



**CLASS II**  
Children's Lifestyle And School-performance Study

## Health Promoting Schools Evaluation Tool

CLASS II is a province-wide project that will study the relationships between health, nutrition, physical activity and school performance of Grade 5 children in Nova Scotia. This research is a follow up to the original CLASS project in 2003.

A "health promoting school" is defined as a school that constantly strengthens its capacity as a healthy setting for living, learning and working. We consider all schools to be "health promoting schools" but at different levels of implementation according to individual school circumstances. The Health Promoting Schools Evaluation Tool describes a series of activities in different areas relating to curriculum, physical activity, healthy eating and health promotion (including mental health). This evaluation tool uses a rubric to describe different levels of implementation according to best practices. Starting from the left, the activities are described in four levels that range from beginning to full implementation.

### Who should complete the tool?

- We recommend that the tool is completed by a team involved with health promotion activities at your school or by asking individuals who are most knowledgeable in the different areas.

### How to complete the tool?

- For each row, use the check boxes to indicate what is taking place at your school. Based on what is taking place, decide which level your school is at for that particular section. Please complete all four parts of the tool. The tool should take 15-30 minutes to complete, depending on how many people are involved.

Your participation in this research is voluntary. Your participation includes completing this evaluation tool. All responses will be confidential and will only be seen by project staff at Dalhousie University and the University of Alberta. Without your signed permission, we will not be sharing individual school information with your School Board or the Province. With your input, you will help us to understand more about how schools are supporting the health of students in Nova Scotia in combination with the findings from the Grade 5 student and parent surveys.

To thank you for taking part, we will be developing reports for each school that participates in CLASS II. The reports will provide information to help your school plan healthy eating, physical activity and health promotion activities and will also provide useful data to support accreditation/school improvement. **The reports will be sent directly to the school principal and the person/people that have completed this tool.**

If you agree to take part, please complete the consent form on the next page. An electronic copy of the survey is available on our website at [www.nsclass.ca](http://www.nsclass.ca). Please send both the consent form and completed evaluation tool to Jessie-Lee Langille by: email: [jessie-lee.langille@dal.ca](mailto:jessie-lee.langille@dal.ca); Fax: 902-494-7567; or Mail: 1318 Robie Street, Halifax, NS B3H3E2

If you have any questions about the survey, please do not hesitate to contact Jessie-Lee Langille at 902-494-8439.

**Thank you for your participation in CLASS II.**



## Part 1: Health and Physical Education

Use the check boxes to indicate what is taking place at your school. Based on what is taking place, decide which level your school is at for each section.

	LEVEL 1 Beginning implementation	LEVEL 2	LEVEL 3	LEVEL 4 Full implementation	
a) Health Education	<input type="checkbox"/> All students participate in health education (i.e. regardless of gender, skill, ability)  <input type="checkbox"/> Curriculum outcomes for health education are followed	<input type="checkbox"/> Health education resources are used (e.g., curriculum supplements from the Department of Education, information/materials from health organizations)  <input type="checkbox"/> The mental health curriculum outcomes are integrated into health education lessons	<input type="checkbox"/> Classroom teachers attend professional development in health education  <input type="checkbox"/> Classroom discussions encourage students to respect diverse perspectives	<input type="checkbox"/> Health curriculum outcomes are integrated into other classroom subjects (e.g., science, math, French)  <input type="checkbox"/> Education learning activities accommodate different learning styles or preferences	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
b) Physical education	<input type="checkbox"/> All students participate in physical education (i.e. regardless of gender, skill, ability)  <input type="checkbox"/> Physical education safety guidelines and curriculum outcomes are followed	<input type="checkbox"/> Appropriate physical education resources are used (curriculum supplements from the Department of Education, information/ materials from health organizations)	<input type="checkbox"/> Physical education teacher attends professional development in physical education and/or health	<input type="checkbox"/> Physical education outcomes are integrated into other classroom subjects (e.g., science, math, French)	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
c) School schedule	How often do Grade 5 students usually have health education? _____ classes/week or cycle How often do Grade 5 students usually have physical education? _____ classes/week or cycle Approximately how long is each class or block of time? _____ minutes				
d) Please provide any additional details to describe health and physical education at your school.	    				

## Part 2: Physical Activity

Use the check boxes to indicate what is taking place at your school. Based on what is taking place, decide which level your school is at for each section.

	LEVEL 1 Beginning implementation	LEVEL 2	LEVEL 3	LEVEL 4 Full implementation	
a) <b>Organized physical activity</b> (e.g., intramurals, afterschool programs)	<input type="checkbox"/> All students have the opportunity to participate in organized physical activity (i.e. regardless of gender, skill, ability) <input type="checkbox"/> Activities are provided at no cost to all students	<input type="checkbox"/> Activities emphasize a noncompetitive environment <input type="checkbox"/> Transportation is provided if needed	<input type="checkbox"/> Both nontraditional activities and traditional activities are offered throughout the year (e.g., orienteering and sports like soccer and basketball)	<input type="checkbox"/> Organized physical activity is available at least 3 days of the week	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
b) <b>Active free play</b>	<input type="checkbox"/> Active free play is scheduled during the school day (e.g., before school, recess, lunchtime)	<input type="checkbox"/> Different spaces are available for students during active free play (e.g., playground, green space, fields, lunchroom, foyer)	<input type="checkbox"/> Different equipment is available for students to use during active free play (e.g., mix of nontraditional such as snowshoes and traditional sport equipment)	<input type="checkbox"/> Indoor space for active free play is available during poor weather	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
c) <b>Active transportation</b>	<input type="checkbox"/> Cross walks and crossing guards support students who walk to school	<input type="checkbox"/> Bike racks/storage for equipment is available to support active transportation	<input type="checkbox"/> Active transportation is promoted to students and parents (e.g., announcements, newsletters, website)	<input type="checkbox"/> School has a policy that encourages active transportation	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
d) <b>School environment</b>	<input type="checkbox"/> Physical activity is included in school-wide activities (e.g., assemblies, field day) <input type="checkbox"/> School participates in active living initiatives (e.g., Walk to School Month, Terry Fox Walk)	<input type="checkbox"/> Students have the opportunity to be leaders for physical activity (e.g., playground leaders, Power-to-Play, refereeing activities, other leadership programs)	<input type="checkbox"/> School staff model physically active lifestyles (e.g., organize or lead walking groups)	<input type="checkbox"/> Daily physical activity is scheduled for all classes <input type="checkbox"/> Physical activity is incorporated into other classroom subjects	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
e) Please provide any additional details to describe physical activity at your school.					

### Part 3: Healthy Eating

Use the check boxes to indicate what is taking place at your school. Based on what is taking place, decide which level your school is at for each section.

	LEVEL 1 Beginning implementation	LEVEL 2	LEVEL 3	LEVEL 4 Full implementation	
<b>a) Food programs (provided at no cost or subsidized)</b> Check all that apply: <input type="checkbox"/> Breakfast <input type="checkbox"/> Snack <input type="checkbox"/> Lunch <input type="checkbox"/> Milk <input type="checkbox"/> None (go to b)	<input type="checkbox"/> A food program is universally available and free (or subsidized) for all students (i.e. all students are invited to participate) <input type="checkbox"/> Food that is provided during food programs follows the Food and Nutrition Policy	<input type="checkbox"/> Students and parents are aware that healthy food is available for students who may require food (available to students in a welcoming, non-stigmatizing manner)	<input type="checkbox"/> Parents contribute to school food programs through donations of time, money or expertise	<input type="checkbox"/> Nutrition education is incorporated into the food programs	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<b>b) Food available for purchase at school</b> If food for purchase is not available, check here <input type="checkbox"/> and go to c	<input type="checkbox"/> Food available for purchase follows the Food and Nutrition Policy <input type="checkbox"/> Majority of choices are of Maximum Nutrition* <input type="checkbox"/> Only milk, 100% juice and water are offered as beverages	<input type="checkbox"/> Healthy food and beverage options are competitively priced (e.g., fruit cheaper than baked chips) <input type="checkbox"/> Student portion sizes are considered in food preparation and serving	<input type="checkbox"/> Priority space is given to healthy food and beverages (e.g., placement of healthy food at student eye level)	<input type="checkbox"/> Local food products are used (e.g., cheese and milk products, meat, fruits and vegetables)	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<b>c) School environment</b>	<input type="checkbox"/> Clean drinking water is available to students and staff throughout the school day <input type="checkbox"/> Food safety is practiced during food preparation, serving and eating (e.g., clean spaces, hand washing, anaphylaxis policy)	<input type="checkbox"/> School participates in initiatives to support healthy eating (e.g., taste-testing, school gardens, Nutrition Month) <input type="checkbox"/> Food <u>is not</u> used as a reward or reinforcement	<input type="checkbox"/> Healthy eating is reinforced and modeled by staff <input type="checkbox"/> Students are involved in the planning of school food menus and choices	<input type="checkbox"/> School functions or events mostly serve foods and beverages of Maximum* and Moderate Nutrition** (e.g., Halloween parties, family dances)	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<b>d) Fundraising</b> If your school does not fundraise with food or beverages, check here <input type="checkbox"/> and go to e	<input type="checkbox"/> Fundraising with food and beverages <u>does not</u> use items of Minimum Nutrition*** (e.g., bakes sales without restrictions, chocolate bar sale)	<input type="checkbox"/> Fundraising with food and beverages includes foods of Moderate Nutrition**	<input type="checkbox"/> Fundraising with food and beverages includes foods of Maximum Nutrition*	<input type="checkbox"/> Healthy foods or physical activity is used to fundraise (e.g., oranges, blueberries, passes to recreation facilities)	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<b>e) Please provide any additional details to describe healthy eating at your school.</b>					

Please consider the following definitions from the *Food and Nutrition Policy for Nova Scotia Public Schools*:

\*Maximum nutrition: Food and beverages that are high in essential nutrients for growth, learning, and health and are low in salt, sugar, sweeteners, and saturated and trans fats.

\*\*Moderate Nutrition: Food and beverages that contain essential nutrients for growth, learning, and health, but are somewhat lower in fibre and higher in fat, salt, sugar, sweeteners, and/or processing.

\*\*\*Minimum Nutrition: Food and beverages that offer minimal nutritional value; are very high in sugar, fat, salt, caffeine, sweeteners, and/or processing; and tend to replace nutritious foods.

**Part 4: All Health Promotion Activities (e.g. Active Living, Healthy Eating, Mental Health)**

Use the check boxes to indicate what is taking place at your school. Based on what is taking place, decide which level your school is at for each section.

	LEVEL 1 Beginning implementation	LEVEL 2	LEVEL 3	LEVEL 4 Full implementation	
a) Community, parental and student engagement	<input type="checkbox"/> Parents and volunteers are given opportunities to be involved in the planning and delivery of school activities	<input type="checkbox"/> Students are engaged and involved in the leadership opportunities related to the planning and delivery of school activities	<input type="checkbox"/> The school works with community partners and organizations in the community (e.g., Public Health, municipality/town)	<input type="checkbox"/> The school applies for funding to support health promotion activities	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
b) Mental health	<input type="checkbox"/> All students and adults are mutually valued and respected regardless of individual or family differences or cultural diversity	<input type="checkbox"/> Positive learning interactions among students, teachers, caregivers and school leaders are supported (informal, peer-assisted or structured mentorship approaches or programs)	<input type="checkbox"/> A school-wide bullying prevention program or curriculum is in place to create a safe and caring environment for students	<input type="checkbox"/> Student contributions, achievements and accomplishments are recognized by the school and wider community	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
c) School environment	<input type="checkbox"/> PEBS (Positive Effective Behaviour Supports) is implemented to create a safe and supportive environment for students	<input type="checkbox"/> Strategies to support Race Relations, Cross Cultural Understanding and Human Rights (RCH) are implemented	<input type="checkbox"/> There are designated places and people where student concerns or needs can be shared without fear of punishment, stigmatization or loss of respect	<input type="checkbox"/> The school has a policy related to the promotion of healthy lifestyle behaviours and the prevention of health-related harm	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
d) School support	<input type="checkbox"/> School administration supports activities related to health promotion	<input type="checkbox"/> School has a diverse team (including parents, students and members of the community) that meet to discuss, plan and evaluate health promotion activities (e.g., active living, healthy eating and mental health)	<input type="checkbox"/> Accreditation/school improvement team collects data recognizing that health and education issues are linked	<input type="checkbox"/> The importance of healthy eating, active living or health promotion (e.g., mental health) are reflected in the schools accreditation goals	Our school is at level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
e) Please provide any additional details to describe health promotion at your school.					

**Thank you for your participation in CLASS II**

Please send both the consent form and completed tool by email: [jessie-lee.langille@dal.ca](mailto:jessie-lee.langille@dal.ca); fax: 902-494-7567; or mail: 1318 Robie Street, Halifax, NS B3H3E2