



Healthy Active School Symposia

Evaluation Report 2015-16

Increasing personal growth and
well-being in Alberta school communities

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- Alberta Health
- Alberta Education
- Alberta Culture and Tourism

The Alberta Centre for Active Living is grateful for the opportunity to work with another Active Living Organization supporting active living in Alberta.

Report Summary

The Healthy Active School Symposia (HASS), presented by Ever Active Schools, are events designed to provide Alberta school communities with the knowledge, skills, and resources to enhance student wellness. HASS are a catalyst for sustained change within the participating school communities. The events focus on inspiring student leadership by developing the competencies needed to build personal growth and well-being, through a Comprehensive School Health approach. HASS empowers students to be active agents of change in building a school community that enhances their learning and fosters their health and learning. This evaluation examined the success and impact of HASS on Alberta school communities.

KEY FINDINGS

HASS Event Conversation Starters

This year, school health teams completed a “Healthy Schools Alberta Conversation Starter” during the event. This survey focused on the following domains: social and physical environment; teaching and learning; healthy school policy; and partnerships and services. The majority of participants from each HASS event indicated that they ‘sometimes’ or ‘always’ focus on various activities to support each domain. Key activities for which participants indicated that their school ‘sometimes’ or ‘always’ focus on are highlighted below within each domain:

Social and Physical Environment

- 62.4% have healthy food choices in their vending machines, canteens, and cafeterias.
- 100.0% have clean and safe places for them to be active (outside, classrooms, hallways, playground).
- 99.6% have healthy relationships with their school’s students and staff.

Teaching and Learning

- 86.6% learn about wellness in other subject areas (eg. math, science, language arts).
- 95.4% know where to find supports regarding their own mental and physical well-being.
- 84.5% are provided with resources to support wellness.

Healthy School Policy

- 92.0% of schools have a vision and mission/school code of conduct that supports safe, caring, respectful, and welcoming environments.
- 89.5% have school teams that support wellness.
- 80.3% have healthy food choices at school that follow Alberta Nutritional Guidelines
- 93.7% have physical activities every day in school (eg. daily physical activity).

Partnerships and Services

- 87.6% have community partners who support their school.
- 75.0% connect with schools near their own school.
- 90.2% have outside groups/individuals come in and work with their school on a variety of different activities (eg. Dance instructor, yoga instructor).

Satisfaction with the HASS Event

As in previous years, HASS participants were satisfied and appreciative of the event. Many school health teams extended their positive comments of appreciation to Ever Active Schools for hosting the HASS events across Alberta.

- 83.2% indicated that the HASS event met their school team’s expectations.
- 93.1% indicated that they would attend a future HASS event.
- 91.4% indicated that they would recommend the HASS event to others.

The Healthy School Inquiry Action Plan Development

At the HASS event, school health teams developed their own healthy school inquiry action plans with **clear steps** and **achievable goals**. The healthy school action plans focused on:

- healthy eating initiatives
- physical activity opportunities
- positive social environments

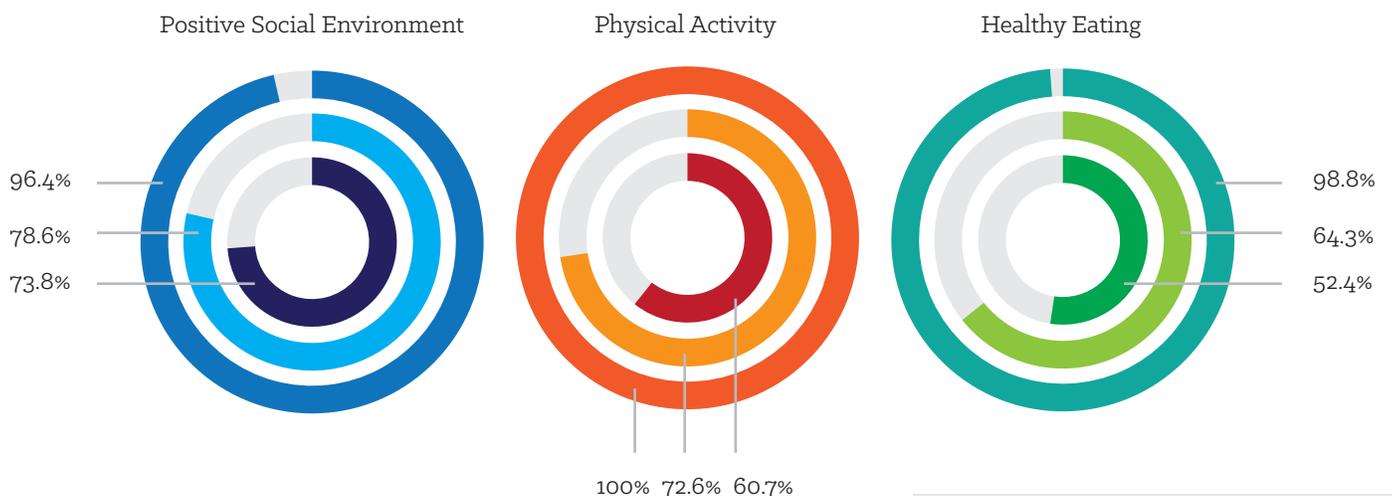
School health teams contributed to the development of their healthy school inquiry action plan.

- 91.3% were **confident** that their school health team could **implement** their healthy school inquiry action plan.
- 94.9% **intend to use** the information gained from the HASS event when **implementing** their healthy school inquiry action plan.

IMPACT OF HASS 2-MONTHS POST-EVENT

Two months following HASS, school health teams were contacted to complete a follow-up survey to understand the status of their healthy school inquiry action plan. Findings were similar to those found in the HASS 2014-15 report. All school health teams reported strong intentions to support healthy eating, physical activity, and positive social environment activities. However, for healthy eating, few schools started to plan new activities and few observed any changes. The greatest amount of change observed was in schools' positive social environments. Finally, compared to last year, more schools started to plan new physical activities and had an observed a change in physical activity.

Two-Months Post-HASS Event



LEGEND

- Outer circle** - Intended to support activities
- Middle circle** - Started to plan new activities
- Inner circle** - Observed changes

Barriers

Barriers to implementing the healthy school inquiry action plan were anticipated at the HASS event. These included:

- financial resources
- buy-in and participation
- time
- human resources

Post-HASS event, participants were indicated factors that would help support planning and implementing activities. Factors included:

- school and stakeholder involvement and support
- funding
- healthy initiatives and events
- sharing ideas and resources
- time
- school, family, and student education
- support and education

CONCLUSIONS

According to the participants who attended, the HASS event was successful at providing skills and resources to support school health teams develop and implement their healthy school inquiry action plans. Several of the findings are similar to the 2014-15 HASS evaluation. This suggests that HASS has been consistently successful in achieving its goals of providing Alberta schools with the knowledge and support between intention and planning phases that led to changes in health behaviours in the participating school communities.

Supports were commonly indicated by participants as a need for implementation of action plans. Commonly requested supports included the need for funding, sharing of ideas and resources, time, and even school and stakeholder involvement and support to carry through action plans. It would be beneficial for future HASS events to

Connecting with the Ever Active Schools' 2015-16 Business Plan

The impact of the HASS events held across the province contribute to the below outcomes as listed in the 2015-16 Business Plan:

1. Increased coordination and reach of school health related activities in Alberta.
2. Increased knowledge and application of competencies as described in the Ministerial Order on Student Learning.
3. Provide opportunities for Alberta teachers, students, and interdisciplinary partners to connect, learn from each other, and collaborate.
4. Support school communities in having increased readiness, ability, and capacity to address comprehensive school health.
5. Increased support to First Nations, Métis and Inuit school communities through strength based initiatives focused on resiliency and healthy families.

provide model examples of successful implementation, including strategies for maintaining school health teams' momentum. It would also be beneficial for Ever Active Schools and other provincial active living partners to not only remain connected with schools to support their action plan implementation, but to also provide information on new resources and funding opportunities.

Site specific comments should be reviewed to assist in the planning phase for next year's events.



Introduction

In October 2015, the Alberta Centre for Active Living was contracted by Ever Active Schools to lead an evaluation on the impact of Healthy Active School Symposia (HASS) events on inspiring, empowering, and engaging student leadership within Alberta school communities.

This year, three data sources were utilized to collect information at two time points: at the HASS event (Time 1) and 2-months following HASS (Time 2). The three data sources included:

- Healthy Schools Alberta Conversation Starter (Time 1)
- Healthy Active School Symposium 2015-16 adult survey (Time 1)
- Health Active School Symposium 2015-16 school health team survey (Time 2)

Participants were asked about:

- Health behaviour change with respect to healthy eating, physical activity, and positive social environments.
- Student leadership development through the Alberta Education 21st century competencies.
- School connectedness and support.
- School health policy development.

For each of the three data sources, quantitative data were analyzed using frequencies and qualitative responses were organized by commonly reported themes.

The objectives of this evaluation and report are to:

1. Assess the effectiveness of HASS in providing schools with the knowledge, skills, and resources to enhance school health and wellness over the course of the school year.
2. Evaluate and document the participation and experience of HASS.
3. Provide HASS organizing committees with participant feedback and recommendations for future HASS events.
4. Outline implications that Ever Active Schools is generating towards Comprehensive School Health.

This document reports the methods and findings from the 2015-16 HASS evaluation.

HASS Event Attendees

Between September 2015 and February 2016, Ever Active Schools hosted 13 different HASS events across Alberta. A total of 684 adults and 2,087 students (Grades 4-12) from 290 schools within 58 districts participated. Locations varied across Alberta to capture a wide variety of rural and urban school communities. A total of 290 school health teams were invited to participate in two short pen-and-paper surveys. The first survey was the “Healthy Schools Alberta Conversation Starter” completed during the HASS event. The second survey was completed at the end of the HASS event as an evaluation of HASS.

HEALTHY SCHOOLS ALBERTA CONVERSATION STARTER (TIME 1, DAY OF EVENT)

During each HASS event, school health teams were provided an opportunity to complete the Healthy Schools Alberta Conversation Starter. This survey was completed by each school health team and focused on the following domains: social and physical environment; teaching and learning; healthy school policy; and partnerships and services. Within each domain were a set of statements with the following response options: never; sometimes; always; and not applicable. In addition, participants were offered the opportunity to add their comments at the end of the survey.

This year, conversation starters were obtained from school health teams from the following HASS event locations: Calgary (n=30); Camrose (n=11); Edmonton (n=43); Red Deer (n=46); Hinton (n=13); Grande Prairie (n=12); High Level (n=10); Peace River (n=18); Lethbridge (n=26); Fort McMurray (n=10); and Foothills (n=20).

Social and Physical Environment

On average 239 (82.4% response rate) school health teams completed this section of the survey, which included 13 items related to physical activity, healthy eating, and positive social environments. Figure 1 depicts statements related to physical activity and healthy eating. Overall, 79.9% of

school health teams across Alberta always have clean, safe, caring, and welcoming places to be physically active, with only 20.1% indicating “sometimes.” Almost all school health teams have activities for students before school, at lunch, and/or after school, with only 0.8% indicating “not applicable.”

With regards to healthy eating, only 13.8% of school health teams indicated that they never have healthy food choices for celebrations and class parties, with 68.3% indicating “sometimes” and 15.4% indicating “always.” In vending machines, canteens and cafeterias, 33.9% and 28.5% indicated that they “sometimes” or “always” have healthy food choices in their vending machines, respectively. For 33.1%, this item was “not applicable” (Figure 1).

Nine items were asked in relation to the positive social environments and can be found in Figure 2. Very few school health teams indicated “never” or “not applicable” to these items. To highlight a few, 88.3% of school health teams indicated that their school has safe places to go when someone needs help, 70.7% indicated that their school feels safe and welcoming to everyone, and 77.3% indicated that, “adults in their school are kind, respectful, and make us feel safe.”

Table 1 provides a breakdown of those school health teams who indicated “always” or “sometimes” for each item within the social and physical environment domain. Overall, most school health teams indicated “sometimes” or “always” for each item. Two items that scored low compared to other items were: “We have healthy food choices for celebrations and class parties,” and “We have healthy food choices in our vending machines, canteens, and cafeterias.” More emphasis in terms of HASS supports for these items may need to be considered to support schools.

Figure 1: The social and physical environment in relation to physical activity and nutrition

LEGEND

- Not applicable
- Never
- Sometimes
- Always



Figure 2: The social and physical environment in relation to positive social environments

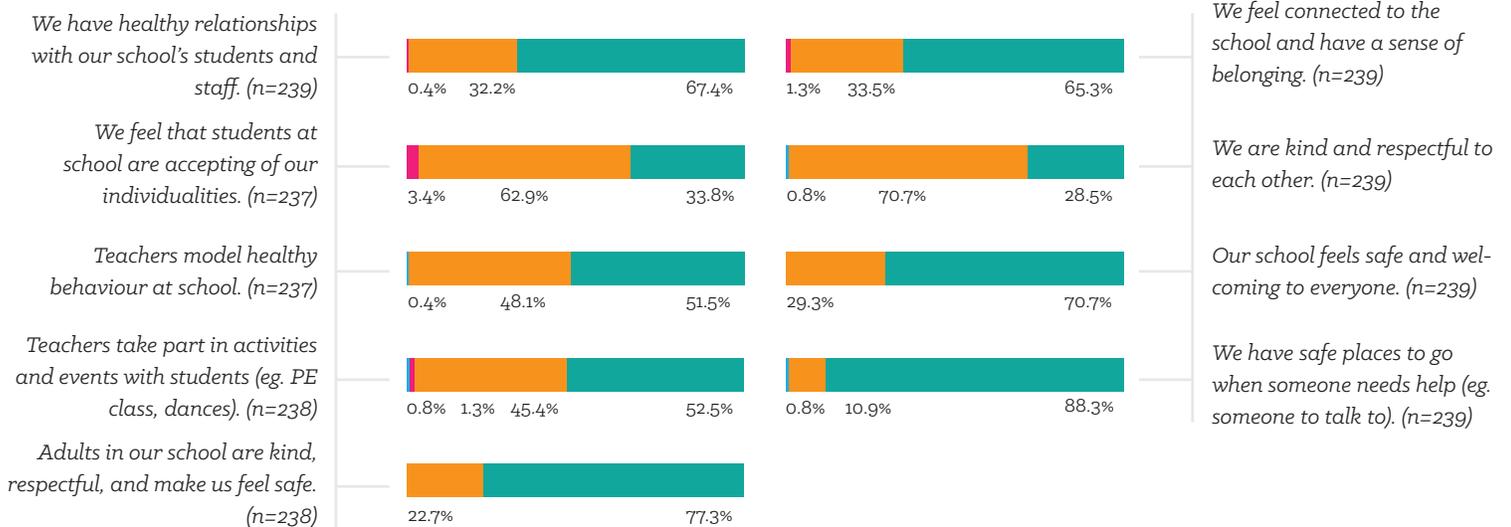


Table 1: Percent of school health teams indicating “always” or “sometimes” to each item in the social and physical environment domain

HASS EVENT				
Item	We have activities for students before school, at lunch, and/or after school (eg. physical activities, clubs, extra-curricular activities)	We have clean and safe places for us to be active (outside, classrooms, hallways, playground)	We have healthy food choices for celebrations and class parties	We have healthy food choices in our vending machines, canteens and cafeterias
Calgary (n=30)	100.0%	100.0%	83.3%	63.3%
Camrose (n=11)	100.0%	100.0%	90.9%	72.7%
Edmonton (n=43)	95.3%	100.0%	86.0%	48.8%
Red Deer (n=46)	100.0%	100.0%	82.6%	67.4%
Hinton (n=13)	100.0%	100.0%	84.6%	61.5%
Grande Prairie (n=12)	100.0%	100.0%	83.3%	91.7%
High Level (n=10)	100.0%	100.0%	60.0%	60.0%
Peace River (n=18)	100.0%	100.0%	77.8%	55.6%
Lethbridge (n=26)	100.0%	100.0%	84.6%	61.5%
Fort McMurray (n=10)	100.0%	100.0%	100.0%	90.0%
Foothills (n=20)	100.0%	100.0%	85.7%***	50.0%
Overall (n=239)	99.2%	100.0%	83.7%+	62.3%

LEGEND

Foothills (***) n=21

Overall (+) n=240

Table 1: Percent of school health teams indicating “always” or “sometimes” to each item in the social and physical environment domain

HASS EVENT				
Item	We have safe places to go when someone needs help (eg. someone to talk to)	Our school feels safe and welcoming to everyone	We are kind and respectful to each other	We feel connected to the school and feel like we have a sense of belonging
Calgary (n=30)	97.6%	100.0%	100.0%	100.0%
Camrose (n=11)	100.0%	100.0%	100.0%	100.0%
Edmonton (n=43)	97.7%	100.0%	97.7%	97.7%
Red Deer (n=46)	100.0%	100.0%	97.8%	97.8%
Hinton (n=13)	100.0%	100.0%	100.0%	100.0%
Grande Prairie (n=12)	100.0%	100.0%	100.0%	100.0%
High Level (n=10)	100.0%	100.0%	100.0%	90.0%
Peace River (n=18)	100.0%	100.0%	100.0%	100.0%
Lethbridge (n=26)	100.0%	100.0%	100.0%	100.0%
Fort McMurray (n=10)	100.0%	100.0%	100.0%	100.0%
Foothills (n=20)	100.0%	100.0%	100.0%	100.0%
Overall (n=239)	99.2%	100.0%	66.2%	98.7%

Table 1: Percent of school health teams indicating “always” or “sometimes” to each item in the social and physical environment domain

HASS EVENT					
Item	Adults in our school are kind, respectful, and make us feel safe	Teachers take part in the activities and events with the students (eg. take part in PE class, participate in dances)	Teachers model healthy behaviour at school	We feel that other students at school are accepting of our individualities	We have healthy relationships with our school’s students and staff
Calgary (n=30)	100.0%	96.7%	100.0%	96.7%	100.0%
Camrose (n=11)	100.0%	100.0%	100.0%	100.0%	100.0%
Edmonton (n=43)	100.0%	95.3%	100.0%	95.3%	100.0%
Red Deer (n=46)	100.0%	97.8%	97.9%*	100.0%	97.9%*
Hinton (n=13)	100.0%	100.0%	100.0%	100.0%	100.0%
Grande Prairie (n=12)	100.0%	100.0%	100.0%	83.3%	100.0%
High Level (n=10)	100.0%	90.0%	100.0%	90.0%	100.0%
Peace River (n=18)	100.0%	100.0%	100.0%*	100.0%	100.0%
Lethbridge (n=26)	100.0%	100.0%	100.0%	100.0%*	100.0%
Fort McMurray (n=10)	100.0%	100.0%	100.0%	100.0%*	100.0%*
Foothills (n=20)	100.0%*	100.0%**	100.0%*	90.0%	100.0%
Overall (n=239)	100.0%++	97.9%++	99.6%+++	96.6%+++	99.6%

LEGEND

Red Deer (*) n=47
 Peace River (*) n=17
 Lethbridge (*) n=25

Fort McMurray (*) n=9
 Foothills (*) n=18; (**) n=19; (***) n=21
 Overall (++) n=238; (+++) n=237

Teaching and Learning

On average, 238 (82.1% response rate) school health teams completed this section of the survey, which included 12 items (Figure 3). Overall, 79.9% of school health teams across Alberta “always” have clean and safe places to be active, with only 20.1% indicating “sometimes.” Almost all school health teams have activities for students before school, at lunch, and/or after school, with only 0.8% indicating “not applicable.” Across all statements, the majority indicated “sometimes” or “always.”

To highlight a few items in relation to physical activity, 66.3% indicated that they “always” learn about why and how to be physically active, and 79.9% indicated that they take part in a variety of different activities. With regards to healthy eating, 44.4% and 50.2% indicated that they “sometimes” and “always” learn about the importance of healthy eating, respectively.

Seventy percent of school health teams indicated that they always “learn about how to be kind and caring to one another,” however only 57.1% indicated that they always “learn about respecting each other and celebrating our differences.”

Findings also show that school health team are “sometimes” or “always” learning about wellness in other subject areas and that resources are provided to support wellness. Finally, although 56.6% indicated that they are taught strategies to support positive mental health, 70.9% “always” know where to find supports regarding their own mental health and physical well-being (Figure 3).

Table 2 provides a breakdown of those school health teams who indicated “always” or “sometimes” for each item within the teaching and learning domain. Overall, at least 80.0% of school health teams in each jurisdiction indicated “always” or “sometimes” for the majority of items. However, a lower percentage of school health teams indicated “always” or “sometimes” do the following:

- “We are physically active and move in all subject areas” – Calgary (70.0%); Camrose (72.7%); Hinton (61.5%); and Peace River (77.8%).
- “We are taught strategies to support positive mental health” – Calgary (73.3%).

Recommendation

There may be opportunity for HASS to explore how school health teams in these regions differ to offer cross-jurisdictional learning opportunities.

Figure 3: Teaching and learning



Table 2: Percent of school health teams indicating “always” or “sometimes” to each item in the teaching and learning domain

HASS EVENT					
Item	Our classes are fun, interactive, and provide choice	We learn about why and how to be physically active	We learn about the importance of eating healthy	We learn about how to be kind and caring to one another	We learn about respecting each other and celebrating our differences
Calgary (n=30)	96.7%	93.3%	90.0%	93.3%	100.0%
Camrose (n=11)	90.9%	100.0%	81.8%	100.0%	90.9%
Edmonton (n=34)	93.0%	100.0%	97.7%	97.7%	95.3%
Red Deer (n=46)	100.0%	100.0%	93.5%	100.0%	97.8%
Hinton (n=13)	100.0%	100.0%	100.0%	92.3%	92.3%
Grande Prairie (n=12)	91.7%	83.3%	83.3%	100.0%	100.0%
High Level (n=10)	90.0%	100.0%	100.0%	90.0%	90.0%
Peace River (n=18)	88.9%	100.0%	100.0%	94.4%	83.3%
Lethbridge (n=26)	96.3%*	100.0%**	96.3%*	100.0%*	96.3%*
Fort McMurray (n=10)	100.0%*	100.0%*	100.0%*	100.0%	100.0%*
Foothills (n=20)	100.0%	95.0%	95.0%	85.0%	89.5%*
Overall (n=239)	95.8%	97.9%+	94.6%	96.3%+	95.0%++

LEGEND

Lethbridge (*) n=27; (**) n=28

Fort McMurray (*) n=9

Foothills (*) n=19

Overall (+) n=240; (++) n=238

Table 2: Percent of school health teams indicating “always” or “sometimes” to each item in the teaching and learning domain

HASS EVENT					
Item	We take part in a variety of different activities (eg. dancing, drumming, variety of sports and activities)	We learn about wellness in other subject areas (eg. math, science, language arts)	Students provide leadership in planning and organizing activities within the school	We are physically active and move in all subject areas	We are provided with resources to support wellness
Calgary (n=30)	100.0%	80.0%	96.7%	70.0%	93.3%
Camrose (n=11)	90.9%	81.8%	100.0%	72.7%	90.9%
Edmonton (n=34)	93.0%	93.0%	97.7%	83.7%	88.4%
Red Deer (n=46)	95.7%	82.6%	97.8%	91.3%	93.5%
Hinton (n=13)	100.0%	84.6%	100.0%	61.5%	100.0%
Grande Prairie (n=12)	100.0%	83.3%	100.0%	100.0%	91.7%
High Level (n=10)	100.0%	90.0%	100.0%	100.0%	90.0%
Peace River (n=18)	94.4%	83.3%	94.4%	77.8%	94.4%
Lethbridge (n=26)	100.0%*	84.6%	100.0%	92.3%	87.5%***
Fort McMurray (n=10)	100.0%*	100.0%*	100.0%*	100.0%*	100.0%*
Foothills (n=20)	95.0%	95.0%	100.0%	85.0%	85.0%
Overall (n=239)	96.7%	86.6%++	98.3%++	84.5%++	91.5%++++

LEGEND

Lethbridge (*) n=27

Fort McMurray (*) n=9

Overall (+) n=240; (++) n=238

Table 2: Percent of school health teams indicating “always” or “sometimes” to each item in the teaching and learning domain

HASS EVENT		
Item	We are taught strategies to support positive mental health	We know where to find supports regarding our own mental and physical well-being
Calgary (n=30)	73.3%	96.7%
Camrose (n=11)	100.0%	100.0%
Edmonton (n=34)	93.0%	90.7%
Red Deer (n=46)	91.3%	93.5%
Hinton (n=13)	92.3%	100.0%
Grande Prairie (n=12)	90.0%*	91.7%
High Level (n=10)	90.0%	100.0%
Peace River (n=18)	94.4%	94.4%
Lethbridge (n=26)	92.0%****	96.0%****
Fort McMurray (n=10)	100.0%*	100.0%*
Foothills (n=20)	90.0%	100.0%
Overall (n=239)	90.2%++++	95.4%+++

LEGEND
 Grande Prairie (*) n=10
 Lethbridge (****) n=25
 Fort McMurray (*) n=9
 Overall (+++) n=237; (+++++) n=235

Healthy School Policy

On average, 237 (81.7% response rate) school health teams completed this section of the survey, which included four items (Figure 4). Almost 79% indicated that their school always has a “vision and mission/school code of conduct that supports safe, caring, respectful, and welcoming environment.” Sixty-five percent indicated that they always have school teams that support wellness, however 24.2% indicated “sometimes,” 4.2% indicated “never,” and 6.4% indicated “not applicable.” With regards to healthy food choices that follow the Alberta Nutrition Guidelines, 36.6% and 43.7% indicated that this occurred “always” and “sometimes,” respectively. Finally, the majority (74.4%) indicated that physical activities occurred daily in school.

Table 3 provides a breakdown of those school health teams who indicated “always” or “sometimes” for each item within the healthy school policy domain. Once again, at least 80.0% of school health teams from each jurisdiction indicated “always” or sometimes,” except for:

- “We have healthy food choices at school that follow Alberta Nutritional Guidelines” – Edmonton (65.1%); Hinton (76.9%); and High Level (50.0%).

In addition, High Level scored less than 80.0% for two other items: “We have school teams that support wellness (70.0%); and “Our school has a vision and mission/school code of conduct that supports safe, caring, respectful and welcoming environments (70.0%).

Figure 4: Healthy school policy

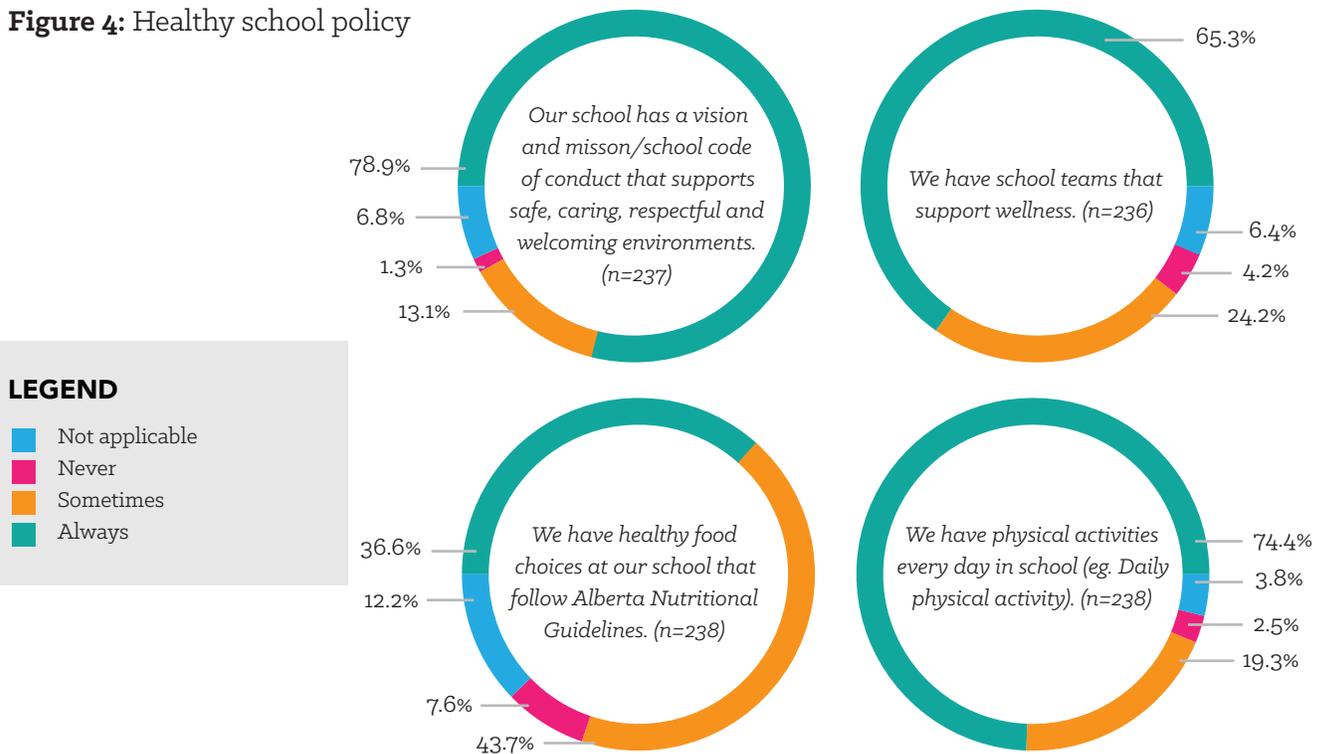


Table 3: Percent of school health teams indicating “always” or “sometimes” to each item in the healthy school policy domain

HASS EVENT				
Item	We have physical activities every day in school (eg. daily physical activity)	We have healthy food choices at school that follow Alberta Nutritional Guidelines	We have school teams that support wellness	Our school has a vision and mission/school code of conduct that supports safe, caring, respectful, and welcoming environments
Calgary (n=30)	93.3%	90.0%	86.7%	93.3%
Camrose (n=11)	90.9%	81.8%	90.9%	100.0%
Edmonton (n=43)	90.7%	65.1%	88.4%	90.7%
Red Deer (n=46)	91.3%	82.6%	95.7%	91.3%
Hinton (n=13)	100.0%	76.9%	92.3%	92.3%
Grande Prairie (n=12)	100.0%	91.7%	83.3%	83.3%
High Level (n=10)	80.0%	50.0%	70.0%	70.0%
Peace River (n=18)	94.4%	83.3%	94.4%	94.4%
Lethbridge (n=26)	100.0%**	92.0%**	83.3%*	95.8%*
Fort McMurray (n=10)	100.0%	90.0%	100.0%	90.0%
Foothills (n=20)	95.0%	80.0%	89.5%*	100.0%
Overall (n=239)	63.7%*	80.3%*	89.4%****	92.0%***

LEGEND

Lethbridge (*) n=24; (**) n=25

Foothills (*) n=19

Overall (*) n=240; (***) n=237; (****) n=236

PARTNERSHIPS AND SERVICES

On average, 237 (81.7% response rate) school health teams completed this section of the survey, which included four items (Figure 5). Results show that the majority of schools “always” or “sometimes” have community partners who support their school, have supportive and involved parents, as well as supportive community businesses, 25% indicated that they “never” or it was “not applicable” to connect with nearby schools.

Table 4 provides a breakdown of those school health teams who indicated “always” or “sometimes” for each item within the partnerships and services domain. Overall, at least 80.0% of school health teams from each jurisdiction indicated “always” or “sometimes”, however it is important to highlight two jurisdictions and two items. With regards to jurisdictions, Calgary and High Level had less than 80.0% for at least four of six items in this domain. The following items also had less than 80.0% in some jurisdictions:

- “We connect with schools near ours” – Calgary (60.0%); Edmonton (67.4%); Red Deer (73.9%); Grande Prairie (66.7%); and High Level (60.0%).
- “We have community businesses that support our school” – Calgary (66.7%); Edmonton (79.1%); and High Level (60.0%).

Recommendation

In terms of partnerships and services, there may be opportunity for HASS to provide further supports and ideas to ensure community collaborations in support of schools across all jurisdictions.

Figure 5: Partnerships and services



LEGEND

- Not applicable
- Never
- Sometimes
- Always

Table 4: Percent of school health teams indicating “always” or “sometimes” to each item in the partnerships and services domain

HASS EVENT						
Item	We have outside people come in and work with us on a variety of different activities (eg. dance/yoga instructor)	We connect with schools near ours	We have community businesses that support our school	We have supportive and involved parents in our school	We have community partners who support our school	We show appreciation for our community partners
Calgary (n=30)	90.0%	60.0%	66.7%	93.3%	76.7%	66.7%
Camrose (n=11)	100.0%	100.0%	90.9%	90.9%	100.0%	100.0%
Edmonton (n=43)	86.0%	67.4%	79.1%	86.0%	86.0%	81.4%
Red Deer (n=46)	87.0%	73.9%	87.0%	91.3%	84.8%	91.3%
Hinton (n=13)	100.0%	84.6%	92.3%	100.0%	84.6%	84.6%
Grande Prairie (n=12)	91.7%	66.7%	91.7%	100.0%	91.7%	100.0%
High Level (n=10)	70.0%	60.0%	60.0%	60.0%	60.0%	60.0%
Peace River (n=18)	88.9%	88.9%	88.9%	94.4%	94.4%	94.4%
Lethbridge (n=26)	90.9%*	87.0%**	87.0%**	100.0%**	95.5%*	90.9%*
Fort McMurray (n=10)	100.0%	100.0%	90.0%	90.0%	90.0%	90.0%
Foothills (n=20)	100.0%	70.0%	94.7%*	100.0%	100.0%*	89.5%*
Overall (n=239)	90.2%*****	75.0%****	83.8%*****	92.3%*****	87.6%*****	85.8%*****

LEGEND

Lethbridge (*) n=22; (**) n=23

Foothills (*) n=19

Overall (*) n=240; (**) n=238; (***) n=237; (****) n=236;

(*****) n=235; (*****) n=234; (*****) n=233

ADDITIONAL COMMENTS

In this survey, participants were offered the opportunity to express additional comments and if the survey had missed any items. The most common themes identified are listed below with examples of quotes.

Physical Activity

- “More recreational sport activities – not competitive (yoga, zumba).”
- “More activities before, during, and after school.”
- “Equal gender opportunities.”
- “Incorporate more physical activity throughout the day (movement - brain, gym, silent soccer).”

Healthy Eating/Nutrition

- “More variety in lunches.”
- “Healthier food available.”
- “Access to healthy food.”
- “Improving healthy eating (there are healthy choices but they are not necessarily the choices we are making).”

Mental/Social Health and Wellness

- “We could use a better student support system for mental wellness.”
- “There were no questions concerning technology and appropriate use, and bullying (preventative).”
- “We have safe places, but often students don’t want to go.”
- “Respect each other – better options how to speak with each other.”

A full list of quotes organized by region and themes can be found in Appendix A.

IMPACT OF HASS ON SCHOOL HEALTH TEAMS (TIME 1: TAKEN DAY OF EVENT)

Overview of HASS Attendees

At the end of each HASS event, school health teams were asked to complete the HASS 2015-16 event survey. Out of a total of 290 school health teams, a total of 252 began the survey, of which 232 were completed (80.0%). Figure 6 provides a summary of attendance to each HASS event. The top three attended locations were: Red Deer (14.7%); Edmonton (12.5%); and Calgary (10.8%).

Across all HASS locations, the majority of attendees were teachers (82.8%; Figure 7). Table 5 provides an overview of school jurisdictions that were present at the HASS events.

Figure 6: Percent of all attendees by HASS event (n=232)

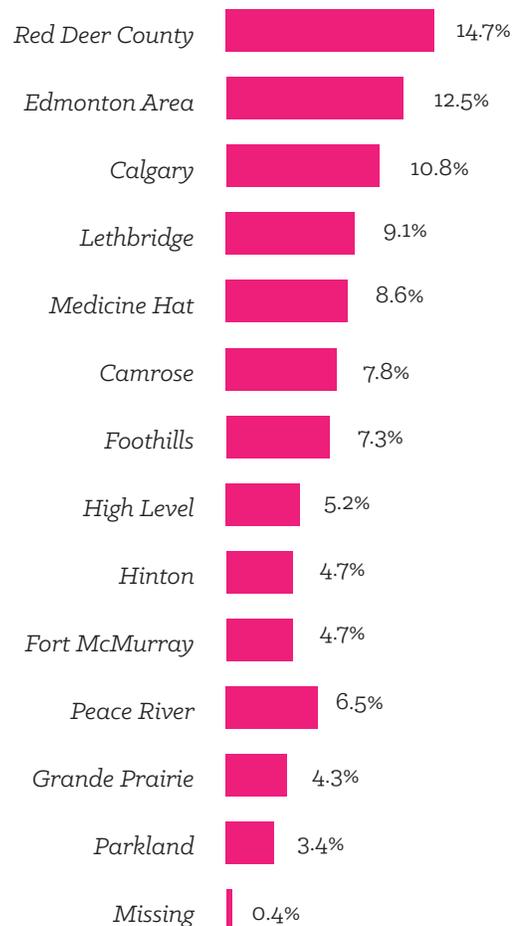
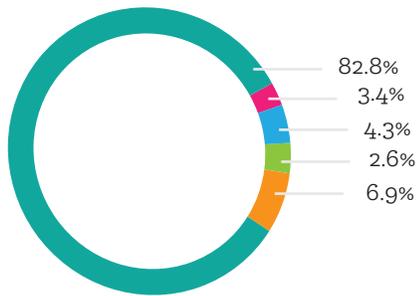


Figure 7: Percent of adults from 13 HASS locations who reported their role or occupation (n=232)

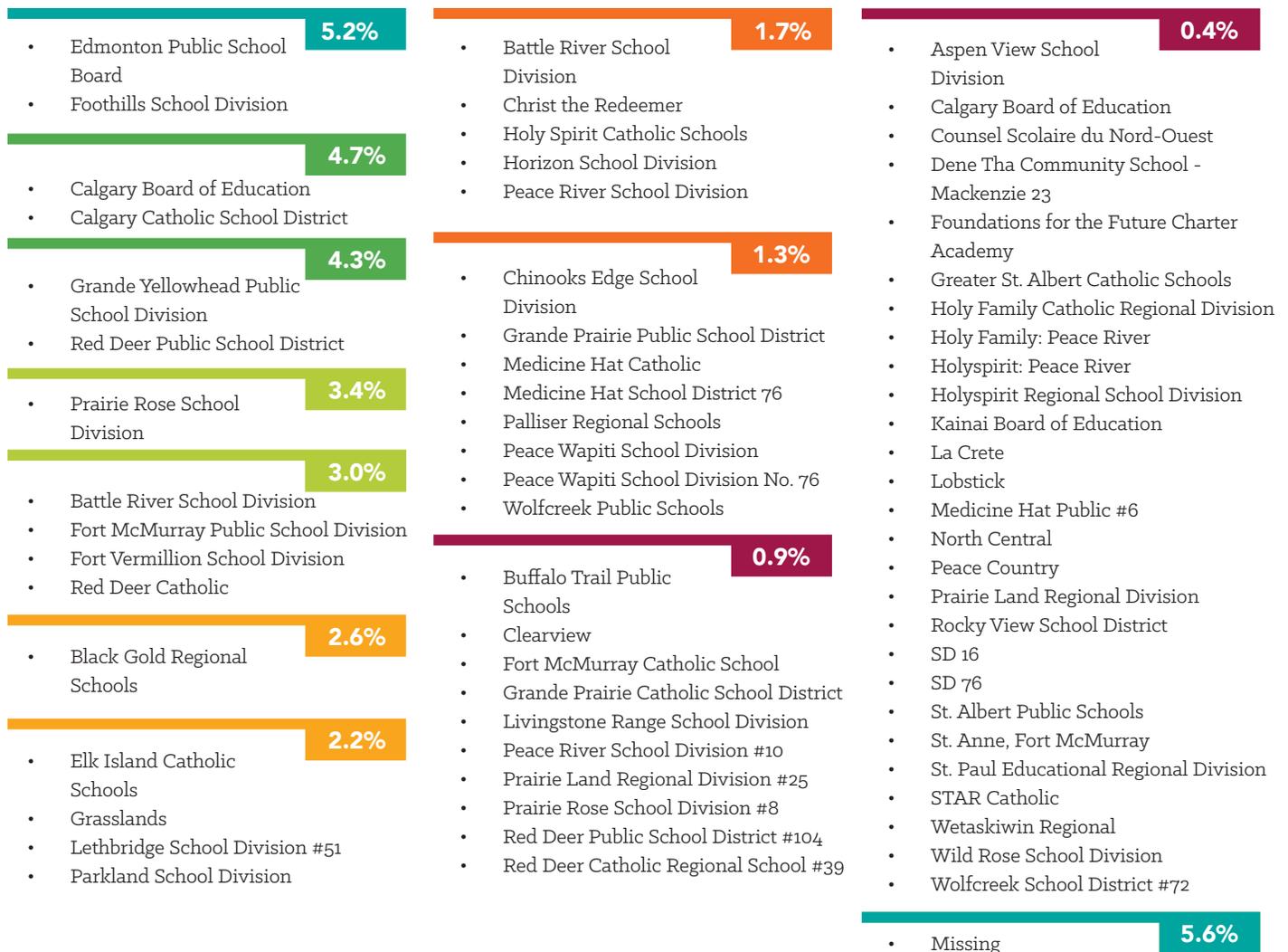


LEGEND

- Teacher
- Support Staff
- School Administrator
- Parent
- Other

*“Other” roles included: parent and teacher (n=1); teacher and school administrator (n=1); support staff and teacher (n=1); connections (n=1); counsellor (n=3); counsellor and support staff (n=1); health champion (n=1); mental MHCB (n=1); school nurse (n=2); and success coach (n=2).

Table 5: Percent of participants by school jurisdiction (n=232)



Our School Health Team: Student Development

Alberta Education Skill Development

According to the Ministerial Order on Student Learning, educated Albertans should be able to demonstrate the following competencies (Government of Alberta, 2011):

- thinking critically
- identifying and solving problems
- demonstrating good communications skills
- identifying and applying career and life skills through personal growth and well-being

HASS focused on the development of these competencies in relation to health and wellness.

As illustrated in Figure 8, adults agreed or strongly agreed that HASS helped their students develop skills for:

- thinking critically (94.8%)
- identifying and solving problems (85.7%)
- demonstrating good communications skills (95.2%)
- identifying and applying career and life skills through personal growth and well-being (61.2%)

Table 6 provides the percent of participants that agreed or strongly agreed development of student competencies were supported by the HASS by HASS event location. Although Fort McMurray (72.7%), Lethbridge (71.4%), Medicine Hat (70.0%) and Foothills (70.0%) all thought that the HASS event helped to develop their students' competency in identifying and applying career and life skills through personal growth and well-being, there is need for more emphasis on this competency in future events as only 61.2% of all adults felt HASS covered it.

LEGEND

- Missing
- Strongly Disagree
- Disagree
- Equally Agree and Disagree
- Agree
- Strongly Agree

Figure 8: Adult participants' level of agreement that HASS helped their students develop skills according to competencies outlined in the Ministerial Order on Student Learning (Government of Alberta, 2011) (n=232)

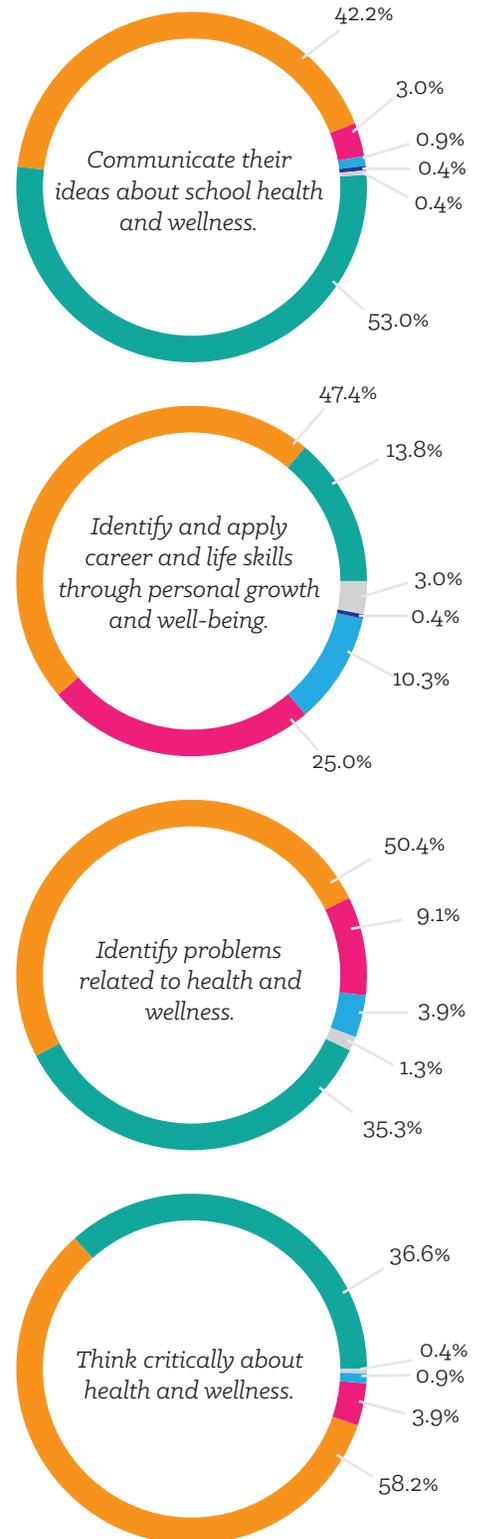


Table 6: Percent of participants that agreed or strongly agreed development of student competency was supported by HASS

HASS LOCATION	COMPETENCIES			
	Thinking critically	Identifying and solving problems	Identifying and applying career and life skills through personal growth and well-being	Demonstrating good communication skills
Calgary (n=25)	100.0%	100.0%	64.0%	100.0%
Camrose (n=18)	100.0%	88.9%	61.1%	100.0%
Edmonton Area (n=29)	89.7%	79.3%	48.3%	89.7%
Red Deer County (n=34)	100.0%	73.5%	67.6%	97.1%
Hinton (n=11)	100.0%	81.8%	63.6%	100.0%
Grande Prairie (n=10)	100.0%	90.0%	50.0%	100.0%
High Level (n=12)	83.3%	83.3%	33.3%	91.7%
Peace River (n=15)	100.0%	100.0%	46.7%	93.3%
Lethbridge (n=21)	95.2%	90.5%	71.4%	90.5%
Fort McMurray (n=11)	100.0%	90.9%	72.7%	100.0%
Foothills (n=17)	76.5%	88.2%	70.6%	100.0%
Peace River (n=11)	100.0%	100.0%	45.5%	90.9%
Medicine Hat (n=20)	95.0%	80.0%	70.0%	85.0%
Parkland (n=8)	87.5%	75.0%	62.5%	100.0%

Connectedness and Community

Participants were asked to indicate their level of connectedness to their own school and with other schools following the HASS event. Overall, 94.8% indicated that they felt more connected with their school team, however only 54.4% indicated that they felt more connected with other school communities (Figure 9). Most notable was that few participants from Camrose (38.9%), Edmonton Area (31.0%), and Peace River (46.7%), reported feeling connected to other schools (Table 7).

Figure 9: Connectedness to own school and other schools as a result of the HASS event (n=232)

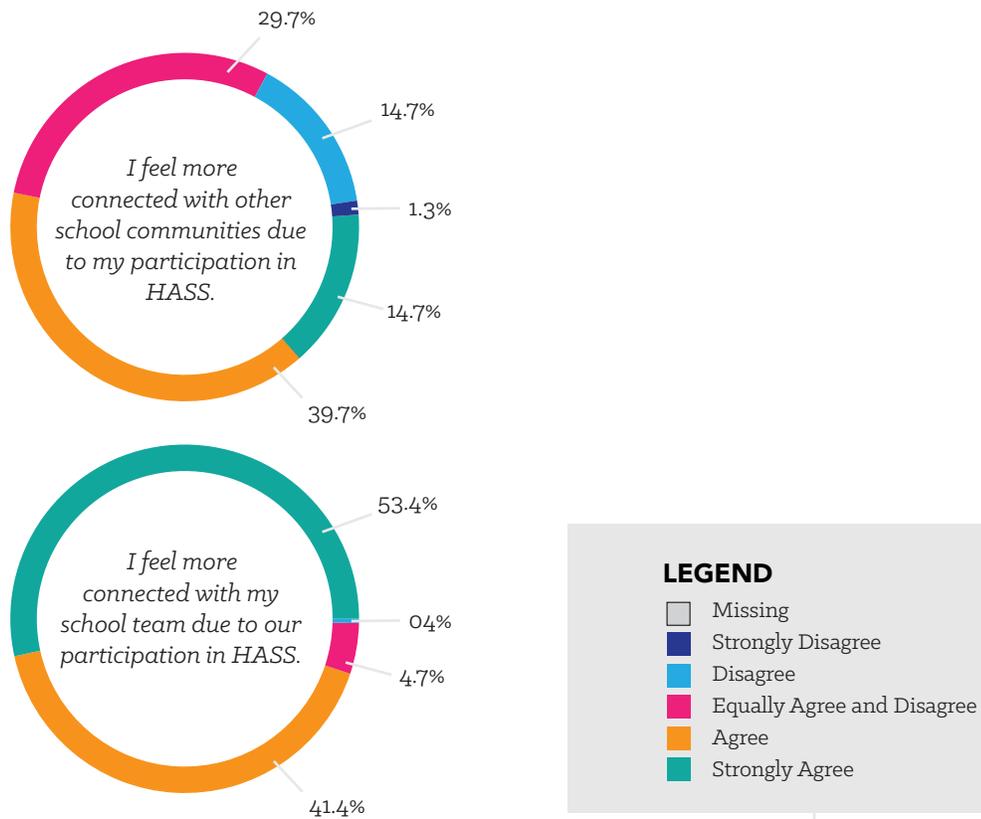


Table 7: Percent of participants that agreed or strongly agreed on whether they felt more connected to their school or other schools due to participation in the HASS event by location

HASS LOCATION	I feel more connected with my school team due to our participation in the HASS event	I feel more connected with other school communities due to my participation in HASS
Calgary (n=25)	96.0%	60.0%
Camrose (n=18)	94.4%	38.9%
Edmonton Area (n=29)	96.6%	31.0%
Red Deer County (n=34)	97.1%	67.6%
Hinton (n=11)	100.0%	63.6%
Grande Prairie (n=10)	90.0%	60.0%
High Level (n=12)	91.7%	50.0%
Peace River (n=15)	100.0%	46.7%
Lethbridge (n=21)	90.5%	52.4%
Fort McMurray (n=11)	90.9%	63.6%
Foothills (n=17)	94.1%	58.8%
Peace River (n=11)	100.0%	54.5%
Medicine Hat (n=20)	95.0%	55.0%
Parkland (n=8)	87.5%	87.5%



Healthy Behaviours and My Healthy School Action Plan

Information

As seen in Figure 10, the majority of participants “agreed” or “strongly agreed” that the HASS event provided information about physical activity (88.8%), healthy eating (85.3%), positive social environments (86.7%), and student leadership (90.5%).

Table 8 provides a breakdown of participants by HASS event location. The majority of HASS locations achieved at least 80.0% agreement for information provided on each healthy behaviour at each event, except for those listed below:

- Physical activity: Peace River (73.3%).
- Positive social environments: Peace River (73.3%); and Edmonton Area (79.3%).
- Student leadership: Peace River (73.3%); Edmonton Area (79.3%); and Parkland (75.0%).

Figure 10: Percent of all HASS participants and their level of agreement that healthy behaviours information was provided at HASS to use in their healthy school inquiry action plan (n=232)

LEGEND

- Missing
- Strongly Disagree
- Disagree
- Equally Agree and Disagree
- Agree
- Strongly Agree

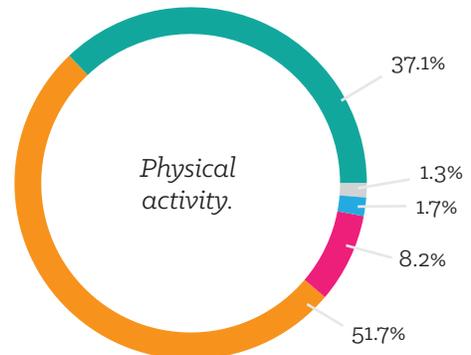
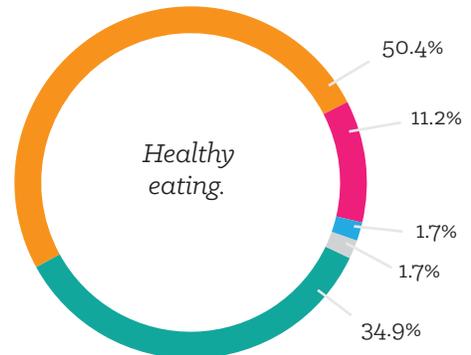
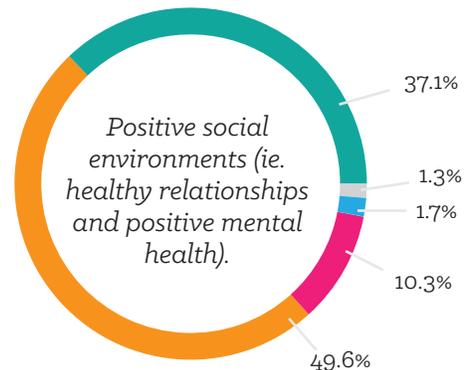
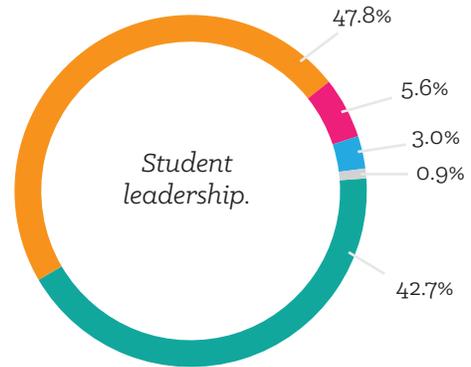


Table 8: Percent of participants who agreed that healthy behaviours information was provided at each HASS event to use in their healthy school inquiry action plan

HASS LOCATION	Physical activity	Healthy eating	Positive social environments	Student leadership
Calgary (n=25)	96.0%	84.0%	92.0%	100.0%
Camrose (n=18)	94.4%	83.3%	94.4%	94.4%
Edmonton Area (n=29)	86.2%	72.4%	79.3%	79.3%
Red Deer County (n=34)	94.1%	85.3%	91.2%	94.1%
Hinton (n=11)	81.8%	81.8%	90.9%	90.9%
Grande Prairie (n=10)	80.0%	80.0%	80.0%	100.0%
High Level (n=12)	91.7%	91.7%	83.3%	83.3%
Peace River (n=15)	73.3%	93.3%	73.3%	73.3%
Lethbridge (n=21)	90.5%	90.5%	81.0%	90.5%
Fort McMurray (n=11)	90.9%	90.9%	90.9%	100.0%
Foothills (n=17)	82.4%	100.0%	88.2%	94.1%
Peace River (n=11)	81.8%	90.9%	72.7%	72.7%
Medicine Hat (n=20)	95.0%	85.0%	90.0%	95.0%
Parkland (n=8)	87.5%	87.5%	87.5%	75.0%

Resources

As seen in Figure 11, the majority of participants “agreed” or “strongly agreed” that the HASS event provided resources about physical activity (65.1%), healthy eating (83.2%), positive social environments (80.2%), and student leadership (82.3%).

Table 9 provides a breakdown of participants by HASS event location. The majority of HASS locations achieved at least 80.0% agreement for resources provided by HASS for each healthy behaviour, except for those listed:

- Physical activity: Camrose (27.8%); Hinton (36.4%); Fort McMurray (63.6%); Peace River (66.7%); High Level (33.3%); Medicine Hat (30.0%); Red Deer County (64.7%); and Foothills (70.6%).
- Healthy eating: Fort McMurray (72.7%); Medicine Hat (60.0%); Foothills (70.6%).
- Positive social environments: Peace River (66.7%); High Level (66.7%); Medicine Hat (60.0%); and Edmonton Area (69.0%).
- Student leadership: Peace River (60.0%); Medicine Hat (75.0%); and Edmonton Area (75.9%).

Figure 11: Percent of all HASS participants and their level of agreement that healthy behaviours resources were provided at HASS to use in their healthy school inquiry action plan (n=232)

LEGEND

- Missing
- Strongly Disagree
- Disagree
- Equally Agree and Disagree
- Agree
- Strongly Agree

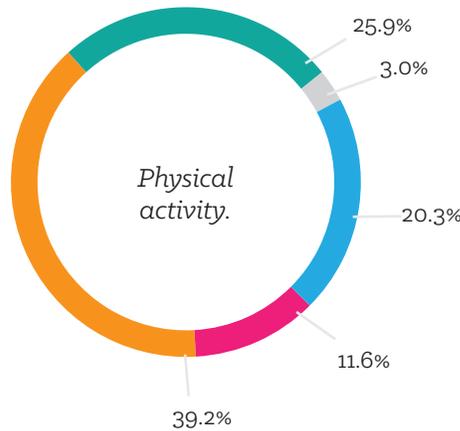
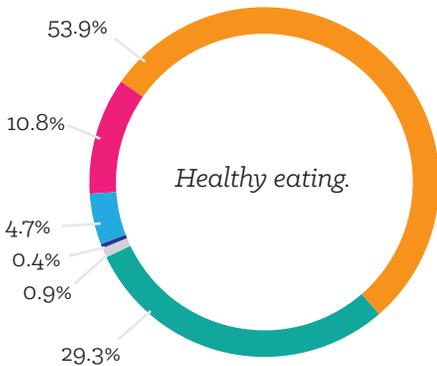
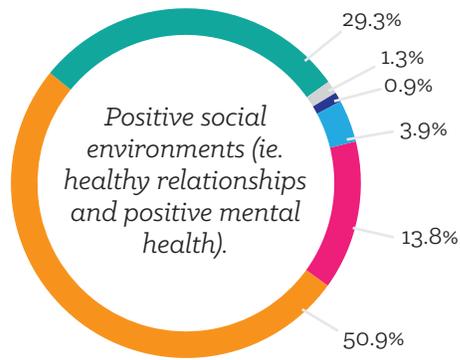
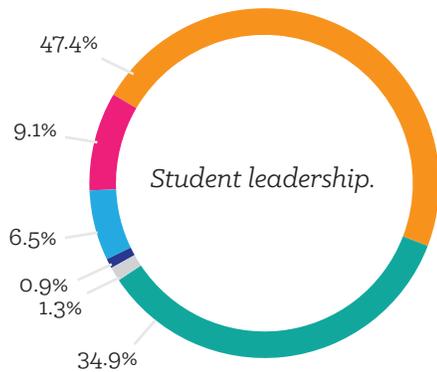


Table 9: Percent of participants who agreed that healthy behaviour resources were provided at each HASS event to use in their healthy school inquiry action plan

HASS LOCATION	Physical activity	Healthy eating	Positive social environments	Student leadership
Calgary (n=25)	80.0%	84.0%	88.0%	84.0%
Camrose (n=18)	27.8%	83.3%	83.3%	83.3%
Hinton (n=11)	36.4%	100.0%	100.0%	90.9%
Fort McMurray (n=11)	63.6%	72.7%	81.8%	81.8%
Grande Prairie (n=10)	90.0%	100.0%	90.0%	100.0%
Peace River (n=15)	66.7%	86.7%	66.7%	60.0%
High Level (n=12)	33.3%	83.3%	66.7%	83.3%
Lethbridge (n=21)	90.5%	95.2%	81.0%	81.0%
Medicine Hat (n=20)	30.0%	60.0%	60.0%	75.0%
Red Deer County (n=34)	64.7%	85.3%	88.2%	88.2%
Edmonton Area (n=29)	82.8%	82.8%	69.0%	75.9%
Parkland (n=8)	100.0%	100.0%	100.0%	100.0%
Foothills (n=17)	70.6%	70.6%	82.4%	82.4%

Developing and Implementing Healthy School Inquiry Action Plans

One of the main goals of HASS was to support schools in the development of their own healthy school action plan. The aim of the healthy school action plan is to empower student leadership by creating a healthy school community.

Overall, 83.6% of participants “agreed” or “strongly agreed” that the HASS event helped their school health team develop clear steps in their school’s healthy school inquiry action plan. At the same time, 86.2% of participants “agreed” or “strongly agreed” that the HASS event helped to develop a useful healthy school inquiry action plan. In terms of learning from other schools, 81.9% “agreed” or “strongly agreed” that this would be useful for the implementation of their healthy school inquiry action plan (Figure 12). When examined by HASS location (Table 10), the majority of locations achieved at least 80.0% in agreement except for those locations and items listed:

- The HASS helped our school team develop:
 - Clear steps in our school’s healthy school inquiry action plan: Calgary (76.0%); Grande Prairie (70.0%); Medicine Hat (75.0%); and Edmonton Area (72.4%).
 - A useful healthy school inquiry action plan: Peace River (53.3%); High Level (75.0%); Medicine Hat (70.0%); Foothills (76.5%).
- Learning about “what other schools are doing to create a healthy school community” will be useful for the implementation of our healthy school inquiry action plan: Peace River (45.5%); High Level (41.7%); and Edmonton Area (69.0%).

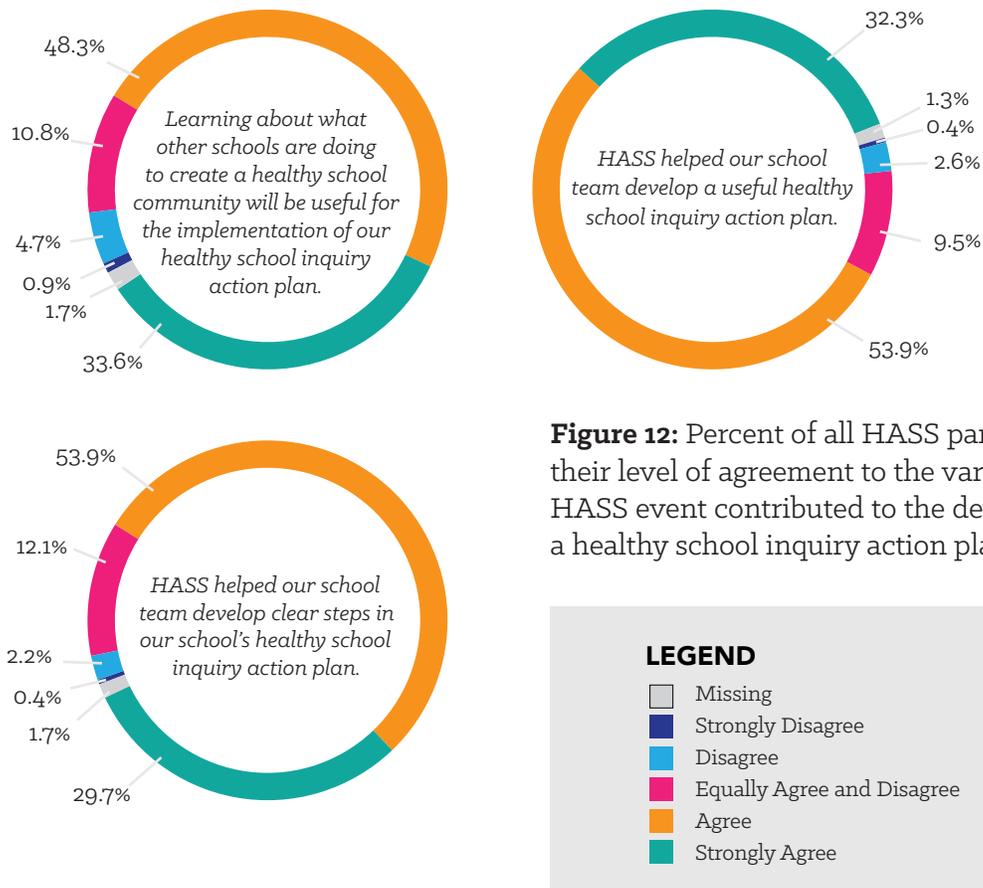


Figure 12: Percent of all HASS participants and their level of agreement to the various ways the HASS event contributed to the development of a healthy school inquiry action plan (n=232)

Table 10: Percent of participants who agreed to the various ways each HASS event contributed to development of a healthy school inquiry action plan

HASS LOCATION	HASS helped our school team develop clear steps in our school's healthy school inquiry action plan	HASS helped our school team develop a useful healthy school inquiry action plan	Learning about what other schools are doing to create a healthy school community will be useful for the implementation of our healthy school inquiry action plan
Calgary (n=25)	76.0%	92.0%	80.0%
Camrose (n=18)	100.0%	88.9%	88.9%
Hinton (n=11)	100.0%	100.0%	81.8%
Fort McMurray (n=11)	100.0%	100.0%	100.0%
Grande Prairie (n=10)	70.0%	80.0%	90.0%
Peace River (n=15)	86.7%	86.7%	53.3%
High Level (n=12)	83.3%	75.0%	41.7%
Lethbridge (n=21)	85.7%	81.0%	90.5%
Medicine Hat (n=20)	75.0%	70.0%	90.0%
Red Deer County (n=34)	85.3%	94.1%	94.1%
Edmonton Area (n=29)	72.4%	82.8%	69.0%
Parkland (n=8)	87.5%	100.0%	87.5%
Foothills (n=17)	82.4%	76.5%	88.2%

In terms of implementation, 94.9% of participants “agreed” or “strongly agreed” that they intend to use the information they learned from the HASS event when implementing their healthy school inquiry action plan. In addition, 91.3% were confident that their school health team could implement the plan (Figure 13). When examined by HASS location (Table 11), the majority of locations achieved at least 80.0% in agreement. However, Grande Prairie (70.0%), and High Level (66.7%) were not as confident that their school health team could implement their healthy school inquiry action plan.

LEGEND

- Missing
- Strongly Disagree
- Disagree
- Equally Agree and Disagree
- Agree
- Strongly Agree

Figure 13: Percent of HASS participants who agreed that they intend to use the information they gained at HASS and are confident that they can implement their own healthy school inquiry action plan (n=232)

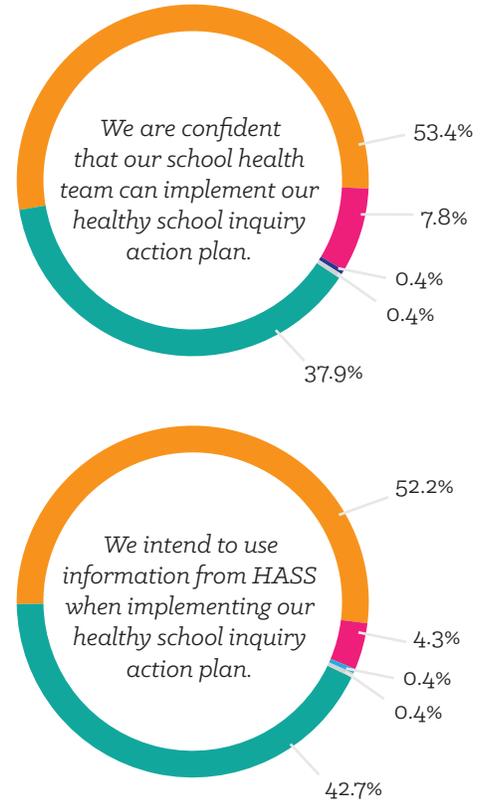


Table 11: Percent of participants by HASS location who agreed that they intend to use the information they gained at HASS and are confident that they can implement their own healthy school inquiry action plan

HASS LOCATION	We intend to use information from the HASS when implementing our healthy school inquiry action plan	We are confident that our school health team can implement our healthy school inquiry action plan
Calgary (n=25)	92.0%	100.0%
Camrose (n=18)	94.4%	83.3%
Hinton (n=11)	100.0%	100.0%
Fort McMurray (n=11)	100.0%	81.8%
Grande Prairie (n=10)	100.0%	70.0%
Peace River (n=15)	100.0%	86.7%
High Level (n=12)	91.7%	66.7%
Lethbridge (n=21)	95.2%	90.5%
Medicine Hat (n=20)	95.0%	95.0%
Red Deer County (n=34)	100.0%	100.0%
Edmonton Area (n=29)	86.2%	96.6%
Parkland (n=8)	100.0%	100.0%
Foothills (n=17)	88.2%	88.2%

Barriers to implementing the healthy school inquiry action plan were anticipated by most participants (56.9%; Figure 14). The most common barriers anticipated by participants were:

- financial resources (n=55)
- buy-in and participation (n=42)
- time (n=42)
- human resources (n=19)

Table 12 highlights a sample of qualitative responses about anticipated barriers. Appendix B provides all adult qualitative responses.

Figure 14: Percent of HASS participants who anticipated barriers to implementing their healthy school inquiry action plan (n=232)

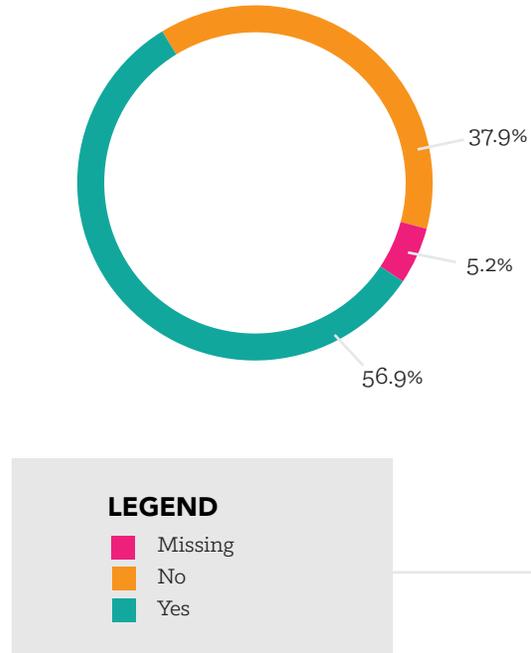


Table 12: Sample of adult’s anticipated barriers for implementing their healthy school inquiry action plan

Financial Resources
<ul style="list-style-type: none"> • Funding is always an issue • Funds for support materials; time to develop the plan
Buy-in and Participation
<ul style="list-style-type: none"> • Getting everyone together and buy in to change • Having 100% buy in by all students in the school may be hard
Time
<ul style="list-style-type: none"> • Time commitment to plan and amount of time available to carry out some activities • Time with students to implement ideas
Human Resources
<ul style="list-style-type: none"> • Staffing, small school, everyone has a lot on their plates • Manpower (teachers able to support extra programs)

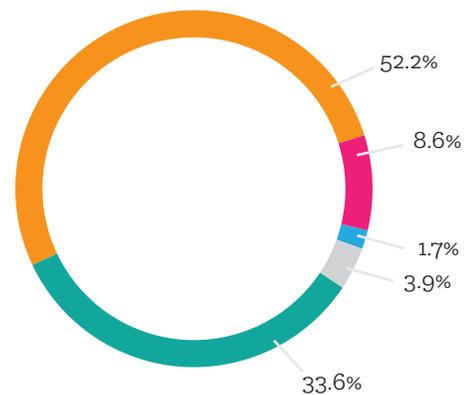
Shelby

I'm going to share my health day experience and encourage others to make a difference!

HASS as a Support for Health and Wellness Policies, Education, and Comprehensive School Health

When asked if the HASS event will support the implementation of health and wellness policies in their school, the majority of all participants “agreed” or “strongly agreed” (85.8%; Figure 15). Table 13 highlights the percentage of participants who “agreed” or “strongly” agreed by HASS location. Although the majority of locations achieved at least 80.0%, High Level (66.7%), Medicine Hat (75.0%), Edmonton Area (79.3%), Parkland (75.0%), and Foothills (76.5%) did feel that the HASS event will support the implementation of health and wellness policies in their school.

Figure 15: Percent of HASS participants’ level of agreement that the HASS event will support the implementation of health and wellness policies in their school (n=232)



LEGEND

- Missing
- Strongly Disagree
- Disagree
- Equally Agree and Disagree
- Agree
- Strongly Agree

Table 13: Percent of HASS participants by location who agreed that the HASS event will support the implementation of health and wellness policies in their school

HASS LOCATION	The HASS event will support the implementation of health and wellness policies in our school
Calgary (n=25)	88.0%
Camrose (n=18)	88.9%
Hinton (n=11)	90.9%
Fort McMurray (n=11)	100.0%
Grande Prairie (n=10)	100.0%
Peace River (n=15)	80.0%
High Level (n=12)	66.7%
Lethbridge (n=21)	90.5%
Medicine Hat (n=20)	75.0%
Red Deer County (n=34)	97.1%
Edmonton Area (n=29)	79.3%
Parkland (n=8)	75.0%
Foothills (n=17)	76.5%

The majority of participants agreed that the HASS event helped with identifying community resources to support health and wellness in their school (69.3%), however 18.1% equally agreed and disagreed (Figure 16). Except for Calgary (84.0%), Camrose (83.3%), and Fort McMurray (81.8%), the majority of participants at each HASS location were uncertain or disagreed (Table 14).

The majority of all HASS participants agreed that

the HASS event helped increase their coordination and reach of school health-related activities within their region (69.8%), however 16.8% equally agreed and disagreed (Figure 16). Except for Calgary (84.0%), Hinton (81.8%), and Lethbridge (81.0%), the majority of participants at each HASS location were uncertain or disagreed (Table 14).

Figure 16: Percent of all HASS participants' level of agreement that HASS helped them identify community resources to support health and wellness in their school, and to increase their coordination and reach of school health-related activities within their region (n=232)

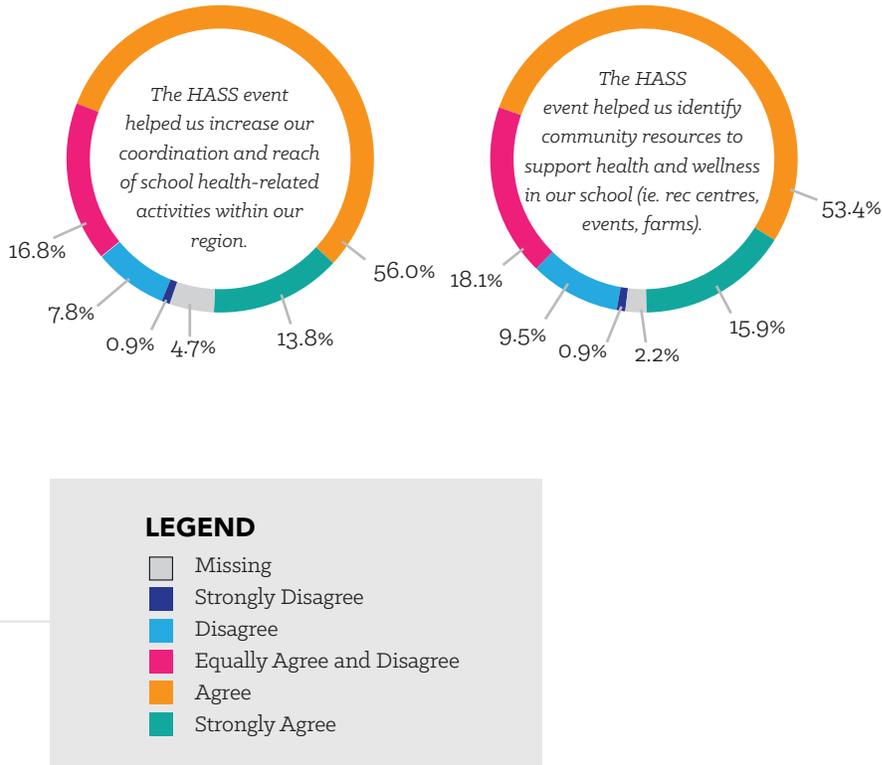


Table 14: Percent of HASS participants by location who agreed that HASS helped them identify community resources to support health and wellness in their school, and to increase their coordination and reach of school health-related activities within their region

HASS LOCATION	The HASS event helped us identify community resources to support health and wellness in our school (i.e. recreation centres, community events, farms)	The HASS event helped us increase our coordination and reach of school health-related activities within our region
Calgary (n=25)	84.0%	84.0%
Camrose (n=18)	83.3%	77.8%
Hinton (n=11)	81.8%	81.8%
Fort McMurray (n=11)	63.6%	72.7%
Grande Prairie (n=10)	60.0%	70.0%
Peace River (n=11)	66.7%	53.3%
High Level (n=12)	66.7%	75.0%
Lethbridge (n=21)	61.9%	81.0%
Medicine Hat (n=20)	50.0%	50.0%
Red Deer County (n=34)	67.6%	76.5%
Edmonton Area (n=29)	75.9%	51.7%
Parkland (n=8)	62.5%	62.5%
Foothills (n=17)	70.6%	76.5%

In terms of readiness, ability, and capacity to address Comprehensive School Health, 65.1% of all HASS participants “agreed” or “strongly agreed” (Figure 17). It is important to point out that 23.3% of participants did not answer this item. Only Edmonton Area (65.5%) and Parkland (62.5%) had low levels of agreement (Table 15). It is important to note that four locations’ information were unavailable due to loss of sample size resulting in inability to analyze.

Figure 17: Percent of HASS participants by location and their level of agreement that the HASS event increased their readiness, ability, and capacity to address school health priorities (n=232)

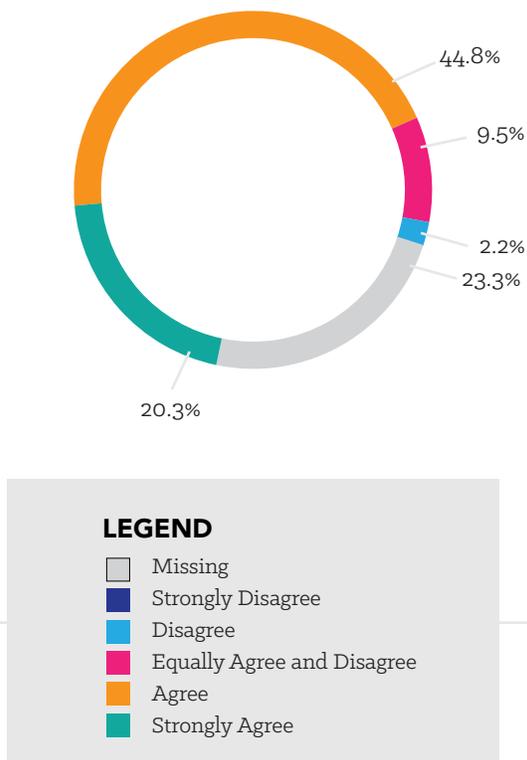


Table 15: Percent of all HASS participants by location and their level of agreement that the HASS event increased their readiness, ability, and capacity to address comprehensive school health priorities (n=232)

HASS LOCATION	Attending the HASS event has increased our readiness, ability, and capacity to address comprehensive school health priorities
Calgary (n=25)	88.0%
Camrose (n=18)	N/A
Hinton (n=11)	N/A
Fort McMurray (n=11)	100.0%
Grande Prairie (n=10)	90.0%
Peace River (n=15)	86.7%
High Level (n=12)	N/A
Lethbridge (n=21)	81.0%
Medicine Hat (n=20)	N/A
Red Deer County (n=34)	94.1%
Edmonton Area (n=29)	65.5%*
Parkland (n=8)	62.5%
Foothills (n=17)	82.4%

LEGEND

Note: N/A denotes not available due to loss of sample size and inability to truly represent the event

Edmonton (*) denotes sample size of n=28

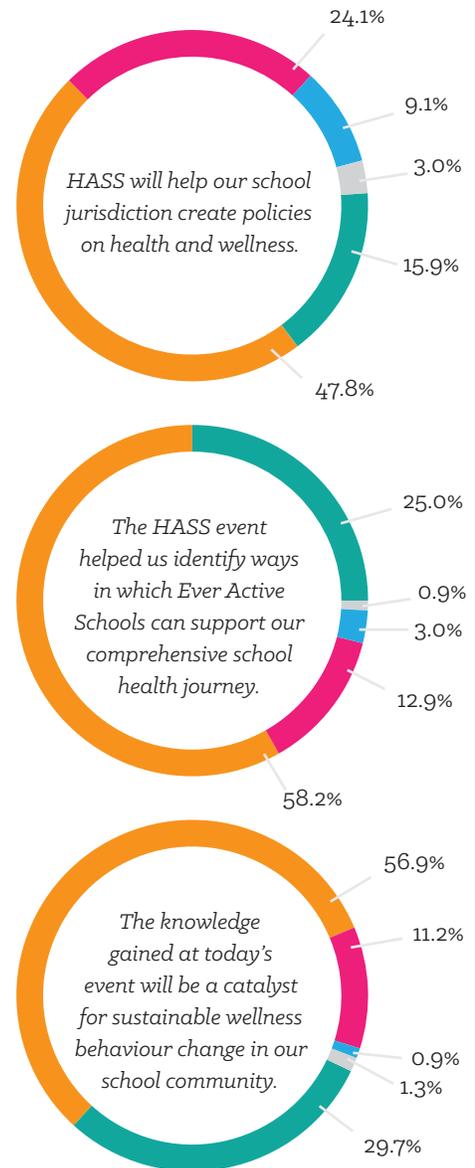
Parkland (*) denotes sample size of n=7

The majority of participants believed that the knowledge gained at the HASS event would be a catalyst for sustained health behaviour change in their community (86.6%). Few disagreed and 11.2% “equally agreed and disagreed” (Figure 18). When examined by HASS event, High Level (75.0%), Edmonton Area (72.4%), and Parkland (75.0%) had the fewest to agree that HASS would be a catalyst for sustained health and behaviour change in their community (Table 16).

In addition, 83.2% “agreed” or “strongly agreed” that the HASS event helped participants identify ways in which Ever Active Schools could support their comprehensive school healthy journey (Figure 18). When examined by HASS event, Peace River (60.0%), High Level (58.3%), and Medicine Hat (75.0%) had the fewest participants agree that HASS helped them identify ways in which Ever Active Schools could support their comprehensive school healthy journey.

Finally, only 63.7% “agreed” or “strongly agreed” that the HASS would help their school jurisdiction create policies on health and wellness, and 24.1% “equally agreed and disagreed” (Figure 18). Few HASS events had an agreement of 80.0% or greater for the statement, “The HASS will help our school jurisdiction create policies on health and wellness.” Those with the most participant agreement included Hinton (90.9%), Grande Prairie (80.0%), and Parkland (87.5%; Table 16).

Figure 18: Percent of all HASS participants and their level of agreement that the HASS event will be a catalyst for sustained healthy behaviour change in their school community (n=232)



LEGEND

- Missing
- Strongly Disagree
- Disagree
- Equally Agree and Disagree
- Agree
- Strongly Agree

Table 16: Percent of all HASS participants by location, and their level of agreement that the HASS event will be a catalyst for sustained health behaviour change in their school community

HASS LOCATION	The knowledge gained at today's event will be a catalyst for sustainable wellness behaviour change in our school community	The HASS event helped us identify ways in which Ever Active Schools can support our comprehensive school health journey	HASS will help our school jurisdiction create policies on health and wellness
Calgary (n=25)	88.0%	88.0%	60.0%
Camrose (n=18)	88.9%	94.4%	55.6%
Hinton (n=11)	100.0%	100.0%	90.9%
Fort McMurray (n=11)	100.0%	81.8%	63.6%
Grande Prairie (n=10)	100.0%	90.0%	80.0%
Peace River (n=15)	93.3%	60.0%	53.3%
High Level (n=12)	75.0%	58.3%	50.0%
Lethbridge (n=21)	90.5%	85.7%	61.9%
Medicine Hat (n=20)	80.0%	75.0%	70.0%
Red Deer County (n=34)	88.2%	82.4%	70.6%
Edmonton Area (n=29)	72.4%	82.8%	51.7%
Parkland (n=8)	75.0%	87.5%	87.5%
Foothills (n=17)	88.2%	88.2%	58.8%

Participant Perceptions of the HASS Event

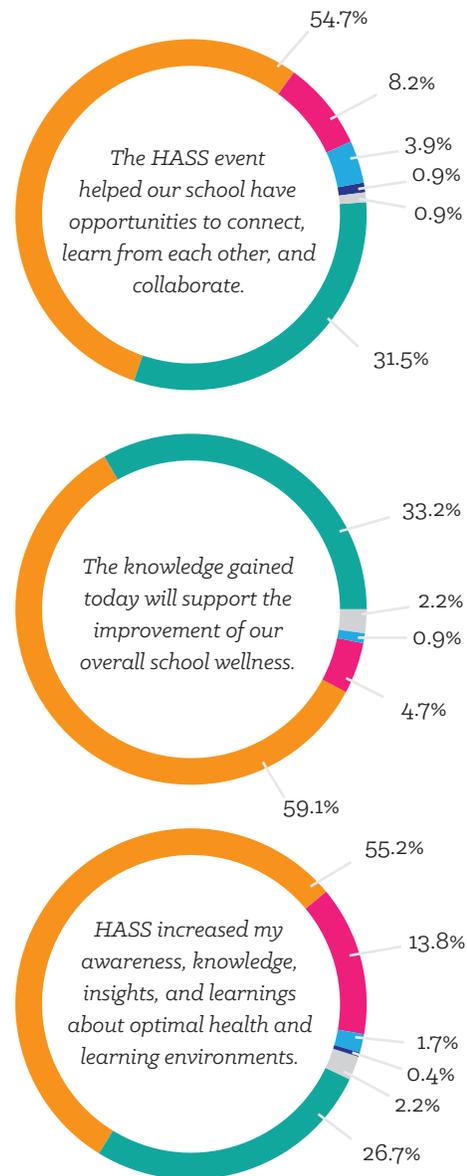
Participants were asked to provide feedback on the overall HASS event as a way to inform HASS conference event organizers for future years. Participants were asked to provide feedback about their satisfaction, experience, and opinions about HASS. Detailed information on participant evaluations can be found in Appendix B.

The majority of HASS participants “agreed” or “strongly agreed” that the HASS increased their awareness, knowledge, insights, and learnings about optimal health and learning environments (81.9%). Few “disagreed” and 13.8% “equally agreed and disagreed” (Figure 19). When examined by HASS event, High Level (66.7%), Lethbridge (76.2%), and Medicine Hat (75.0%) had the fewest participants “agree” (Table 17).

In terms of the knowledge gained being useful in terms of supporting improvement of their overall school, 92.3% “agreed” or “strongly agreed.” When examined by HASS event, all locations achieved over 80.0% agreement (Table 17).

The HASS event was also found to help schools to connect, learn from each other, and collaborate with 86.2% who “agreed” or “strongly agreed.” Only Edmonton Area (75.9%) had agreement less than 80.0% for this statement (Table 17).

Figure 19: Percent of all HASS participants and their level of agreement that the HASS event contributed increased awareness, knowledge, insights, and connections to collaborate (n=232)



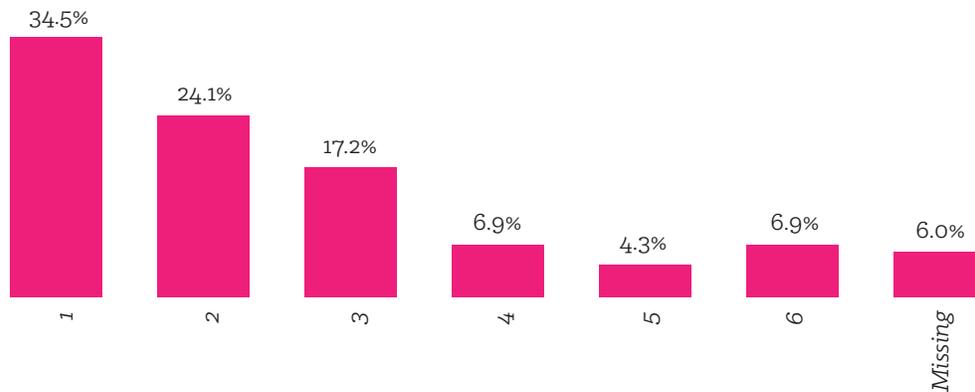
LEGEND

- Missing
- Strongly Disagree
- Disagree
- Equally Agree and Disagree
- Agree
- Strongly Agree

Table 17: Percent of all HASS participants by location, and their level of agreement that the HASS event contributed increased awareness, knowledge, insights, and connections to collaborate

HASS LOCATION	The HASS increased my awareness, knowledge, insights, and learnings about optimal health and learning environments	The knowledge gained today will support the improvement of our overall school wellness	The HASS event helped our school and have opportunities to connect, learn from each other, and collaborate
Calgary (n=25)	84.0%	92.0%	96.0%
Camrose (n=18)	88.9%	94.4%	94.4%
Hinton (n=11)	90.9%	100.0%	81.8%
Fort McMurray (n=11)	81.8%	100.0%	81.8%
Grande Prairie (n=10)	80.0%	100.0%	90.0%
Peace River (n=15)	86.7%	100.0%	90.0%
High Level (n=12)	66.7%	83.3%	83.3%
Lethbridge (n=21)	76.2%	90.5%	81.0%
Medicine Hat (n=20)	75.0%	85.0%	80.0%
Red Deer County (n=34)	91.2%	94.1%	91.2%
Edmonton Area (n=29)	75.9%	86.2%	75.9%
Parkland (n=8)	87.5%	87.5%	100.0%
Foothills (n=17)	82.4%	94.1%	88.2%

Figure 20: The number of times participants have attended HASS (n=232)



Of those participants who attended the 2015-16 HASS, 34.5% had indicated that they had attended one HASS event. Only 18.1% of participants had attended four or more HASS events (Figure 20).

The majority of participants “agreed” or “strongly agreed” that they would recommend the HASS event to others (91.4%), as well as attend a HASS event in the future (93.1%; Figure 21). Overall, HASS met school teams’ expectations with 83.2% indicating they “agreed” or “strongly agreed.” Participants also reported their experience at HASS as ranging from positive thoughts of appreciation to disappointments and recommendations for future events and venues. All quotes can be found in Appendix C and below are sample of quotes:

Positive Thoughts, Appreciation, and Comments of Encouragement

- “Thank you for creating the opportunity for the staff and students to attend the HASS day and to focus the group in a positive direction.”
- “I thought HASS was fantastic today! The variety of sessions and mixture with planning kept everyone engaged.”

Disappointments and Recommended Modifications to the Event

- “Registration and more info about sessions ahead of time. The day was too long for some of the younger kids. Some of the paperwork did not require as much time as given.”
- “It would be nice to have an opportunity to share more...if somehow possible teachers have a list of who to contact at each school for ideas and such. Just a list of each wellness/leadership coordination at each school. A list of the community resources would be great!”

Modifications to the Venue

- “The multiplex was very cold. Most had to keep their coats on. The presenters should have been mic’ed as they were hard to hear due to the construction noise and the acoustics of the building.”

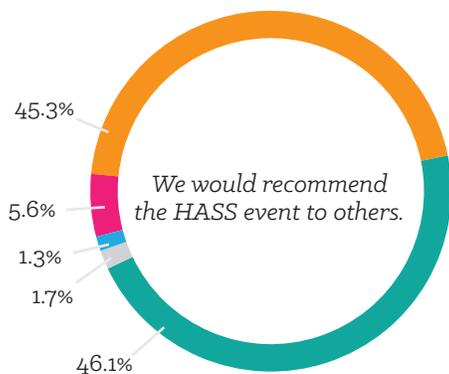
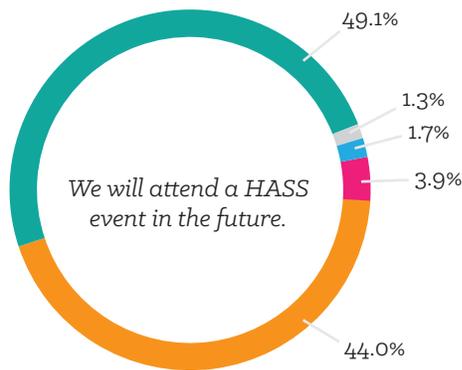
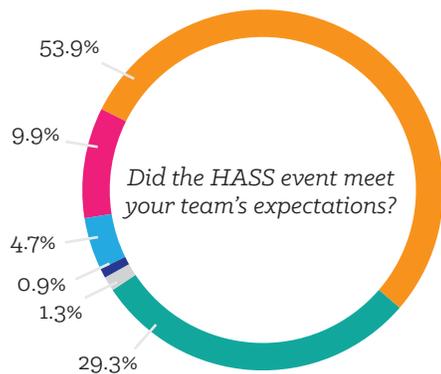


Figure 21: Percent of all HASS participants who would recommend HASS to others, who will attend a future HASS event, and that the HASS met their expectations (n=232)



Finally, participants were asked to indicate what they would like to see more of in future HASS events. The most common suggestions with sample quotes are highlighted below. All quotes can be found in Appendix D.

More Opportunities for Schools to Collaborate and Share Ideas (n=30)

- More collaboration time to work with other schools/share ideas...we felt rushed to come up with a plan and no guidance was given so we struggled a bit!
- More opportunities for schools to share what they are doing.

Grade Dependent Sessions and Variety (n=18)

- It would be nice to see the grade levels split to focus more on appropriate strategies.
- More grade dependent session, high school vs. elementary .

Tangible Resources and Examples to Take Back to School (n=17)

- I would have loved more practical sessions instead of discussion-based. What can I take and implement tomorrow.
- More resources for students and teachers. More support on how to start.

More Time for Sessions (n=13)

- We saw lots of ideas but would like more time to spend in 1 section (i.e. nutrition) to actually develop something to bring back.
- More collaboration time to work with other schools/share ideas...we felt rushed to come up with a plan and no guidance was given so we struggled a bit!

FOLLOW-UP EVALUATION: ARE SCHOOLS FOCUSING ON HEALTHY BEHAVIOURS 2-4 MONTHS AFTER HASS

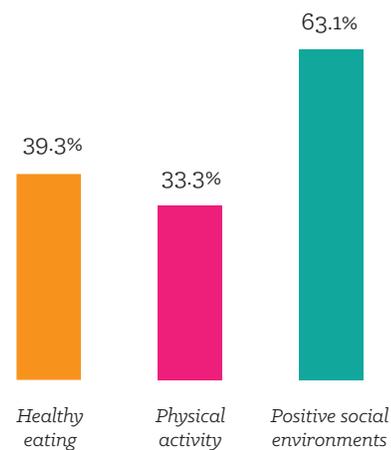
A follow-up evaluation was conducted 2-months after the HASS event. An online survey invitation was sent to all 290 school health teams to complete. A total of 93 School health teams began the survey, however only 84 were complete (29.0% response rate). Surveys were completed between 2- and 4-months of the initial invitation. Timing of survey completion may have been related to the time needed to implement, plan, and observe changes in schools, since attending the HASS event. Schools were asked to report on their intentions, planning, and changes for healthy eating, physical activity, and positive social environments at their schools.

HASS Action Plan Focus Priorities

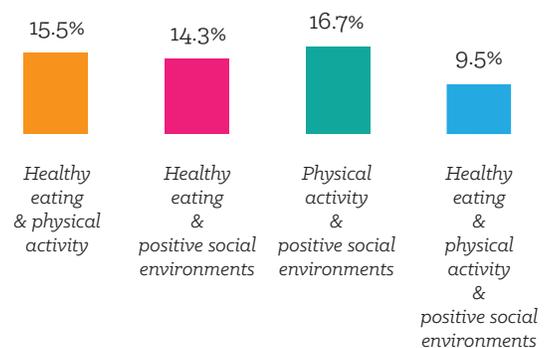
At the HASS event, school health teams developed an action plan using an inquiry approach. Participants were asked to indicate the priority areas their action plan focused on. The most focused on behaviour was positive social environments (63.1%), followed by healthy eating (39.3%), and physical activity (33.3%; Figure 22). In addition, some schools indicated multiple areas of focus. Only 9.5% of participants indicated that their action plan focused on all three behaviours.

Figure 22: Percent of school health teams' priority focus area in the healthy school inquiry action plan (n=84)

Single Healthy Behaviour



Multiple Healthy Behaviours



Healthy Behaviours Intentions, Plans, and Changes

Healthy Eating

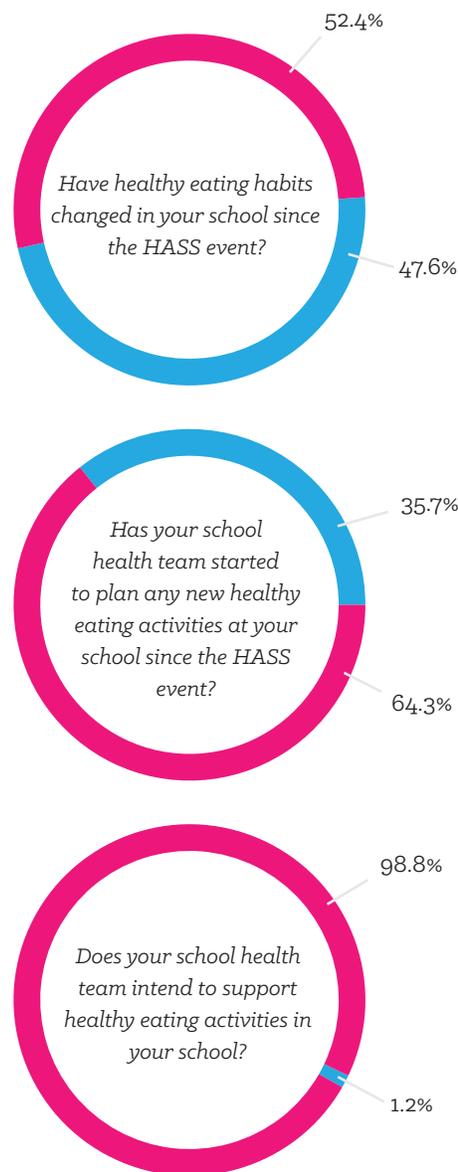
The majority of school health teams indicated that they intend to support healthy eating activities in their school (98.8%). Of all teams, 64.3% started to plan new healthy eating activities and 52.4% have indicated that healthy eating habits have changed since the HASS event (Figure 23).

Commonly reported factors that would help schools implement their healthy eating initiatives were:

- school and stakeholder involvement and support (n=20)
- funding (n=17)
- healthy eating initiatives and events (n=15)
- sharing ideas and resources (n=8)
- time (n=7)
- school, family and student education (n=2)
- other (n=12)

All quotes can be found in Appendix E.

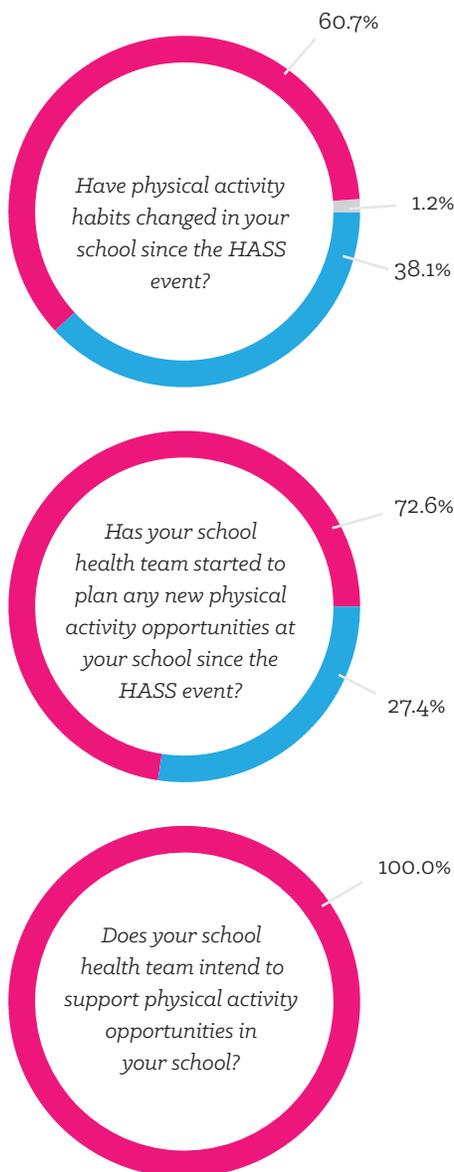
Figure 23: Percent of school health teams who indicated their planning, intentions, and changes to healthy eating behaviours at school (n=84)



LEGEND

- Yes
- No
- Missing

Figure 24: Percent of school health teams who indicated their planning, intentions, and changes to physical activity behaviours at school (n=84)



LEGEND

- Yes
- No
- Missing

Physical Activity

All school health teams indicated that they intend to support physical activity opportunities beyond physical education class in their school (100.0%). In terms of planning, 72.6% indicated that they have started to plan new physical activity opportunities, and 60.7% have indicated physical activity participation changed in their school since the HASS event (Figure 24).

Commonly reported factors that would help schools implement their physical activity initiatives were:

- school and stakeholder involvement and support (n=16)
- sharing ideas and resources (n=13)
- physical activity initiatives and events (n=12)
- time (n=8)
- funding (n=6)
- support and education (n=5)
- other (n=12)

All quotes can be found in Appendix E.

Positive Social Environment

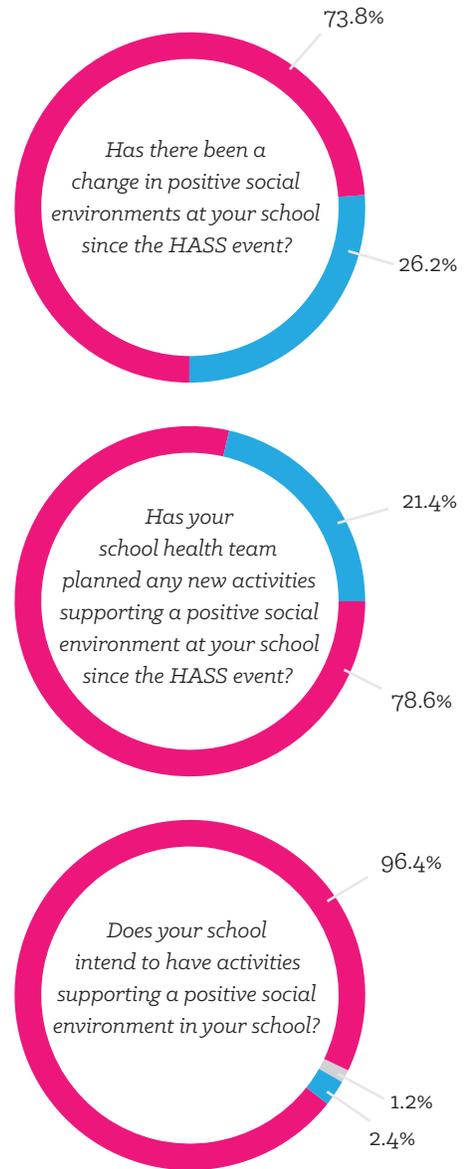
Almost all school health teams indicated that they intend to have activities supporting positive social environments in their school (96.4%). In terms of planning, 78.6% indicated that they have started to plan new activities supporting positive social environments, and 73.8% have indicated a change in positive social environments in their school since the HASS event (Figure 25).

Commonly reported factors that would help schools implement their activities to support a positive social environment were:

- initiatives and events (n=14)
- school and stakeholder involvement and support (n=14)
- sharing ideas and resources (n=10)
- time (n=7)
- funding (n=7)
- support and education (n=5)
- other (n=18)

All quotes can be found in Appendix E.

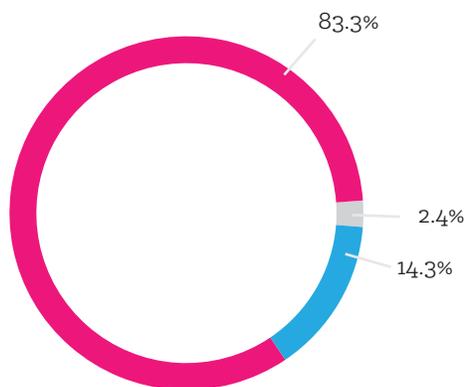
Figure 25: Percent of school health teams who indicated their planning, intentions, and changes to positive social environment behaviours at school (n=84)



LEGEND

- Yes
- No
- Missing

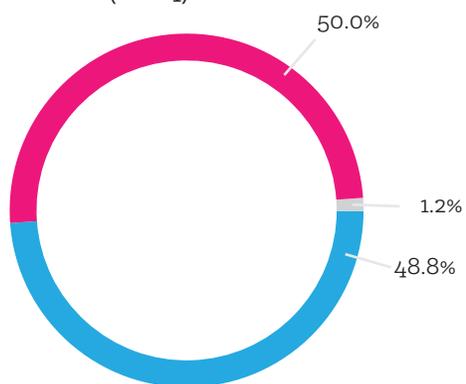
Figure 26: Percent of participants who indicated that the HASS event helped the students in their school develop leadership skills (n=84)



LEGEND

- Yes
- No
- Missing

Figure 27: Percent of participants who indicated that they developed relationships, in support of their initiatives, with organizations outside of their school (n=84)



LEGEND

- Yes
- No
- Missing

Leadership and Partnerships

When participants were asked if the HASS event helped students in their school develop leadership skills, 83.3% indicated that it did, with only 14.3% indicating that it did not (Figure 26).

Those who indicated that HASS did help their students develop leadership skills were asked to provide further explanation. Below are a sample of quotes that highlight continued leadership development through HASS. All quotes can be found in Appendix F.

- “The students came back from HASS with new ideas and enthusiastic about sharing their ideas with other students.”
- “Students are taking ownership of projects and we have had an increase in participation on special days, like dress up days.”
- “Students at the HASS event developed great confidence doing their presentation and now do announcements, etc., in the school.”
- “Students have taken lead roles in organizing events, selling items, creating news articles, letters and blogs. Overall being positive role models in the school and on school functions outside the building.”
- “Following the event, two junior high students have continued to take the lead by attending weekly meetings and planning events for the school. Otherwise, these students may not have been engaged in the school community in this way.”

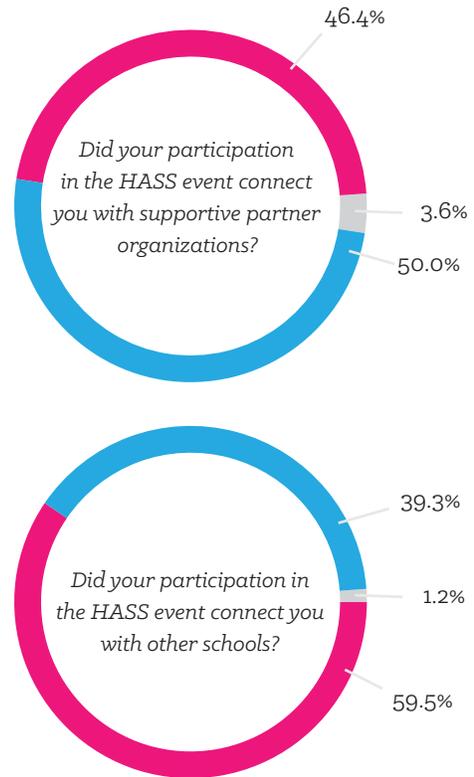
In terms of developing relationships, in support of school initiatives, with organizations outside of their school, only half of the school health teams had done so (Figure 27).

Those who indicated that they developed relationships in support of their initiatives, with organizations outside of their school provided further information. Below are a sample of quotes that highlight relationship development. All quotes can be found in Appendix G.

- “We have had local farmers drop off extra or unused produce when they can. This was provided through a contact by our principal.”
- “We are working with AHS Addictions Services to share information with the school regarding energy drinks (class-based presentations and presentation to School Council).”
- “Parents and community members. Students baked cookies in the cooking class and we distributed them to the seniors in the area. We sent out a dozen cookies to 45 different seniors.”
- “Yes, we have connected with various community organizations through our initiatives for e.g. public and dental health, nutritionists, physical educators, local businesses, parents, charity organizations, spiritual teams.”

As a result of participating in the HASS event, 59.5% indicated that it helped to connect their school health team with other schools, and 46.4% indicated that it helped to connect their school health team with supportive partner organizations (Figure 28).

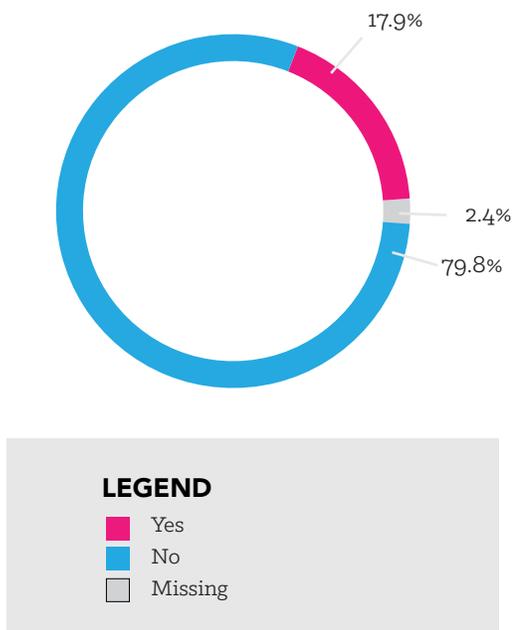
Figure 28: Percent of school health teams who indicated whether their participation in the HASS event helped connect them with other schools and with supportive partner organizations (n=84)



LEGEND

- Yes
- No
- Missing

Figure 29: Percent of school health teams who indicated whether attendance at the HASS event resulted in changes to school health policies (n=84)



The survey also asked school health teams if attending the HASS event resulted in any changes to school health policies. Only 17.9% indicated that it did, with 79.8% indicating that it did not (Figure 29).

Those who indicated that HASS did result in changes to school health policies, were asked to provide further explanation. A sample of quotes are provided here. A full list of quotes can be found in Appendix H.

- “Mental health focus, awareness and a full day devoted to Mental Health activities.”
- “We no longer allow slurpies or pop in the building unless it’s a scheduled event.”
- “Teacher ambition to lead health policies - new vending machine and healthy choice bulletin boards.”

Suggestions for Ever Active Schools

At the end of this follow-up survey, participants were offered an opportunity to share any comments they may have for Ever Active Schools. Many participants were highly appreciative of the HASS event, and others made requests for more activity examples and student involvement. A few indicated their disappointment in the event. A sample of quotes are provided below, and a full list of quotes can be found in Appendix I.

- “The high school piece is a great piece however we need more high schools. I have not given too much thought to how to do this but would be more than willing to continue to work on this piece.”
- “Keep up the great work. We appreciate what you do and the opportunities that are given to kids.”
- “Thank you for continuing to support all of us and providing both students, teachers, support staff and parents with great ideas of how to create healthy changes.”
- “I thought HASS was okay, but the stations were too congested and some were way over the students’ heads.”
- “The afternoon was long for our grade 4 students. They needed some adult guidance. I didn’t feel like they were very focused because it was hard for them to sit for that period of time.”

Conclusion

Health and education are closely linked (Hertzman & Power, 2005). In order for children and youth to achieve their optimal potential as learners, their physical, mental, intellectual, and emotional health must not be compromised (Healthy Schools BC, 2013). Employing the Comprehensive School Health approach can effectively improve both health and education outcomes, as well as help students become healthy, lifelong learners (Alberta Health Services, 2014).

This report speaks to the success of the Ever Active Schools HASS towards sharing health and wellness knowledge and skills with schools. The evaluation findings identify that schools learned about Comprehensive School Health at the HASS events. In the months following HASS, schools reported that their school action plans were used to develop and carryout new school health and wellness initiatives. Findings were consistent with previous evaluations of HASS events that sustainable change was achieved within the participating school communities.

Workshops with a practice and applicable component, such as HASS, support the transfer of information from the workshop to school activities and initiatives. The combination of hands-on learning and the development of a healthy school inquiry action plan are useful to make changes in schools. However, HASS participants reported that time, resources, and funding in combination with continued support and consistent communication with Ever Active Schools would be the most beneficial in developing, implementing, and maintaining healthy school initiatives.

SUGGESTIONS AND FURTHER RECOMMENDATIONS FOR HASS AND EVER ACTIVE SCHOOLS

Participant feedback provided suggestions to organizers to improve the quality of HASS events in upcoming years. Some suggestions specific to the HASS event were to provide:

- More opportunities for schools to collaborate and share ideas.
- Grade dependent sessions and variety.
- Tangible resources and examples to take back to school.
- More time for sessions.

Location specific findings should be examined further with the local organizing committees to enhance future HASS events.

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Government of Alberta. (2011). *Framework for Student Learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit*. Edmonton, AB: Alberta Education.

Healthy Schools BC. (2013). *Comprehensive school health*. Retrieved from <http://healthyschoolsbc.ca/key-focus-areas/comprehensive-school-health/>

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Appendix A: HASS Conversation Starters

General Comments (Time 1)

CALGARY	CAMROSE
Physical Activity	
<ul style="list-style-type: none"> • Open gym in the morning when there are no practices • Morning yoga • Intramurals at some point (short lunch) • More recreational sport activities - not competitive (yoga, zumba) • Equal gender opportunities sports • Incorporate more physical activity throughout the day (movement - brain, gym, silent soccer) • Fit bit challenge • Bring in yoga instruction 	<ul style="list-style-type: none"> • Field trips - swimming
Heathy Eating/Nutrition	
<ul style="list-style-type: none"> • Improving healthy eating (there are healthy choices but they are not necessarily the choices we are making) 	<ul style="list-style-type: none"> • More variety in lunches
Mental/Social Health	
<ul style="list-style-type: none"> • Mental health (increase education support) • Body image - self image • We have resources (guidance), but often students don't want to participate • We have safe places, but often students don't want to go • We could use a better student support system for mental wellness • Improve positive social environment (being included and respected) 	
Inclusiveness	
<ul style="list-style-type: none"> • We try to include everyone (eg. Universal Children's Day + cultures in our school) - look at being part of a global community. 	<ul style="list-style-type: none"> • Circle of friends
Partnerships and Services	
<ul style="list-style-type: none"> • Building ties with other nearby schools would be a good initiative • Show appreciation for volunteers 	

CALGARY		CAMROSE	
Teaching and Learning			
<ul style="list-style-type: none"> • Need more work in teaching and learning the importance of healthy active living • Team teaching 			
Student Interests			
<ul style="list-style-type: none"> • We have resources (guidance), but often students don't want to participate • We have safe places, but often students don't want to go 			
Other			
<ul style="list-style-type: none"> • More school spirit - students helping students • School orientation for grade 10's letting them know of all school programs and fitness/wellness opportunities • Buddy Classes • Enviro lub (solar panels) • Naturalized spaces • Equal gender opportunities sports • We have a vision but it is not implemented well • More student planning (extra help times, lunch time sports) • Reach out to other student interests (school-wide vote) 		<ul style="list-style-type: none"> • Create garden (partnership) • Promotion to media and newspaper • Recess buddies • Five minutes between classes (homework) • Get one token for helping others (initiative) 	
EDMONTON		RED DEER	
Physical Activity			
<ul style="list-style-type: none"> • Cross country running all year • Health Break challenges (cards) • One thing we do well: being active everyday • Sports/physical activity 		<ul style="list-style-type: none"> • More activities before, during, and after school • Movement in classrooms 	
Heathy Eating/Nutrition			
		<ul style="list-style-type: none"> • Snack before recess 	
Other			
<ul style="list-style-type: none"> • We don't have a school gym and very little gym equipment • Healthy School Policy 		<ul style="list-style-type: none"> • Sharing a wellness worker with three other schools • We continue to work on the seven habits of healthy kids 	

HINTON		GRANDE PRAIRIE	
Physical Activity			
<ul style="list-style-type: none"> • More active field trips • BE MORE ACTIVE!!! 			
Mental/Social Health			
		<ul style="list-style-type: none"> • There were no questions concerning technology and appropriate use, and bullying (preventative) 	
Other			
<ul style="list-style-type: none"> • Some teachers are committed to help. Otherwise they are there for their job only • Know you did a great job :) 		<ul style="list-style-type: none"> • We are perfectly ok with the questions asked :) 	
HIGH LEVEL		PEACE RIVER	
Heathy Eating/Nutrition			
<ul style="list-style-type: none"> • More options. More supervisors. Make own pizza. 		<ul style="list-style-type: none"> • Access to healthy food • Healthier food available 	
Mental/Social Health			
		<ul style="list-style-type: none"> • Anti-bullying program - needs work • Respect each other - better options how to speak with each other 	
Other			
<ul style="list-style-type: none"> • We feel that this survey would be better if junior and senior high filled out one of their own • All good! :) • Hope and Mr.G wants a medal. • More options. More supervisors. Make own pizza. 		<ul style="list-style-type: none"> • They were very thorough • Our school respects all regions • Arts program • We need more class celebrations - e.g. Christmas • Questions about why have limits to things like connecting and involvement in activities - i.e. transportation and other resources due to Northern location • HASS is an awesome opportunity! • We heart our school!!! 	

FORT MCMURRAY**Physical Activity**

- Winter Break Bucket List (healthy snack, walk, sleep)
tweet pics to @fmisonthego or FB page

Heathy Eating/Nutrition

- Winter Break Bucket List (healthy snack, walk, sleep)
tweet pics to @fmisonthego or FB page

Other

- Is your classroom healthy?
- Are we keeping things organized?
- Are we fun/awesome? ALWAYS!
- Welcome leaders (say hello, bus)
- Buddy programs
- Winder Break Bucket List (healthy snack, walk, sleep)
tweet pics to @fmisonthego or FB page

Appendix B: Qualitative responses from the HASS event (Time 1)

Table 18: Barriers to implementing a healthy school action plan

BARRIERS		
Financial Resources (n=56)		
<ul style="list-style-type: none"> • Possibly just funding • Funds • Funding • Funds, volunteers • Looking for donations from corporations of food-specifically fresh fruits and vegetables • Financial, staff buy in • Money • Funding is always an issue! • Cost!! We have a large student population but really enthusiastic school council members! :) • Funds, buy in by all parties • Cost • Cost of food/prizes, teacher support • Funds for support materials. • Time to develop the plan • Funding, student commitment • Cost (speakers, resources etc.) for mental health awareness • Cost of things, time as a constraint • Funding • Potentially monetary barriers • Only possible- cost for some technology students found useful 	<ul style="list-style-type: none"> • Funds • Funding • Just funding and time to implement • Money and time • Monetary barriers perhaps- ie. money for equipment, food for healthy snack days. • Funding • Funding, partnerships • Money/funding, time, staff support • Funding • Funding • Money, lack of students, distance • Money • Money, manpower for food prep • proper funding • Funding • Money, time, student participation, resources • Monetary funds, more time to plan events • Money and time • Maybe some trouble getting sponsorships • Resources (human and money) • Difficulty with change and possible resources 	<ul style="list-style-type: none"> • Volunteer/student participation, money • time and money • Time, Resources/ money • time and money • Time, money and teacher participation • Time, money, ongoing interest • Time, money • Maybe: time and money • Time & Money:(• Staff buy in and funds • Administration and other staff, cost • Room/funds • Physical space, funds, time commitments • Space, money, admin participation • Nay sayers, financials • Teacher support, time, money

BARRIERS

Buy-in and Participation (n=44)

- Teacher support, time, money
- Lack of parental involvement or time availability
- Community involvement, time constraints
- Staff buy in and funds
- Administration and other staff, cost
- Depends on students in school
- Getting approval, students staying involved, keeping motivation
- Getting teachers on board, bell schedule
- **Getting everyone together and buy in to change**
- Still need to work on a school staff buy in
- student and staff buy in
- Other teachers support
- Support from students and staff
- Student populations and their desire to participate
- Staff buy in
- Administration
- Student buy in
- Staff buy in
- Support from all staff members
- Whole school buy-in
- Actually having school wide cooperation
- Other teachers and staff
- Teacher and student buy in
- **Having 100% buy in by all students in the school may be hard.**
- Staff and admin
- Getting peers to join and other school body members to participate
- Engaging students
- Admin and school buy-in
- Getting others on board for a natural playground
- Participation
- By in from staff and students
- Getting other staff members on board
- Student interest
- Students not accepting our plan
- Student engagement
- We shall see at our next HALT meeting
- Scheduling, engagement/follow-through
- Time, support
- Financial, staff buy in
- Funds, buy in by all parties
- Cost of food/prizes, teacher support
- Funding, student commitment
- New school next year- full French Immersion. Buy in might be hard this year.
- Money, time, student participation, resources
- Who will do it? Will there be time? Will the student body “buy in”?

BARRIERS

Time (n=42)

- Time and man power
- Time and Teaching staff (not enough)
- Scheduling, engagement/follow-through
- Time, support
- Time, money and teacher participation
- time and money
- Time, Resources/money
- time and money
- Time, money, ongoing interest
- Time, money
- Maybe: time and money
- Time & Money :(
- Time constraints
- **time commitment to plan and amount of time available to carry out some activities**
- Time - nothing we can't handle though :)
- Time! (esp for High School)
- Just Time
- Time- teachers/students not willing to participate
- Lack of time
- Time, teacher time to be guides/facilitators
- Time for school day and when to implement all aspects
- Weekly sessions
- **Time with students to implement ideas**
- Time, fitting more “non-care” activities into “core time”
- Time
- Time
- Time
- Having enough time
- Time constraints
- Teacher support, time, money
- Lack of parental involvement or time availability
- Community involvement, time constraints
- Money/funding, time, staff support
- Money, time, student participation, resources
- Funds for support materials. Time to develop the plan
- Cost of things, time as a constraint
- Just funding and time to implement
- Money and time
- Monetary funds, more time to plan events
- Money and time
- Physical space, funds, time commitments

BARRIERS

Human Resources (n=17)	Changing School Culture (n=9)	Facility Constraints (n=4)
<ul style="list-style-type: none"> • Staffing, small school, everyone has a lot on their plates • Who will do it? Will there be time? Will the student body “buy in?” • Resources (human and money) • Difficulty with change and possible resources • Volunteer/student participation, money • Staff involvement • Teacher/adult supervision • Manpower (teachers able to support extra programs) • Finding businesses to work collaboratively with our school • Adult help • Time and man power • Time and Teaching staff (not enough) • Funds, volunteers • Money, manpower for food prep • Scheduling and coaching staff as well as transportation • Money/funding, time, staff support • Time, money and teacher participation • Space, money, admin participation • Money, time, student participation, resources 	<ul style="list-style-type: none"> • Social atmosphere, how can we change kids • Push back from concession owner to add healthy options. Access to session speakers for our conference. • Changing the school culture is going to be tough. Our students don’t like change and are used to doing things a certain way. • Cultural barriers • Student habits (unhealthy food items) • Admin and students saying yes to healthy food • Our PAC might not be willing to change • Depends on students in school • Difficulty with change and possible resources 	<ul style="list-style-type: none"> • Space, money, admin participation • Physical space, funds, time commitments • Room/funds • Facility restraints

BARRIERS

Other (n=25)

- Staffing, small school, everyone has a lot on their plates
- Money, lack of students, distance
- Over commitment of teachers - one more thing to implement
- Staffing, small school, everyone has a lot on their plates
- Communication, philosophies of different partners.
- meeting and communicating, very busy high school
- Agreement from other schools
- Dinosaurs in der school
- There are a list of great things happening at our school already
- Competing with multiple school events and projects
- Action
- Nay sayers, financials
- Teachers that do not see the value in activities.
- Continued enthusiasm/focus
- I don't fully understand what a healthy school inquiry action plan is
- Not sure of what type of meeting format to implement, club, option. When can we bring this group together?
- Demographics
- New school next year - full French Immersion. Buy in might be hard this year.
- Scheduling and coaching staff as well as transportation
- Reality
- Scheduling, engagement/follow-through
- Getting approval, students staying involved, keeping motivation
- Getting teachers on board, bell schedule
- Money, lack of students, distance
- Funding, partnerships

Appendix C: Additional Participant Comments for HASS Organizers (Time 1)

PARTICIPANT COMMENTS

Positive Thoughts, Appreciation, and Comments of Encouragement (n=76)

- Thanks for all of your hard work :)
- Excellent job
- Thank you!
- Everything was great!
- Great job, thank you
- Thank you for creating the opportunity for the staff and students to attend the HASS day and to focus the group in a positive direction
- Fabulous event! Well organized and run!! Kids are pumped! Keynote speaker was inspiring as well!
- Thank you for offering such a worthwhile program
- Thank you, keep up the good work
- Fantastic! Thank you to EAS and Foothills
- Great event, thank you for your efforts in putting it on
- Thank you for doing this!
- It was an outstanding event. I took the kids to WE day this year and HASS was 10X the event for our kids. Thank you SO MUCH for all of the work, organization and coordination that went into the day. It was FANTASTIC.
- Great job!!
- We LOVED the “Fill a Bucket” presentation
- Great job- much more organized this year with less transitions! Great job with the warm up
- Great take home ideas
- Great! The kids had fun and learned a lot!
- Great work!
- Great event- thank you so much! Appreciate the time and energy that went into all activities. Would love to see a more high school focus or even a high school type symposium. Thanks
- Great work! Was a very engaging day. Excited to implement our action plan in our school.
- Good event, but not enough time.
- Great healthy food. Great job organizing! Very successful.
- Thank you for all of your time setting this up!
- Thanks!
- Thank you for all your hard work and preparation in making this event a great success.
- Thank you! :)
- Great session, lots of energy and inspiration!
- Thank you for organizing this!
- Great job!
- This was great!
- Excellent first experience!
- Thanks!
- Great job organizing. Thank you!
- Overall positive-good day. Well organized activities. Sound in the smaller gym- hard to hear the instructions, maybe a sounds system.
- Keep up the AMAZING work
- Excellent program
- Thank you for your amazing efforts!
- Thank you for this opportunity!
- Keep it up! Loved it! We became a squad today!
- Enjoyed the teachers coffee chat.
- It’s awesome!
- Great event for the students- seemed like they took away a good chunk of information
- Awesome job :)
- This year was the best HASS event yet!
- Amazing job engaging the students and adults :)
- **I thought HASS was fantastic today! The variety of sessions and mixture with planning kept everyone engaged.**
- Great energy!
- Great job!
- Job well done!
- Loved the location!
- Loved the amount of sessions.
- Great
- Great sessions and great ideas. Loved doing a poster in advance-more time to think and reflect on ideas.
- Great work!
- Great event filled with energy and valuable info to start or maintain a healthy school environment. The walk was also fantastic
- We had lots of fun and will be incorporating ideas
- Great job!! Keep it up!!
- Great job, love the enthusiasm!
- Thank you for taking the time and energy to organize this event. The students had fun.
- I felt this year was a great success. Loved it.
- We enjoyed the break-out sessions. The time to plan was very beneficial!

PARTICIPANT COMMENTS

Positive Thoughts, Appreciation, and Comments of Encouragement (n=76)

- Good job!
- Thank you!
- A lot of fun! My students loved it :)
- Thanks.
- Great day!!
- We could have used more time at this event (ie. two days), my group had a great time and learned alot!
- Great day! Lots of activities so we were never just sitting around. Good mix with work and play. Learned lots- got lots of ideas.
- Good pacing and activity level. Students were engaged
- Couldn't hear other schools when they were sharing ideas. Best HASS I've been to. Really great having healthy lunch and snacks provided.
- Thank you!
- Great job!
- Great, thanks!
- Great event
- Thanks!
- Thank you all so much for your time and effort! It was alot of fun :) Can't wait to come back next year!
- Always use a microphone in the gym so we can hear. Thank you for the wonderful ideas you shared.
- The schedule was hard to understand at first. Sessions were awesome!
- Shorter questionnaire. Loved the venue, presenters, and volunteers! Nicely done everyone!!

Disappointments and Recommended Modifications to the Event (n=31)

- Better info prior to re: what we would be doing in order to set goals
- Felt rushed, would like more time for each activity
- Students liked movement sessions. Hard for them to sit and listen to speakers whole time.
- More resources and practical things that we can take and use.
- **Registration and more info about sessions ahead of time. The day was too long for some of the younger kids. Some of the paperwork did not require as much time as given.**
- Request adult breakout sessions.
- Tables labelled with school names. We needed to feel connected to the presentation. We could not see the screen.
- Students asked for less talking, more activities
- We liked the later start and earlier dismissal it made transportation easier. Would like more mini info. sessions (mental health, nutrition, ect. 4 instead of 2??)
- Give more time for arrival so we are not rushed during the day. Can finish a little later. Great day awesome!!
- Having more snacks/water for kids. Allowing larger groups to come. Smaller work sessions with break into groups.
- All adult conferences we have attended have been fantastic; however, with the students, it has fallen short of what we have come to expect from Ever Active.
- A little more "pep" and enthusiasm
- Need more ideas and projects of how to incorporate health and fitness into our school

PARTICIPANT COMMENTS

Disappointments and Recommended Modifications to the Event (n=31)

- Wondering why this ended at 1:50- we planned on leaving at 2:20. We attending some great sessions- Mind Math, Assembly Activity-Mind Jarn. Thank you! The Action Plan was a bit too complicated in the way it was described and the slides did not match the description of what was required. The afternoon had alot of down time following session #3. We were not sure what to do? The evaluation questions need to be reviewed- not all the measurements are applicable.
- More information about sessions ahead of time, give students more ideas before starting their plans (what are other schools doing?). Examples: speakers from other schools, (kids speak about what other schools have done)
- More applicable school examples. Time to share with other schools. Schools in smaller areas.
- Structure the planning phase more. -Modelling, demo, have leaders at high school mix with younger. "I wish I knew then"- older students telling younger
- Allow students to preview session information to make sure it is the right fit for our students. Allow pre-registration for sessions.
- A tiny bit more direction for developing action team
- Students would like to see more sessions.
- The schedule was hard to understand at first. Sessions were awesome!
- There was no time on the invitations- hard to start time.
- **It would be nice to have an opportunity to share more... if somehow possible teachers have a list of who to contact at each school for ideas and such. Just a list of each wellness/ leadership coordination at each school. A list of the community resources would be great!**
- More breakouts age specific, more concrete take home messages for students, student examples video, pictures, project idea collaboration (basket)
- The students would have benefited from speaking with students from other schools
- Shorter questionnaire. Loved the venue, presenters, and volunteers! Nicely done everyone!!
- We could have used more time at this event (ie. two days), my group had a great time and learned alot!
- I was disappointed with the knowledge presented, my students were not engaged, I feel no more able to create a healthy active team then when I came
- I feel like your experience is very dependent on the presentations and some were lacking in effectiveness (Technology and media bias but less so)
- Always use a microphone in the gym so we can hear. Thank you for the wonderful ideas you shared.

PARTICIPANT COMMENTS

Modifications to the Venue (n=7)

- Nutrition presentation- could not hear the presenters very well. Maybe mics for next year.
- **The multiplex was very cold. Most had to keep their coats on. The presenters should have been mic'ed as they were hard to hear due to the construction noise and the acoustics of the building.**
- Venue great but acoustics not so much
- This venue was very loud :(The open space and kids running around was very hectic
- Too big a venue, smaller spaces better.
- The activity breaks hard to do within the theatre setting
- Big area need to do active breaks. Cypress Center maybe. This was better than the stealle room

Other (n=10)

- Surveys and paper based activities in more child friendly language.
- We already do a lot of this in our school- we are looking to expand our program
- Inquiry questions are difficult. Let the teachers preview the questions beforehand.
- Less snow :)
- We liked the later start and earlier dismissal it made transportation easier. Would like more mini info. sessions (mental health, nutrition, etc. 4 instead of 2??)
- I'm sure this was awesome for younger kids. My kids did learn and take positives but this was not what we expected. That being said, no education is a waste.
- A shorter evaluation form :)
- Wondering why this ended at 1:50 - we planned on leaving at 2:20. We attending some great sessions- Mind Math, Assembly Activity-Mind Jarn. Thank you! The Action Plan was a bit too complicated in the way it was described and the slides did not match the description of what was required. The afternoon had alot of down time following session #3. We were not sure what to do? The evaluation questions need to be reviewed- not all the measurements are applicable.
- Lunch provided :)
- Could not communicate with my team during music time. Have a band as a session.

Appendix D: Participants' Suggestions for Future HASS Events (Time 1)

PARTICIPANT COMMENTS

More Opportunities for Schools to Collaborate and Share Ideas (n=30)

- More opportunity to collaborate with other schools
- More ideas to develop “leaders”, more time for teachers/adults to share success stories
- Structured collaboration for adults
- Opportunities for interaction with other teachers/leaders
- Interactive activities, more variety with breakout sessions
- School collaboration and new info in healthy eating and mental well being
- Collaboration and mixing with other schools
- More interaction with other schools. More planning time.
- Other school sharing!
- More collaboration time to work with other schools/share ideas... we felt rushed to come up with a plan and no guidance was given so we struggled a bit!
- More interactive sessions, more interaction between the age groups
- Time to connect between leaders
- To actually learn what other schools are doing
- Student participation- physically. Collaboration with other engaging activities schools
- More school sharing of ideas, opportunities for collaboration
- More time for group and inter-group discussions
- More collaboration with other schools
- More opportunities for middle/high schools to connect.
- More individual school meeting/reflection time
- Questions could have been asked to the panel. More time to collaborate with the team.
- Have breakout sessions where kids go to their session and adults have session where can network with others and be presented with practical resources
- School interactions
- Time for the audience to ask the panel questions, wellness leaders or strong teams to meet with individuals school groups
- Peer to peer instruction with other schools. Round table discussions for students
- Student sharing, team building activities. More activity based learning, leadership activities
- There needed to be time for elementary student breakout sessions and teachers too
- More opportunities for schools to share what they are doing
- Concrete ideas or sharing ideas.
- Time for different schools to interact
- Interaction with other schools

Grade Dependent Sessions and Variety (n=18)

- It would be nice to see the grade levels split to focus more on appropriate strategies
- Breakout sessions for older students. Separate events for division 3 and 4 students from division 1 and 2
- Activities that ALL members could do together (we had Grade 6's and 10s and 12s)
- More physical activities and more options for kids to sit in on more (20 min) break-out sessions
- More variety of activities with choice for grades 4-6
- More workshops for older grades
- More time for sessions. Provide elementary with information regarding health
- The booths/tables on the upper floor- too “busy.” Material focused at the adult level- maybe more at student level as well.
- More choice for students
- Smaller groups, more breakout activities for younger kids

PARTICIPANT COMMENTS

Grade Dependent Sessions and Variety (n=18)

- Have breakout sessions where kids go to their session and adults have session where can network with others and be presented with practical resources
- Breakout groups for kids to share ideas, compare ideas, create new ideas
- There needed to be time for elementary student breakout sessions and teachers too
- More kid friendly elementary sessions. Some were too adult-based (ex. healthy eating)
- More collaboration with other schools in the planning, high school only event, the breakouts were focused on learning about health pillars but not about collaborative planning, also would like activities to develop student leadership which I thought would happen
- Lower elementary activities as this was way too high for them
- More grade dependent session, high school vs. elementary
- More physical activities and more options for kids to sit in on more (20 min) break-out sessions

Tangible Resources and Examples to Take Back to School (n=17)

- More activities to take back to school, breakout sessions for students
- Some examples of events or initiatives that other schools have successfully implemented
- More resource packages
- I would have loved more practical sessions instead of discussion based. What can I take and implement tomorrow.
- More opportunity to show healthy active schools in action
- Useable “giveaways” for the schools
- Leadership skills, resources for students
- Resources and fresh ideas
- Ideas and activities that students can take back to implement with the rest of the school Body
- Activities that students can use to become health and wellness ambassadors for our schools
- More samples of what schools are doing. Session for first time schools
- Active sessions and student/schools talking about what they are doing at their school that has been successful.
- **More resources for students and teachers. More support on how to start.**
- Great overall- more time for planning please? Sessions- but no resources given out.
- More resource ideas- talked about
- Specific ideas to bring to our schools
- More ideas of what other schools are doing. One schools plan from start to finish showcasing their plan (video)?

PARTICIPANT COMMENTS

More Time for Sessions (n=13)

- Planning time
- More ideas to develop “leaders”, more time for teachers/adults to share success stories
- **We saw lots of ideas but would like more time to spend in 1 section (ie: nutrition) to actually develop something to bring back**
- water provided, more time for groups (schools) to create a plan
- Time management
- More interaction with other schools. More planning time.
- **More collaboration time to work with other schools/share ideas...we felt rushed to come up with a plan and no guidance was given so we struggled a bit!**
- More Francophone, more time for kiosque, smaller grouping in activities
- More time for sessions. Provide elementary with information regarding health
- More time for each session
- More time to plan, music was too loud
- Longer sessions, larger margins for 4-6
- Great overall- more time for planning please? Sessions- but no resources given out.

More Physical Activity Breaks Throughout the Day (n=7)

- More active afternoon (kids need this)
- Afternoon activity break
- More physical activities and more options for kids to sit in on more (20 min) break-out sessions
- More active sessions for students
- Student participation- physically. Collaboration with other engaging activities schools
- Outdoor sessions, outside play on playground because students missed recess
- More physical activity for students

More Information About Physical Activity (n=10)

- Ideas for social improvement initiatives, ideas for healthy snacks, new physical activities and games
- More physical activity
- Physical activity stations
- Active sessions and student/schools talking about what they are doing at their school that has been successful.
- Physical activity- movement activities
- Hands on interactive sessions. Physical activity sessions!
- I was hoping for more body break ideas- school group assembly ideas (flash mob, great idea)
- Working on specific areas in regards to health, fitness, nutrition
- More physically activity- especially the group flash mob dance
- Games/interactive

PARTICIPANT COMMENTS

More Information About Healthy Eating (n=6)

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Ideas for social improvement initiatives, ideas for healthy snacks, new physical activities and games • We saw lots of ideas but would like more time to spend in 1 | <p>section (ie: nutrition) to actually develop something to bring back</p> <ul style="list-style-type: none"> • Healthy eating • School collaboration and new info in healthy eating and mental well being | <ul style="list-style-type: none"> • More mental health mindfulness, practices, concession with healthy lunch • Working on specific areas in regards to health, fitness, nutrition |
|--|--|--|

More Information About Social Environment (n=9)

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Ideas for social improvement initiatives, ideas for healthy snacks, new physical activities and games • School collaboration and new info in healthy eating and mental well being | <ul style="list-style-type: none"> • More mental health/ mindfulness information. • Specific (more) ways to support emotional well being • More mental health mindfulness, practices, concession with healthy lunch | <ul style="list-style-type: none"> • Perhaps more sessions addressed at mental health • Mental health initiatives • Mental health, more healthy relationship sessions, self esteem • Ideas geared towards teens personal mental health |
|--|--|--|

More Student-led Activities and Involvement (n=8)

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • More student led activities • More structured activities to allow for student involvement throughout. Teach games that they can take back to school. • Leadership skills, resources for | <p>students</p> <ul style="list-style-type: none"> • More activities for older students • More student leadership • More student led presentations; more community supports/ presenters | <ul style="list-style-type: none"> • Student interaction • Student leadership as they gain confidence and expertise |
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Resources to Develop Leaders and Teams (n=8)

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| <ul style="list-style-type: none"> • Information on what a healthy active school team is • more leader information/ direction for planning • Activities that students can use to become health and wellness ambassadors for our schools • Introduction of leadership to students | <ul style="list-style-type: none"> • Session for activities and school teacher leadership. • Session that get students interested and involved | <ul style="list-style-type: none"> • More collaboration with other schools in the planning, high school only event, the breakouts were focused on learning about health pillars but not about collaborative planning, also would like activities to develop student leadership which I thought would happen |
|--|--|--|

PARTICIPANT COMMENTS

Other (n=66)

- We were some of the only Sr High (11th graders) there
- The mix of sessions was great
- Hands on activities
- More space for larger activities and feed the kids to role model healthy choices
- Water provided, more time for groups (schools) to create a plan
- Interactive activities, more variety with breakout sessions
- Snack break between sessions
- Attendees, to benefit from the awesomeness!!
- More of “the why” of what we do
- Less carbs more veggies and fruit for the first snack.
- The same variety of breakout sessions
- Student movement
- More volume (sound/speakers) in break out activities.
- More Francophone, more time for kiosque, smaller grouping in activities
- Hands-on interactive sessions. Physical activity sessions!
- The booths/tables on the upper floor- too “busy”. Material focused at the adult level- maybe more at student level as well.
- Smaller groups, more breakout activities for younger kids
- Possible on site P.D.-this can get these positive messages to more professionals and staff.
- Lunch- a simple lunch would be good.
- Perhaps some guest speakers/ presentations on wellness
- Very well organized morning checking and morning sessions. Good recognition of student teams/organizing committee
- More student led presentations; more community supports/ presenters
- More breakout sessions (maybe shorter lunch and add a breakout), we liked the opportunity for students to present
- The same great day!
- Felt very professional this year!!
- More time to have another breakout session. All hands on or active doing something :)
- Teacher involvement- breakout sessions with more structure
- More high school sessions
- Breakout session choices/more room in them
- Collaboration between Div 2, 3 and 4 because Jr. High kids ignore the elementary kids from participating schools.
- Active events and prizes
- Nothing, was superb this year.
- One more session to attend to 4 instead of 3
- We loved HASS this year thank you for all your work to educate people on being healthy and well :) -Delia School SWAT
- More variety and ideas
- A bit more organization of the sessions
- High School activities/ sports
- Smoothies
- More time to plan, music was too loud
- Great job!
- It was great this time. My school loved the activity sessions.
- Is there a website that could provide names and contact information for some of the presenters?
- Great overall- more time for planning please? Sessions- but no resources given out.
- Activity session in the afternoon
- It was awesome this year.
- Practical ideas presented in sessions.
- Questions could have been asked to the panel. More time to collaborate with the team.
- Have breakout sessions where kids go to their session and adults have session where can network with others and be presented with practical resources
- Community members who have partnerships with schools
- Breakout groups for kids to share ideas, compare ideas, create new ideas
- The health risks associated with leading an unhealthy life
- Ideas initiatives, inspiring stories perhaps a worldwide implement into our school
- Time for the audience to ask the panel questions, wellness leaders or strong teams to meet with

PARTICIPANT COMMENTS

Other (n=66)

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> individuals school groups • View of all schools • Student sharing, team building activities. More activity based learning, leadership activities • There needed to be time for elementary student breakout sessions and teachers too | <ul style="list-style-type: none"> • More outdoor activities • Nothing • A two day event • Food choices • More collaboration with other schools in the planning, high school only event, the breakouts were focused on learning about | <p>health pillars but not about collaborative planning, also would like activities to develop student leadership which I thought would happen</p> <ul style="list-style-type: none"> • Not sure • Access to equipment and trainers |
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Appendix E: Participants' Suggestions for What Would Help Their School Plan or Start Healthy Eating, Physical Activity, and Positive Social Environment Activities

HEALTHY EATING

School and Stakeholder Involvement and Support (n=20)

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|--|---|--|
| <ul style="list-style-type: none"> • Health nurses doing practicum and helping out during their stay • Having the health champions provide healthy food choices as well as having others in school talk about it. • Our school council • student participation • personnel • Need to revitalize our canteen menu with the help of a dietician and short order cook. • Learning from others and getting more involved • Support from other staff members • more volunteer support • Support from Admin and Parent | <ul style="list-style-type: none"> Council • Having the student health team as an option. It is hard getting students together during breaks or after school when the students on the health team are involved in many activities. • We need to have the school admin and School Council part of the process. • Supportive Administration and Parent Council • It is difficult to implement plans without funds as well as extra help • have a committee and money • A budget, support from our concession (perhaps having new | <ul style="list-style-type: none"> healthy items) • We could always use more funding for healthy initiatives. Continued support and validation for our efforts that this is a priority in schools is important. • We have more hot lunch meals prepared by the parent council. • A meeting is set for the middle of May to discuss healthier selections for hot lunch options for the upcoming school year. Our Administrations, two teachers, one support staff and two of our hot lunch parent volunteers will be attending. |
|--|---|--|

Funding (n=17)

- | | | |
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| <ul style="list-style-type: none"> • Financial support • more money/more time • We want to start a breakfast program. We are looking into the details such as grants, volunteers, etc. • funding • Additional funds and volunteers • Time and money • It is difficult to implement plans without funds as well as extra help • money always helps • have a committee and money | <ul style="list-style-type: none"> • Restaurant vendor information and discounts • We have started a breakfast program. Where to apply for grant funding. • A budget, support from our concession (perhaps having new healthy items) • Grants and bursary information • money • Money to support the activity • Money and time are what we need to further our healthy eating activities; we have a | <ul style="list-style-type: none"> breakfast program and snack program already started at our school • We could always use more funding for healthy initiatives. Continued support and validation for our efforts that this is a priority in schools is important. |
|---|--|--|

HEALTHY EATING

Healthy Eating Initiatives and Events (n=15)

- The school's current healthy eating plan is exceptional with a culinary program that prepares the nutritious food in the program for the cafeteria and the students.
- healthy hot lunch and concession choices
- We have incorporated healthier hot lunches, but are still looking for a quick, easy and popular hot lunch to replace our monthly hot dog lunches
- Kid friendly activities and games
- We have more hot lunch meals prepared by the parent council.
- A meeting is set for the middle of May to discuss healthier selections for hot lunch options for the upcoming school year. Our Administrations, two teachers, one support staff and two of our hot lunch parent volunteers will be attending.
- We have been using the FMFB since HASS which has been a great help, especially for our students in "need"
- Breakfast Club - already in place
- Monthly fruit tasting
- We are beginning a breakfast program in January
- We had a plan in place from last year but thank you.
- We are just putting funding in place to add breakfast snacks to what we do already, which is a hot lunch program. We had our staff and school council cook a full turkey dinner for all staff, students, volunteers, bus drivers and maintenance workers the day before Christmas break. This is a tradition we have been doing for years to help promote healthy eating, school culture and build relationships with our school and community partners.
- Money and time are what we need to further our healthy eating activities; we have a breakfast program and snack program already started at our school
- We have started a breakfast program. Where to apply for grant funding.
- We want to start a breakfast program. We are looking into the details such as grants, volunteers, etc.

Sharing Ideas and Resources (n=8)

- Having quick & easy ideas to implement emailed to us to supplement what we have already started.
- Digital resources for healthy eating
- Quick ideas/activities that other schools are doing that are easy to implement
- More ideas (especially for rural schools)
- Suggestions from them
- sharing of initiatives
- Need to revitalize our canteen menu with the help of a dietician and short order cook.
- Learning from others and getting more involved

School, Family, and Student Education (n=2)

- How to educate families/parents.
- resources to use in Health classes

HEALTHY EATING

Time (n=7)

- more time to commit to the events planned
- Time in the School Schedule to create some healthy alternatives that could be ready for lunch break.
- More teacher time to facilitate
- more money/more time
- Time and money
- Money and time are what we need to further our healthy eating activities; we have a breakfast program and snack program already started at our school
- Business Support. More time at lunch. Reverse lunch

Other (n=12)

- Our emphasis this year was on Mental Health as decided at the conference from our youth
- Having a mentor
- We are solid in this category. A well-oiled machine!!
- Some healthy food donations would be great.
- Nothing
- We are just beginning our activity today.
- Storage space and more convenient access to a kitchen
- I think it would be great to see where our schools are at then plan the activities accordingly for HASS. I found this activity to not really be geared too much to our age group, and knowledge background.
- We were already well established in this area.
- The students had set up a plan, however they have not carried things through as yet.
- Restaurant vendor information and discounts

PHYSICAL ACTIVITY

School and Stakeholder Involvement and Support (n=16)

- School committee: student engagement
- Our school council
- Buy in from staff and students
- Again, support from all staff members
- More time and people to help
- More staff members contributing so it's not the same teachers running all the clubs and teams
- Parent support
- More teacher supervisor involvement
- More support amongst staff/teachers to give class time to partake
- volunteers
- We are just in the infancy stage of adding activities to our intramural program. We have surveyed the students to see what type of activities they would like us to run at lunch. The supports are in place, now we are just building the culture.
- Volunteers - teachers and students
- Admin support to have time to work with the HASS students on their ideas to improve our school in healthy ways.
- time and personnel during school hours
- Bussing, money for gas, parent support and volunteering
- money and volunteers

PHYSICAL ACTIVITY

Sharing Ideas and Resources (n=13)

- Resources for new CTF options
 - More recess game ideas for cross graded large groups of kids.
 - DPA resources in classroom (digital or other)
 - Resources for ideas and also teacher and parent volunteers
 - Quick ideas/activities that other schools are doing that are easy to implement
 - New innovative ideas. I was excited to see the PALS session, but it was very disorganized, and really did not teach the students any skills or lessons that they could bring back to our school community.
 - Resources from Ever Active Schools
 - Time to gather more resources
 - Admin support to have time to work with the HASS students on their ideas to improve our school in healthy ways.
 - Sharing of various initiatives at other schools
 - Readymade lessons for large group assemblies
 - Extra resources for whole school activities, to get all students participating in physical activity
 - Access to equipment that we may not otherwise be able to afford and/or justify to own
- for seasonal activities. eg. floor curling, golf set. I would love for a group to come through and set up an obstacle course that we can plan an event around. A program that is funded and available to all interested schools big or small. We have also started to explore naturalized playground ideas that we hope to implement this spring. So access to experts to point us in the right direction and help with planning.

Physical Activity Initiatives and Events (n=12)

- Other plans are in place for adding yoga or meditation as an extension of physical education.
- Daily physical activity every morning all classes together in the gym
- Physical literacy lessons for students and teachers as well as dance lessons and active Mondays
- We feel that between our hockey program, extracurricular activities, movement breaks,
- drop in and open gym programs, gym classes, etc. we are very active
- More physical strategies for positive Mental Health
- We do a lot of extra physical activities
- It is our hope to start the upcoming school enrolled in the Play Parkland program.
- Our school has plenty healthy physical activities.
- We have lots of programs already such as intramurals and student led clubs, like hockey club, basketball club
- Movement break ideas for Elementary Assemblies
- Intramural sports usually begin in the spring, inline skating, swimming and outdoor school are coming up
- Our school is very active with intramurals and after school sports clubs.

PHYSICAL ACTIVITY

Time (n=8)

- Time and personnel during school hours
- More time
- Time and funding
- Need time and interest
- Just time to plan further
- More time!! Many complaints are that there isn't extra time OR "isn't PE enough"
- Time and money
- Admin support to have time to work with the HASS students on their ideas to improve our school in healthy ways.

Funding (n=6)

- Money and volunteers
- Financial Support to further initiatives
- Busing, money for gas, parent support and volunteering
- Time and money
- Time and funding

Support and Education (n=5)

- Regular assigned times to train and prepare the students to become more at ease
- Prizes for Marathon Club Participant Prizes (healthy and environmentally friendly - not plastic trinkets)
- Ready-made lessons for large group assemblies
- Extra resources for whole school activities, to get all students participating in physical activity
- Access to equipment that we may not otherwise be able to afford and/or justify to own for seasonal activities. eg. floor curling, golf set. I would love for a group to come through and set up an obstacle course that we can plan an event around. A program that is funded and available to all interested schools big or small. We have also started to explore naturalized playground ideas that we hope to implement this spring. So access to experts to point us in the right direction and help with planning.

Other (n=12)

- Not an area of focus this year.
- Busing, money for gas, parent support and volunteering
- Outdoor supplies
- playground and more equipment
- Lunches with Pastor Emmet - Already in place
- Nothing! It has been going great!
- Suggestions from them
- Websites to further aid additional activities
- More equipment for alternative activities such as cross country skiing
- Access to equipment that we may not otherwise be able to afford and/or justify to own for seasonal activities. eg. floor curling, golf set. I would love for a group to come through and set up an obstacle course that we can plan an event around. A program that is funded and available to all interested schools big or small. We have also started to explore naturalized playground ideas that we hope to implement this spring. So access to experts to point us in the right direction and help with planning.
- Need time and interest
- We are just in the infancy stage of adding activities to our intramural program. We have surveyed the students to see what type of activities they would like us to run at lunch. The supports are in place, now we are just building the culture.

POSITIVE SOCIAL ENVIRONMENT

Initiatives and Events (n=14)

- We have many events focusing on this and recently began a pilot mentorship program through the Red Cross called Beyond The Hurt and we are training elementary students in the program.
- MindUp program
- Having mindfulness day where we see people in hallways and give them a positive comment or make sure students aren't playing alone at recess.
- More group activities during school assemblies.
- Looking into more wellness ideas and are trying to implement a bullying program for next year
- More speakers for our students for events like Mental Health day as well as money for resources
- We are a Leader in Me school we are all over this!
- This year, we have begun implementing the OLWEUS anti-bullying program. We could use guest speaker who are dynamic and interesting to talk about their personal experiences being bullied or being a bully... they blind athlete at the conference was very moving and encouraging in this regard.
- We recently celebrated Pink Shirt Day and had a Literacy Night which created a PSE
- The team will do a "positive attribute" post it note for lockers when we have pink shirt day.
- Our spirt team has become more active in the school.
- Various school presentations, motivational speakers etc are brought in for school wide presentations, citizenship virtues are still recognized weekly
- We have a very positive school social environment at this time. So our focus has been on increasing activity and providing healthy choices for our students. We have several different events that are tradition in our school that continue to build a positive social environment.
- We have lots of programs running already that perhaps a way to recognize our staff for all their hard work would be beneficial for the continued success of the programs. We are very small staff so are very often involved in some way or form in every activity.

School and Stakeholder Involvement and Support (n=14)

- Our school council
- Buy in from staff and students
- volunteer, resources, pd
- By having more teachers and students involved
- More commitment from team members
- More student involvement in planning activities
- Having the admin support to implement the students' desire for change. Students truly wanted to make our school better.
- Assistance with students implementing it within the classroom
- Staff and parent support has been incredibly positive, which has helped in the implementation of our plans this year
- Resources for program ideas and volunteers to help run the programs.
- Class time and increased teacher buy-in
- We need time. We found resources to purchase but our next steps are to receive the resources, intro. to teachers, then implement in classrooms
- Time, money and interest
- Financial support, community partnerships

POSITIVE SOCIAL ENVIRONMENTS

Sharing Ideas and Resources (n=10)

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • More resources. • Honestly, at the stage we are in I feel that we have wonderful supports all over. I love hearing what other schools are doing and seeing how I can implement them in our own school. • Resources for classroom | <ul style="list-style-type: none"> • Resources for program ideas and volunteers to help run the programs. • Currently, these activities are supported well. Perhaps, more time to search out new ideas would be an assist. • Sharing of various initiatives at | <ul style="list-style-type: none"> other schools • More resources for mini lessons on positive social environments. • More time to plan/more resources in this specific area • Volunteer, resources, pd • More funding & ideas:) |
|--|---|---|

Time (n=7)

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Class time and increased teacher buy-in • More time to plan/more resources in this specific area | <ul style="list-style-type: none"> • We need time. We found resources to purchase but our next steps are to receive the resources, intro. to teachers, then implement in classrooms | <ul style="list-style-type: none"> • time and funding • Time, money and interest • more time • Time built into time table to plan activities |
|---|--|--|

Funding (n=7)

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Financial support, community partnerships • Ideas to apply for funding | <ul style="list-style-type: none"> • \$ always helps get activities started • Our school budget is tight, so funds would be very helpful. | <ul style="list-style-type: none"> • More funding & ideas:) • Time and funding • Time, money and interest |
|---|---|--|

Support and Education (n=5)

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Regular assigned times to train and prepare the students to become more at ease • Information/education • Resources for classroom | <ul style="list-style-type: none"> • We need time. We found resources to purchase but our next steps are to receive the resources, intro. to teachers, then implement in classrooms | <ul style="list-style-type: none"> • We have many events focusing on this and recently began a pilot mentorship program through the Red Cross called Beyond The Hurt and we are training elementary students in the program. |
|---|--|---|

POSITIVE SOCIAL ENVIRONMENTS

Other (n=18)

- Just keep on going.... it takes time to build this foundation.
- Nothing that we haven't already done
- Outside playground equipment for all ages k to 9 grades
- I think the social environment session, was probably the most useful of the three session in its content. Our school is already very aware of bucket filling, so it was more of a refresher for us, but nevertheless I see its use.
- Presenter information to increase positive social environments
- STOMP
- Health team needs to be an option
- More promotion
- Suggestions from them
- Not sure at this point
- Positive behavior assembly ideas
- Peer to peer leadership opportunities, inform students on health issues
- Honestly, at the stage we are in I feel that we have wonderful supports all over. I love hearing what other schools are doing and seeing how I can implement them in our own school.
- Currently, these activities are supported well. Perhaps, more time to search out new ideas would be an assist.
- We are a Leader in Me school we are all over this!
- This year, we have begun implementing the OLWEUS anti-bullying program. We could use guest speaker who are dynamic and interesting to talk about their personal experiences being bullied or being a bully.... they blind athlete at the conference was very moving and encouraging in this regard.
- We have a very positive school social environment at this time. So our focus has been on increasing activity and providing healthy choices for our students. We have several different events that are tradition in our school that continue to build a positive social environment.
- We have lots of programs running already that perhaps a way to recognize our staff for all their hard work would be beneficial for the continued success of the programs. We are very small staff so are very often involved in some way or form in every activity.

Appendix F: Participants' Perspective on Whether the HASS Event Helped Students Develop Leadership Skills

- Students always enjoy the day and the connections.
- Helped them see the impact they can have on the school community
- they take ownership of events in our school and are leading the younger students by example
- They are become more confident in their abilities as students when speaking in front of students and leading activities.
- Taking initiatives with our comprehensive health team to lead the school in health related activities.
- Some students found their voice
- They are in charge of weekly wellness Wednesday announcements on the PA system
- More students feel confident to become part of leadership and share their ideas
- joined a committee
- Knowledge and application to build capacity in others
- Generating ideas, implementing new initiatives, follow-through
- students learned how to create new games and showcase these games to other students as one example
- We take 6 students from our hpac team to this event and they come back with a real sense of purpose and increased confidence!
- Students were able to see many other ideas and collaborate with other students about ideas
- Opportunities to lead large groups on various activities.
- Possible - there are a lot of leadership opportunities in our school
- YCAT leadership and cooking club.
- The students came back from HASS with new ideas and enthusiastic about sharing their ideas with other students.
- attending meetings, help making school wide decisions, writing proposals and presenting them to administrators, advertising for events through posters and social media, participating in school wide assemblies, speaking and demonstrating in front of individual classrooms, collecting and interpreting data
- Working in a k-8 school
- By planning part of the Jump Rope for Heart
- Students have started to brainstorm how to run a student led intramurals program
- The students were exposed to other students and having a voice in groups of students they didn't know
- Following the event, two junior high students have continued to take the lead by attending weekly meetings and planning events for the school. Otherwise, these students may not have been engaged in the school community in this way.
- Yes the event has engaged many older students in participating in and leading different events and programs.
- Increased confidence, self-awareness, and positive interactions
- They are invited to be creative and have the ability to lead in their ideas to plan programming etc.
- They are actively involved and look forward to planning and organizing various events
- the kids have confidence in their message
- We have a group of kids that help with the younger kids on the playground
- Planning activities with the younger grades (1-3) during recess
- PALS leaders are more committed to their role
- They've had the opportunity to talk to their classes and keep them posted about current events.
- They are now part of the Snack Shack Development Team

- Very motivated to continue being part of the team and having fun
- Helping with Rainbow Lunches, helping with the Health Fair
- providing motivation and knowledge
- Confidence to approach our leadership class
- The students involved have a better sense of leadership (although they haven't been able to get things off the ground yet), and will hopefully be able to get things started before the end of the year. eg. Positive note day on Pink Shirt Day
- The students have taken it upon themselves to meet over lunch hour at least once a month.
- Students take responsibility to make actions happen
- Students want to step up and change things in the school that they see as poor
- Students have taken lead roles in organizing events, selling items, creating News Articles, letters and blogs. Overall being positive role models in the school and on school functions outside the building.
- The students working together, listening and contributing to different ideas.
- The students selected truly set-up and felt important. They were able to share at a school assembly the HASS dance.
- Our Health Action Team has done presentations and implement to plans
- Learned things to teach others
- **Students at the HAAS event developed great confidence doing their presentation and now do announcements etc in the school**
- The event showed the students the importance of healthy living and their job to bring that message back to our school.
- **Students are taking ownership of projects and we have had an increase in participation on special days, like dress up days.**
- By helping to formulate the school plan and follow through on the various initiatives within the school plan
- We have developed a Lightbulb team and have been teaching our school about active living, healthy eating and positive social environments
- Student directed health team
- Our Health Action Team leads physical activities at Assemblies and Noon Recesses.
- Pushed students to think of new ideas. Connected students/SWAT team. Empowered students to share their voice.
- Students have lead monthly assemblies
- More students are now involved in our Student Wellness Action Team, and are suggesting new activities and initiatives that we can start at our school that are student led
- House team
- The students realize that they are very influential and can make a difference. If they make good choices many around them will as well. They get excited about all the students at the HASS event leading happy, healthy, positive lives and it's contagious and they bring it back with them to our school.

Appendix G: Relationships that have been developed, in support of school initiatives, with organizations outside of the school

- We have had local farmers drop off extra or unused produce when they can. This was provided through a contact by our principal.
- Innovations for a girls group leader (junior high students)
- Alberta Mental Health, Anti Bully Groups
- 360 Fitness donated time and money to us
- AHS, yoga nation, RCMP, evergreen greenhouses, Image Dental, rookie rugby,
- We do the jump rope for heart
- community resources, e.g. rcmp
- There are quite a few - Rotary being one.
- Received Grant to overhaul canteen equipment so we could offer healthy foods.
- FCIS - youth leadership
- AHS, Ever Active: resources
- Sarah Morris, Michelle Buci, Chesa Corsiatto
- This happened not because of anything if HASS
- Breakfast for Learning- grant for snack program
- We are working with AHS Addictions Services to share information with the school regarding energy drinks (class based presentations and presentation to School Council).
- Yes, we have connected with various community organizations through our initiatives for e.g public and dental health, nutritionists, physical educators, local businesses, parents, charity organizations, spiritual teams.
- YMCA, Foodbank...via Ashely
- Health Champion committee every month. Get new ideas, plan. Utilized the city to apply for passes to give out as initiatives for students
- YMCA
- The Organic Box. Ordering foods for smoothies.
- Jumpstart
- Cricket Club, community members helping with Crochet club
- support from Busy Bee - providing prizes and materials
- Health-related businesses have asked to be invited to our 2nd Annual Health Fair this spring.
- yes we get donation from local businesses
- Music Alive program
- We tried - but there was a communication barrier
- Breakfast Clubs of Canada; Boys & Girls Club
- With our local high schools, other middle schools in our division, Rabbit Hill Ski Resort, Tri Leisure Center and WE DAY.
- ParticipACTION's - Grant money
- I felt I need more support from admin to have this become a movement in the school culture. They did not want students to miss class time to complete surveys which is part of the process to have data. I would like to have it in a 3-5 year school plan to develop our leadership in elementary.
- Parents and community members. Students baked cookies in the cooking class and we distributed them to the seniors in the area. We sent out a dozen cookies to 45 different seniors.
- Parent Council - they help in raising funds for various initiatives
- Hospital, community library, local groups
- Redcliff Greenhouses
- We are a small school in a small community so we have many, many partnerships. Friends of Clandonald, Vermilion Credit Union, Lakeland College, Edmonton Oil Kings, Edmonton Oilers, VIBE, Clandonald Fire Department, Knights of Columbus, Ag. Society, Mrs. J Catering, seniors, Clandonald Country Store, Anthony Martin, Alberta Milk, County of Vermilion River, Ever Active Schools. Doing up our action plan allowed us to be more aware of all the partnerships we have. We are more mindful of the value of all these partnerships and have it in our action plan to nurture and celebrate existing partnerships.

Appendix H: Changes that have occurred to school health policies as a result of HASS

- With the many initiatives occurring we are considering where and when to target changes.
- Having even healthier healthy snacks and lunches.
- Ideas from HASS sessions have been used and incorporated into the school.
- Mental health focus, awareness and a full day devoted to Mental Health activities
- Possible - we are more focused on games at recess, but there's been no official survey regarding the HASS initiative
- Helped us continue on our journey. Gave us renewed energy for our projects. Encouraged by meeting others and knowing others are embarking on a similar mission.
- healthy eating initiatives
- We no longer allow slurpies or pop in the building unless it's a scheduled event.
- We started having a smoothie bar at lunch everyday
- The event presented us with a wealth of opportunists to connect with other people and organizations. It also gave the teachers and students a chance to discuss and plan action plans.
- Hot lunches are having more healthier choices for the students
- Getting junk out of the vending machine
- Not yet
- Teacher ambition to lead health policies - new vending machine and healthy choice bulletin boards
- Good Beginnings. We are progressing... it's being forged into the conversation
- No, but attending such an event sure encourages us to continue with the policies we already have in place and reminds us of their value.

Appendix I: Suggestions for Ever Active Schools

- The high school piece is a great piece however we need more high schools. I have not given too much thought to how to do this but would be more than willing to continue to work on this piece
- Stay in touch! You are a big part of this important aspect of school life
- would be great to continue to have lots of interactive physical activities examples of games to play in PE, DPA or brain breaks especially for gr 7-9 as most games in the past focus on elementary and there is great need for teens to get off tech!!
- Keep up the great work. We appreciate what you do and the opportunities that are given to kids.
- Awesome website and support for teachers and students
- Keep up the good work. Allow us to bring more students next year and have the workshop right in September
- Great job! Please keep this event going!!
- Excellent workshops for kids to gain ideas and have fun to motivate our leadership team
- Thank you again. The day was fantastic. The students are still talking about it.
- I thought HASS was okay, but the stations were too congested and some were way over the students' heads.
- The body break sessions were fun. I think a healthy lunch should be included in the conference. Would be fun to have a challenge at the conference and have all the tables or schools compete against one another. Maybe, elementary schools face off and junior high's face off? Like the science Olympics of the health world. For instance, each table has to invent or share a body break. Each body break has to last for not more than 10 minutes, use a minimal amount of props and require individuals to move as much as possible. Teachers may not participate or aid the teams. Everyone has 20 minutes to prepare and then they lead it. Judges give the best school medals, trophies, plaques or smoothie coupons or something. Would be very engaging, empowering and interesting. Could have a cook off competition where students have to prepare healthy and creative snacks. Every school needs to bring their own materials and they must prepare the snack within 20 minutes and must create at least 30 samples. The items will be judged on taste, presentation, inclusion of the 4 food groups, and exclusion of extras..... Challenges would be fun.
- I liked the sharing of the ideas that other schools were doing as we implemented a lot of new things.
- Thanks for the support
- Thank you for offering these opportunities and for encouraging student leadership.
- Thanks for everything you do for all of us.
- I was disappointed in the HASS Symposium...the students learnt how to play games but did not learn any leadership. The adults learnt nothing that they didn't know already including the physical activity games. It was an extremely disappointing event.
- Outstanding job and a lot of fun for everyone!
- We have also gone to District Wellness Forum and are planning on activities for wellness at the staff level
- The afternoon was long for our grade 4 students. They needed some adult guidance. I didn't feel like they were very focused because it was hard for them to sit for that period of time
- This event was engaging and uplifting. A positive experience to promote healthy living in the schools. We cannot wait to attend next year!
- no
- These events are great to jumpstart our leadership initiatives for our students. It also gives them great ideas and motivation to be a health advocate. Thanks!!
- Fantastic event!!

- For next year's event, more interactive sessions would be greatly appreciated and encouraged
- I found the event OK. I followed up with our student leaders who attended, and they thought it was fun, but admitted that they did not really gain anything from the event, which kind of defeated the purpose in my eyes.
- It was organized very well. Great improvement from the year prior!
- Thank you again. The junior high students are still excited about the conference. Keeps them motivated
- How do we implement an action plan?
- Good presenters and sessions offered
- Would like to do a school wide HASS event to get more students involved.
- Thank you for continuing to support all of us and providing both students, teachers, support staff and parents with great ideas of how to create healthy changes.
- My suggestion would be to have more information for high schools. We have a very different structure from elementary and junior highs in that we cannot give up a lot of class time because of academics so it would be nice to see what other schools are doing that are like ours
- I believe HASS was a great opportunity for our school. I would like to have a rep from School Council and perhaps admin be part of the process of attending to add value what could be done to support inspiring others to be healthy in mind and body. It has been challenging to have admin support time to work with students during the school day. The students feeling of not feeling welcomed in our school was something they wanted to be addressed as we've had big changes in how our school operations.
- Great day the students learned much and totally enjoyed all of the events.
- The events and activities at HASS were very good at building teamwork and knowledge of activities to support an active lifestyle within our school.
- The kids enjoyed it, I wish that the elementary had some sessions to attend (instead of all physical activities) for their age level.
- Great conference!
- The event could be celebrated as a whole school which might not only empower school, but also the organizers.
- Provide a bigger location for students and staff to be active at. Possible suggestion may be to hold it at the Cypress Centre.
- HASS is a great event that our students look forward to participating in every year!
- I appreciate the presence of the Ever Active Schools and their partners. I hope that this initiative will continue to be important as we continue to implement healthy active school goals and action plans. All too often an organization receives funding and is visible and then when the funding disappears so does the message. I appreciate that this message has been strong for a few years now and seems like it is being supported and will be around for a while. The shift is starting to happen if we continue to share the message.

How will student lead and student created DPA
activities increase participation and enjoyment?



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