., recess/lunch; school assemblies, events, after-school programs, curriculum)?				
Do students have opportunities to be active in subject areas outside of physical education (e.g., energizers, in the classroom)?				

Part 3: Physical Activity, Movement and Play Cont'd.

<b>Questions</b>	Not at all	Somewhat	Quite a lot	Completely
<p>If the gymnasium is unavailable for physical education (e.g., assemblies, events), do students participate in physical education in other spaces (e.g., outside)?</p>				
<p>Is physical activity reinforced in applicable subject areas (e.g., science, language arts, math, arts, social studies) using a coordinated approach?</p>				
<b><i>Student Engagement and Leadership</i></b>				
<p>Are students engaged as leaders and decision makers to support physical activity and movement (e.g., playground leaders, planning or facilitating activities, mentoring, etc.)?</p>				
<b><i>Teacher and School Staff Engagement</i></b>				
<p>Are teachers provided with training to deliver physically active lessons?</p>				

Part 3: Physical Activity, Movement and Play Cont'd.

<b>Questions</b>	Not at all	Somewhat	Quite a lot	Completely
Are teachers and staff members provided with resources to promote physical activity and movement among students?				
<b><i>Partnerships and Sustainability</i></b>				
Are there opportunities for the school community to learn about the benefits of physical activities (e.g., assemblies, displays, newsletters, presentations, health fairs)?				
Are family and community members encouraged to participate in school-wide activities and events that promote physical activity and movement?				
Are community partnerships established that support physical activity and movement at school (e.g., MPAL programs, recreation centres)?				

Part 3: Physical Activity, Movement and Play Cont'd.

<b>Questions</b>	Not at all	Somewhat	Quite a lot	Completely
<p>Are community resources and services accessed to support well-being-related programs and to enhance participation in physical activity at school (e.g., PD, credible websites, tools and resources on physical activity, community services?)</p>				

Please share any stories or examples of work your school is doing to support physical activity, movement or play:

Please share any challenges your school has in supporting physical activity, movement or play at your school:

Please share supports you need to help facilitate physical activity, movement or play at your school:

## Part4: Active Transportation

### Where is your school located?

- Urban setting     
  Suburban setting     
  Rural setting

Questions	Not at all	Somewhat	Quite a lot	Completely
Are crosswalks clearly identified and in a convenient location (or high area of foot traffic) to support students who walk to/from school?				
Does the school community have sufficient safety measures in place to facilitate active transportation (e.g., cross guards, sidewalks, etc.)?				
Do students have access to bike routes (lanes, trails, etc.) that safely connect them to the school?				
Are enough racks or storage spaces available for students who cycle or wheel to school (e.g., bike, scooter, skateboard racks/storage)?				
Is vehicle traffic approaching the school and on school property adequately reduced and managed for safe and easy walking/cycling/wheeling?				

Part4: Active Transportation Cont'd.

<b>Questions</b>	Not at all	Somewhat	Quite a lot	Completely
Are bus pick-up and drop-offs located in a safe and separate space from other vehicular and pedestrian Traffic?				
Do school administrators and teachers approach the municipality or the province when routes to schools need improved amenities and infrastructure?				
Does the school effectively support students to walk, cycle or wheel to and from school (e.g., skill and safety education; promotion; events; resources; traffic calming; parental engagement, etc.)?				
Has your school implemented any active transportation programs (e.g., Drive to 5, walking school buses, etc.)?				
Are teachers and school staff encouraged to use active travel to and from school?				



Part4: Active Transportation Cont'd.

Please share any stories or examples of work your school is doing to support active transportation:

Please share any challenges your school has in supporting active transportation at your school:

Please share supports you need to help facilitate active transportation at your school:

## Part 5: Inclusivity, Mental Health and Well-being

<b>Questions</b>	Not at all	Somewhat	Quite a lot	Completely
Does the school's physical environment effectively support the engagement of those with disabilities (e.g., ramps, elevators, washrooms, lighting, seating, outdoor play and activity spaces, etc.)?				
Is the school implementing the Nova Scotia Inclusive Education Policy?				
Does the school provide opportunities for students to gain an understanding of and appreciation for diversity during both instructional and non-instructional times?				
Does the school community foster a safe and supportive environment for everyone?				
Are positive interactions encouraged between all members of the school community (e.g., staff, students and parents)?				
Are there accessible meeting places that facilitate the connections of all students with the school and community?				

Part 5: Inclusivity, Mental Health and Well-being Cont'd.

<b>Questions</b>	Not at all	Somewhat	Quite a lot	Completely
Is mental health included in the school's wellbeing goal as part of the Student Success Plan?				
Is mental health and well-being integrated into and reinforced within subject areas using a coordinated approach (e.g., science, language, arts, social studies)?				
Are staff members provided with training and resources to promote positive mental health among students?				
Are students supported to report instances where they and/or their peers feel unsafe and/or to share concerns or needs about their own or their peers' well-being?				
Do all students have access to a trusted adult in the school who they can approach for support?				
Are there opportunities for students to be involved in a variety of extra-curricular activities and programs?				

Part 5: Inclusivity, Mental Health and Well-being Cont'd.

<b>Questions</b>	Not at all	Somewhat	Quite a lot	Completely
Does the school value students' voices and engage students as leaders and decision makers?				
Are students' positive contributions and achievements acknowledged and applauded?				
Are there opportunities for students, families and community members to express/celebrate their individual differences?				
Are digital citizenship principles applied to technology to ensure appropriate and respectful use?				
Does the school support staff to maintain and improve their health and well-being (e.g., classroom relief/breaks, counselling services)?				

Part 5: Inclusivity, Mental Health and Well-being Cont'd.

<b>Questions</b>	Not at all	Somewhat	Quite a lot	Completely
<p>Is there clear and effective communications between the school and local community groups and organizations about health and well-being initiatives (e.g., via local media, online content, school open days etc.)?</p>				
<p>Is there active collaboration across the school community to help create and sustain a healthy school environment (e.g., community groups, families, businesses, government and non-governmental organizations, regional/local health authorities)?</p>				
<p>Do community groups and organizations support school initiative related to health and well-being (e.g., via input, time, services, sponsorship, personnel, material resources, etc.)?</p>				
<p>Do students from diverse backgrounds (e.g., age, gender, ability, culture) play a leadership role in the organization of healthy school initiatives?</p>				



Part 5: Inclusivity, Mental Health and Well-being Cont'd.

Please share any stories or examples of work your school is doing to support inclusivity, mental health and/or well-being:

Please share any challenges your school has in supporting inclusivity, mental health and/or well-being:

Please share supports you need to help facilitate inclusivity, mental health and/or well-being:

***Thank you for completing the Health Promoting Schools Assessment Tool***