



HEALTHY ACTIVE SCHOOLS SYMPOSIA

REPORT
FOR 2016-17 SCHOOL YEAR

What to do with an Idea





SUPPORTING HEALTHY SCHOOL COMMUNITIES
THROUGH STUDENT LEADERSHIP

EVALUATION BY

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ALBERTA CENTRE FOR
Active Living
Research and education
for the promotion of physical activity



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



PROVINCIAL OVERVIEW

ATTENDEES PER LOCATION

- Medicine Hat 196
- Red Deer 462
- Bonnyville 105
- Edmonton 155
- Grande prairie 84
- Mighty Peace 213
- Camrose 143
- Parkland 79
- Calgary 170
- Lethbridge 127
- Foothills 205
- BlackGold 280
- Whitecourt 91
- Fort McMurray 144



2454

Total Attendees

1989

Grades 4-12 Students

296

Schools

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 wellbeing, through a Comprehensive School Health approach. HASS empowers students to be active agents of change in building a school community that enhances and fosters their health and learning. This evaluation examined the success and impact of HASS on Alberta School Communities for the 2016-17 school year.



Conversation Starters



Satisfaction with the Event



Action Planning



Barriers



KEY FINDINGS

HASS Event Conversation starters

School Health Teams completed a “Healthy Schools Alberta Conversation Starter” survey during the event, that focussed on the following components: 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 component. Top activities for which participants indicated that their school ‘sometimes’ or always’ focus on are highlighted below within each component:

Social & Physical Environment

- 83.4% have healthy food choices in their vending machines, canteens and cafeterias
- 100% have healthy relationships with their school’s students and staff
- 100% have teachers that take part in the activities and events with the students.
- 100% have safe places to go when someone needs help.

Teaching and Learning

- 97.2% know where to find supports regarding their own mental and physical well-being
- 97.9% have classes that are fun, interactive, and provide choice.
- 98.6% learn about why and how to be physically active.

Healthy School Policy

- 93.6% have school teams that support wellness
- 96.8% of schools have a vision and mission/school code of conduct that supports safe, caring, respectful and welcoming environments
- 97.2% have physical activities everyday in school (e.g. Daily physical activity)

Partnerships and Services

- 93.2% have community partners who support their school
- 94.7% have outside groups/individuals come in and work with their school on a variety of different activities (e.g. Dance instructor, yoga instructor)
- 98.2% have supportive and involved parents in their school

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.

- 94.8% indicated that the HASS event met their school team's expectations;
- 88.7% indicated that they would attend a future HASS event; and
- 95.7% indicated that they would recommend the HASS event to others.

The Healthy School Action Plan

Development

At the HASS event, School Health Teams developed their own Healthy School Action Plans with clear steps and achievable goals. The Healthy School Action Plans focussed on:

- healthy eating activities;
- positive mental wellness activities;
- active living participation;

School Health Teams contributed to the development of their Healthy School Action Plan.

- 89.2% were confident that their School Health Team could implement their Healthy School Action Plan; and
- 93.5% intend to use the information gained from the HASS event when implementing their Healthy School Action Plan.

Use of Healthy School Action Plan 2-Month Post-HASS Event

School Health Teams were contacted 2-months after their HASS event to complete a follow-up survey seeking to understand the status of their Healthy School Inquiry Action Plan. Findings were similar to those found in the 2015-16 HASS report.

All School Health Teams reported strong intentions to support healthy eating, active living, and positive mental wellness activities. However, few schools started to plan new activities for positive mental wellness, and even fewer observed any changes in this topic area. The greatest amount of change observed in schools was in the area of healthy eating. Finally, compared to last year, fewer schools started to plan new active living activities, yet had observed similar changes.

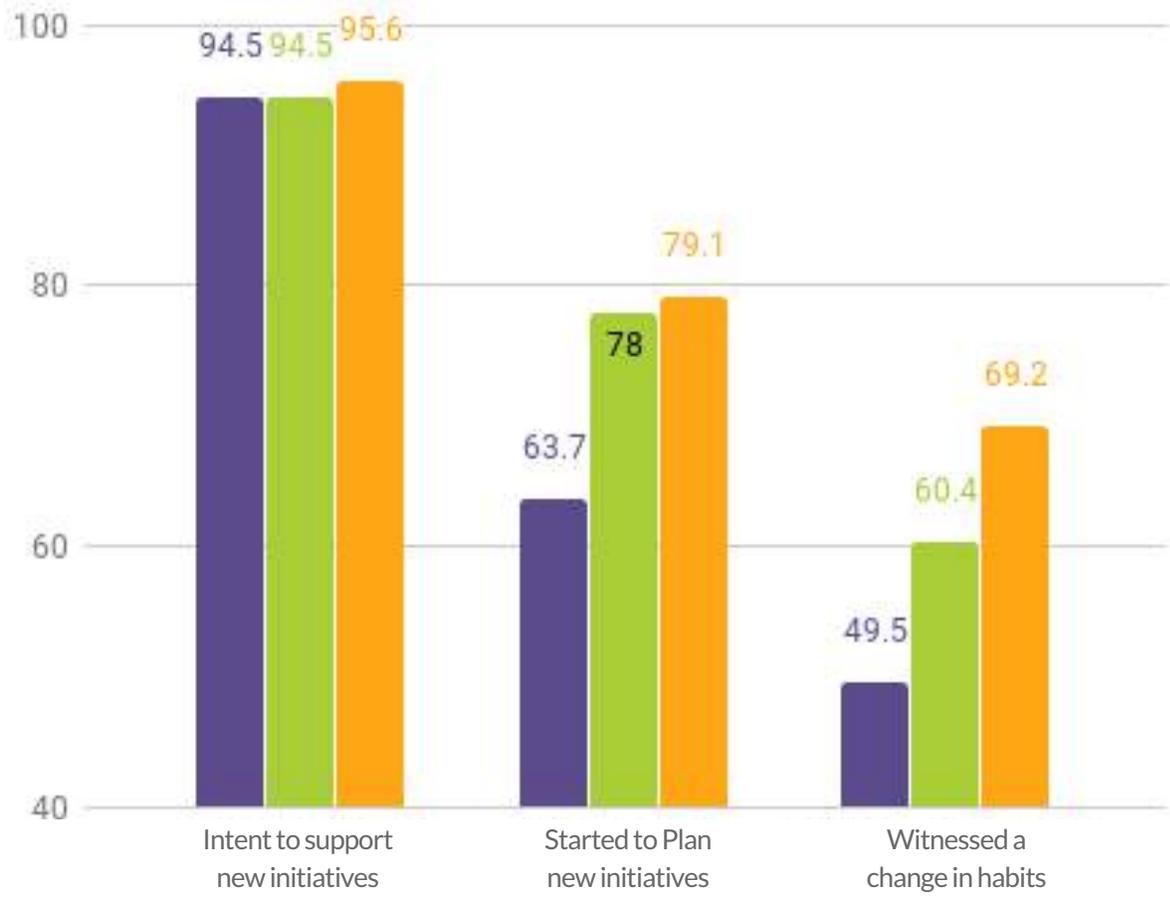


Implementation of the Action Plan

Healthy Eating

Active Living

Positive Mental Wellness



Barriers

Barriers to implementing the Healthy School Action Plan were anticipated by School Health Teams at the HASS event. Anticipated barriers included:

- Financial Resources
- Time
- Staff administration support and buy-in

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

- Funding
- Sharing ideas and resources
- Time
- School, parent, and stakeholder involvement and support
- Initiatives and Events
- School, Family and Student Education
- Support and Education

Connecting Ever Active Schools 2015-2016 Business Plan

The impact of the HASS events held across the province contribute to the below outcomes as listed in the 2016-2017 Business Plan:

- 1 Increased coordination and reach of school health-related activities in Alberta.
- 2 Improved positive mental health, healthy eating and physical activity behaviours of students.
- 3 More Alberta school communities using resources, research and evidence-based practices to assess, prioritize, plan, implement, evaluate and celebrate student health and learning outcomes.
- 4 Reduced disparities in health and educational amongst First Nations, Metis and Inuit and other at-risk populations.
- 5 Wellness is embedded in culture of school communities, across subject areas and settings in a welcoming, caring, respectful and safe school environment

Conclusions

According to HASS attendees, the event was successful at providing skills and resources to support School Health Teams develop and implement their Healthy School Action Plans. Most findings are similar to the 2015-2016 HASS evaluation, suggesting consistency in successfully achieving its goals of providing Alberta Schools with the knowledge and support between intention and planning phases that help lead to changes in health behaviours in the participating school communities.

Participants commonly indicated supports 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.

For future HASS events, organizers should consider providing model examples of successful implementation of activities, including strategies for maintaining School Health Teams' momentum. At the same time, Ever Active Schools and Provincial Active Living Partners should remain connected with schools throughout the year to support their action plan implementation, and provide information on new resources, strategies to engage and maintain stakeholder/volunteer support, and funding opportunities as they arise.

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



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INTRODUCTION

In October 2016, 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 a few months following the HASS (Time 2). The three data sources included:

- i. Healthy Schools Alberta Conversation Starter (Time 1);
- ii. Healthy Active School Symposium 2016-2017 Adult Survey (Time 1); and
- iii. Healthy Active School Symposium 2016-2017 School Health Team Survey (Time 2)

Participants were asked about:

- Health behaviour change with respect to healthy eating, active living, and positive mental wellness;
- Student leadership development through the Alberta Education 21st century competencies;
- School connectedness and support; and
- 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 2016-2017 HASS Evaluation.

HASS EVENT ATTENDEES

Between October 2016 and February 2017, Ever Active Schools hosted 14 different HASS events across Alberta. A total of 2,454 adults and 1,989 students (grades 4-12); a total of 296 school teams from 286 schools within 56 districts participated. Locations varied across Alberta to capture a wide variety of rural and urban school communities. A total of 284 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, each School Health Team had an opportunity to complete the Conversation Starter survey, which focussed on the following components: Social and Physical Environment; Teaching and Learning; Healthy School Policy; and Partnerships and Services. Within each component 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 284 School Health Teams from the following HASS event locations: Calgary (n=31), Fort McMurray (n=14), Edmonton (n=16), Lethbridge (n=13), Foothills (n=18), Camrose (n=17), Grande Prairie (n=9), Red Deer (n=48), Mighty Peace (n=24), Whitecourt (n=11), Black Gold (n=30), Parkland (n=9), Bonnyville (n=23), and Medicine Hat (n=21).

SOCIAL AND PHYSICAL ENVIRONMENT

This section of the survey included 13 items related to active living, healthy eating, and positive mental wellness. Figure 1 depicts statements related to physical activity and healthy eating. Overall, 82.4% of School Health Teams across Alberta always have clean, safe, caring and welcoming places to be physically active, with only 17.3% indicating sometimes. Only 57.4% of School Health Teams always have activities for students before school, at lunch, and/or after school, with 40.5% indicating “sometimes”.

With regards to healthy eating, only 12.3% of School Health Teams indicated that they never have healthy food choices for celebrations and class parties, with 70.4% indicating “sometimes” and 13.0% indicating “always”. In vending machines, canteens and cafeterias, 32.4% and 23.9% indicated that they “sometimes” or “always” have healthy food choices in their vending machines, respectively. This question was not applicable to 37.3% of the teams (Figure 1).

Nine items were asked in relation to positive mental wellness and can be found in Figure 2. Very few School Health Teams indicated “never” or “not applicable” to these items. To highlight a few, 91.5% of School Health Team indicated that their school always has safe places to go when someone needs help, 80.3% indicated that adults in their school are always kind, respectful, and make them feel safe, and 70.4% indicated that their schools always feels safe and welcoming to everyone.

Table 1 provides a breakdown of those School Health Teams who indicated “always” or “sometimes” for each item within the Social and Physical Environment component. 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.

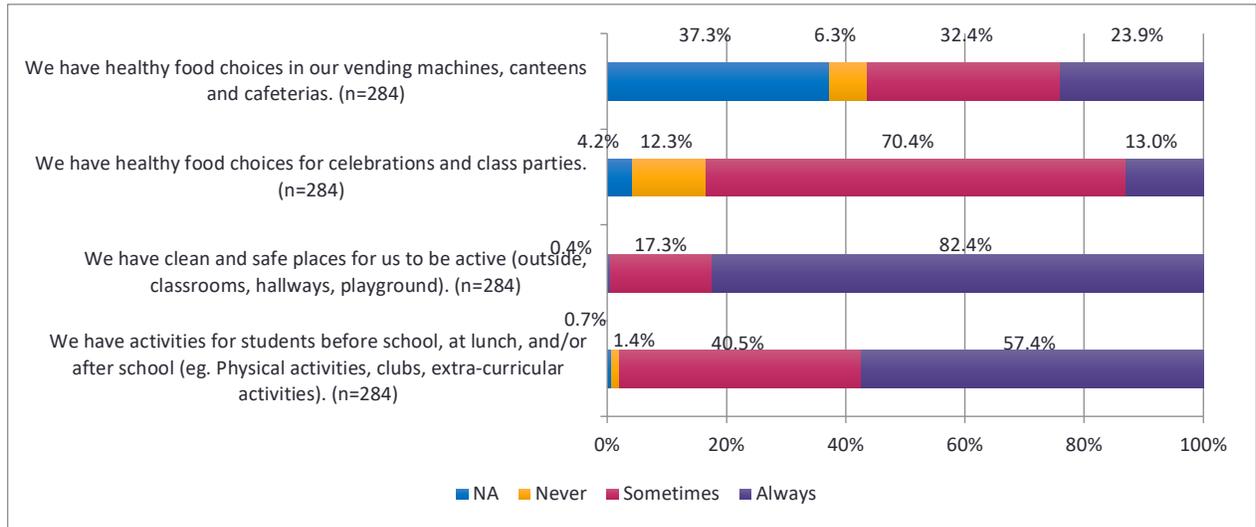


FIGURE 1: THE SOCIAL AND PHYSICAL ENVIRONMENT IN RELATION TO PHYSICAL ACTIVITY AND NUTRITION

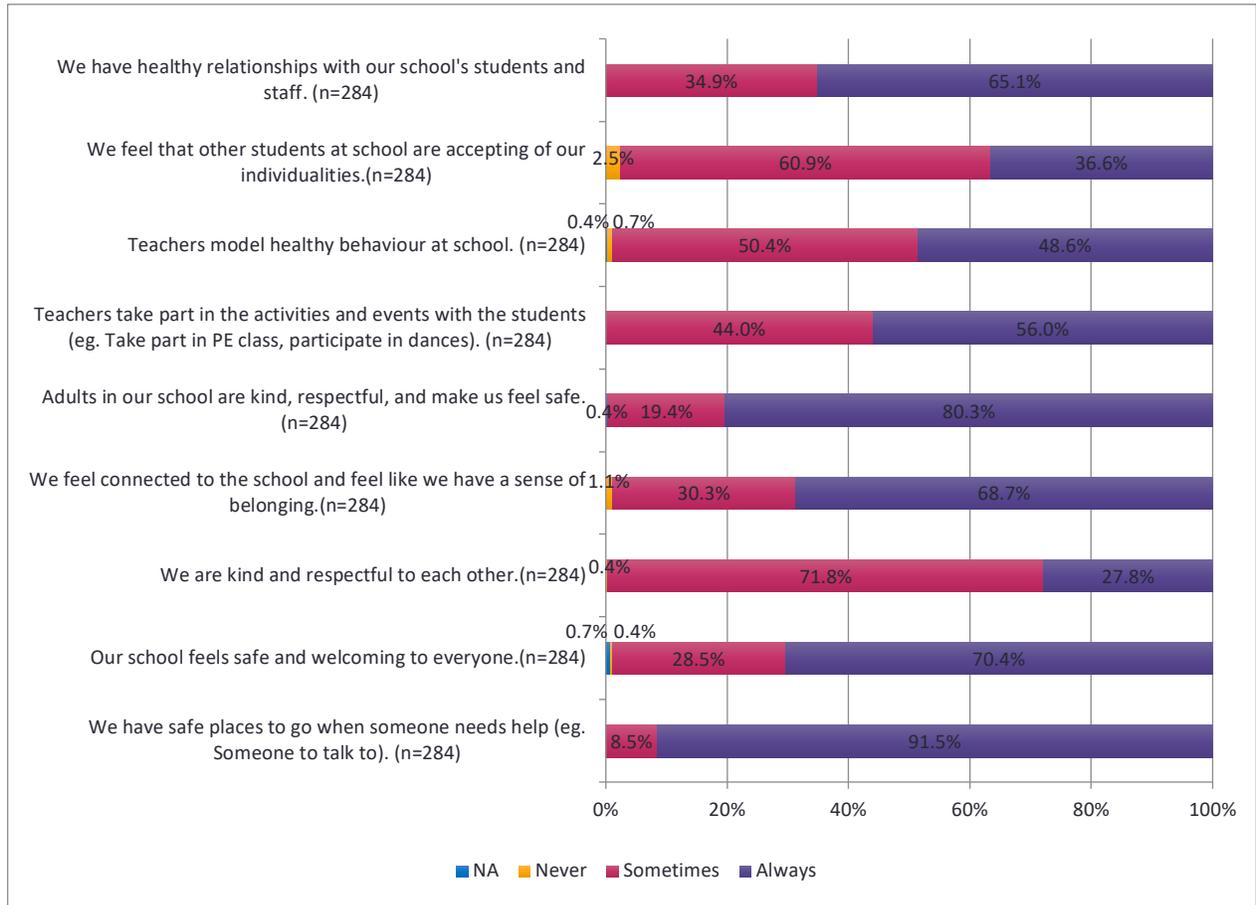


FIGURE 2: THE SOCIAL AND PHYSICAL ENVIRONMENT IN RELATION TO POSITIVE MENTAL WELLNESS

TABLE 1: PERCENT OF SCHOOL HEALTH TEAMS INDICATING "ALWAYS" OR "SOMETIMES" TO EACH ITEM IN THE SOCIAL AND PHYSICAL ENVIRONMENT COMPONENT

Item	HASS Event													
	Calgary (n=31)	Fort McMurray (n=14)	Edmonton (n=16)	Lethbridge (n=13)	Foothills (n=18)	Camrose (n=17)	Grande Prairie (n=9)	Red Deer (n=48)	Mighty Peace (n=24)	Whitecourt (n=11)	Black Gold (n=30)	Parkland (n=9)	Bonnyville (n=23)	Medicine Hat (n=21)
We have activities for students before school, at lunch, and/or after school (e.g. Physical activities, clubs, extra-curricular activities).	93.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	95.8%	90.9%	100.0%	100.0%	95.7%	95.2%
We have clean and safe places for us to be active (outside, classrooms, hallways, playground).	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	96.7%	100.0%	100.0%	100.0%
We have healthy food choices for celebrations and class parties.	77.4%	92.9%	87.5%	69.2%	66.7%	94.1%	66.7%	87.5%	87.5%	81.8%	73.3%	88.9%	91.3%	95.2%
We have healthy food choices in our vending machines, canteens and cafeterias.	38.7%	85.7%	25.0%	76.9%	38.9%	64.7%	100.0%	54.2%	58.3%	63.6%	40.0%	77.8%	82.6%	47.6%
We have safe places to go when someone needs help (e.g. Someone to talk to).	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Our school feels safe and welcoming to everyone.	100.0%	100.0%	93.8%	92.3%	100.0%	100.0%	100.0%	97.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
We are kind and respectful to each other.	100.0%	100.0%	100.0%	100.0%	94.4%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
We feel connected to the school and feel like we have a sense of belonging.	100.0%	100.0%	100.0%	100.0%	94.4%	100.0%	100.0%	100.0%	95.8%	100.0%	96.7%	100.0%	100.0%	100.0%
Adults in our school are kind, respectful, and make us feel safe.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	97.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Teachers take part in the activities and events with the students (e.g. Take part in PE class, participate in dances).	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Teachers model healthy behaviour at school.	100.0%	85.7%	100.0%	92.3%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
We feel that other students at school are accepting of our individualities.	100.0%	100.0%	93.8%	92.3%	94.4%	100.0%	100.0%	100.0%	91.7%	100.0%	93.3%	100.0%	100.0%	100.0%
We have healthy relationships with our school's students and staff.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TEACHING AND LEARNING

This section of the survey included 12 items (Figure 3). Across all statements, the majority indicated “sometimes” or “always”. To highlight a few items in relation to physical activity, 69.6% indicated that they “always” learn about why and how to be physically active, and 83.7% indicated that they take part in a variety of different activities. With regards to healthy eating, 38.5% and 54.8% indicated that they “sometimes” and “always” learn about the importance of healthy eating, respectively.

Almost 70% of School Health Teams indicated that they always “learn about how to be kind and caring to one another,” with only 60.8% indicating that they always “learn about respecting each other and celebrating our differences.” Findings also show that School Health Teams are “sometimes” or “always” learning about wellness in other subject areas and that resources are provided to support wellness. Finally, although 47.0% indicated that they are taught strategies to support positive mental health, 73.9% “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 that indicated “always” or “sometimes” for each item within the Teaching and Learning component. 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” to the following:

- “We learn about the importance of eating healthy” – Grande Prairie (77.8%)
- “We learn about wellness in other subject areas (e.g. Math, Science, Language Arts)” – Foothills (72.2%), Camrose (76.5%), Whitecourt (70.0%), Parkland (66.7%), and Bonnyville (72.7%).
- “We are physically active and move in all subject areas” – Fort McMurray (78.6%), Foothills (61.1%), and Bonnyville (69.6%).
- “We are taught strategies to support positive mental health” – Foothills (66.7%).

Recommendation: There may be opportunity for HASS to explore these topic areas with respect to how School Health Teams in these regions differ to offer cross-jurisdictional learning opportunities.

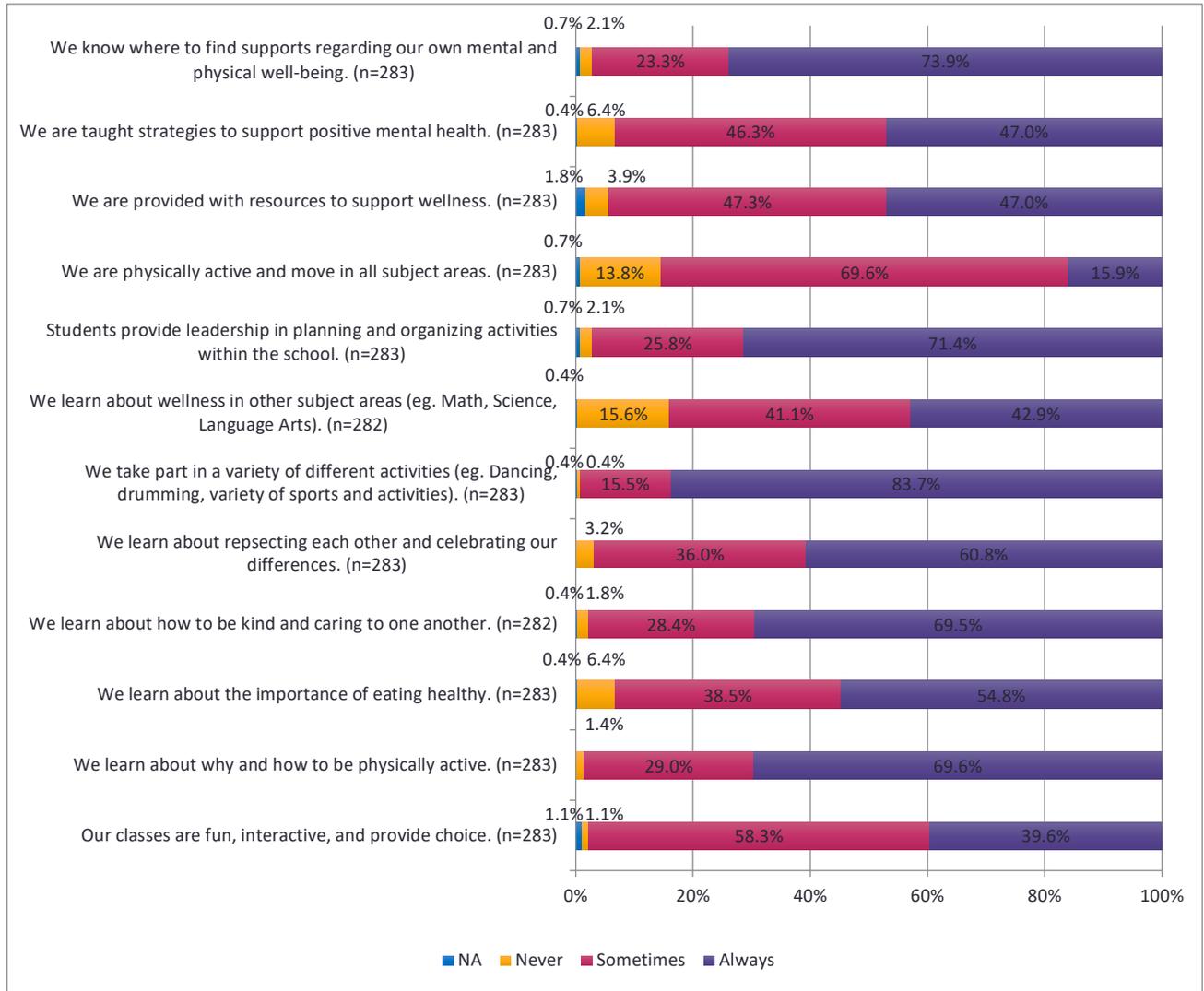


FIGURE 3: TEACHING AND LEARNING

TABLE 2: PERCENT OF SCHOOL HEALTH TEAMS INDICATING "ALWAYS" OR "SOMETIMES" TO EACH ITEM IN TEACHING AND LEARNING COMPONENT

Item	HASS Event													
	Calgary (n=31)	Fort McMurray (n=14)	Edmonton (n=16)	Lethbridge (n=13)	Foothills (n=18)	Camrose (n=17)	Grande Prairie (n=9)	Red Deer (n=48)	Mighty Peace (n=24)	Whitecourt (n=11)	Black Gold (n=30)	Parkland (n=9)	Bonnyville (n=23)	Medicine Hat (n=21)
Our classes are fun, interactive, and provide choice. (n=283)	96.8%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	95.8%	91.7%	100.0%	100.0%	100.0%	95.7%	100.0%
We learn about why and how to be physically active. (n=283)	96.8%	92.9%	100.0%	100.0%	100.0%	100.0%	100.0%	97.9%	100.0%	100.0%	96.7%	100.0%	100.0%	100.0%
We learn about the importance of eating healthy. (n=283)	87.1%	92.9%	100.0%	84.6%	94.4%	100.0%	77.8%	95.8%	87.5%	100.0%	96.7%	100.0%	91.3%	95.2%
We learn about how to be kind and caring to one another. (n=282)	93.5%	92.9%	100.0%	100.0%	88.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	95.2%
We learn about respecting each other and celebrating our differences. (n=283)	96.8%	100.0%	100.0%	84.6%	94.4%	94.1%	100.0%	100.0%	95.8%	100.0%	96.7%	100.0%	95.7%	95.2%
We take part in a variety of different activities (e.g. Dancing, drumming, variety of sports and activities). (n=283)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	97.9%	100.0%	100.0%	96.7%	100.0%	100.0%	100.0%
We learn about wellness in other subject areas (e.g. Math, Science, Language Arts). (n=282)	87.1%	92.9%	93.8%	84.6%	72.2%	76.5%	88.9%	89.6%	91.7%	70.0%	80.0%	66.7%	72.7%	90.5%
Students provide leadership in planning and organizing activities within the school. (n=283)	96.8%	100.0%	100.0%	92.3%	88.9%	100.0%	100.0%	97.9%	100.0%	100.0%	96.7%	100.0%	91.3%	100.0%
We are physically active and move in all subject areas. (n=283)	83.9%	78.6%	93.8%	84.6%	61.1%	88.2%	88.9%	93.8%	87.5%	80.0%	86.7%	88.9%	69.6%	100.0%
We are provided with resources to support wellness. (n=283)	96.8%	92.9%	100.0%	92.3%	83.3%	94.1%	88.9%	93.8%	95.8%	90.0%	93.3%	88.9%	100.0%	100.0%
We are taught strategies to support positive mental health. (n=283)	90.3%	92.9%	100.0%	84.6%	66.7%	94.1%	100.0%	93.8%	100.0%	100.0%	100.0%	88.9%	91.3%	100.0%
We know where to find supports regarding our own mental and physical well-being. (n=283)	93.5%	92.9%	100.0%	92.3%	88.9%	100.0%	100.0%	97.9%	95.8%	100.0%	100.0%	100.0%	100.0%	100.0%

HEALTHY SCHOOL POLICY

This section of the survey included 4 items (Figure 4). Almost 81.2% indicated that their school always has a “vision and mission/school code of conduct that supports safe, caring, respectful and welcoming environment.” Seventy-two percent indicated that they always have school teams that support wellness. With regards to healthy food choices that follow the Alberta Nutrition Guidelines, 39.4% and 38.3% indicated that this occurred “always” and “sometimes,” respectively. Finally, the majority (74.5%) 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 component. 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” – Calgary (58.1%), Edmonton (50.0%), Lethbridge (69.2%), Foothills (72.2%), Grande Prairie (77.8%), Black Gold (76.7%), and Parkland (77.8%).
- “Our school has a vision and mission/school code of conduct that supports safe, caring, respectful and welcoming environments” – Grande Prairie (77.8%).

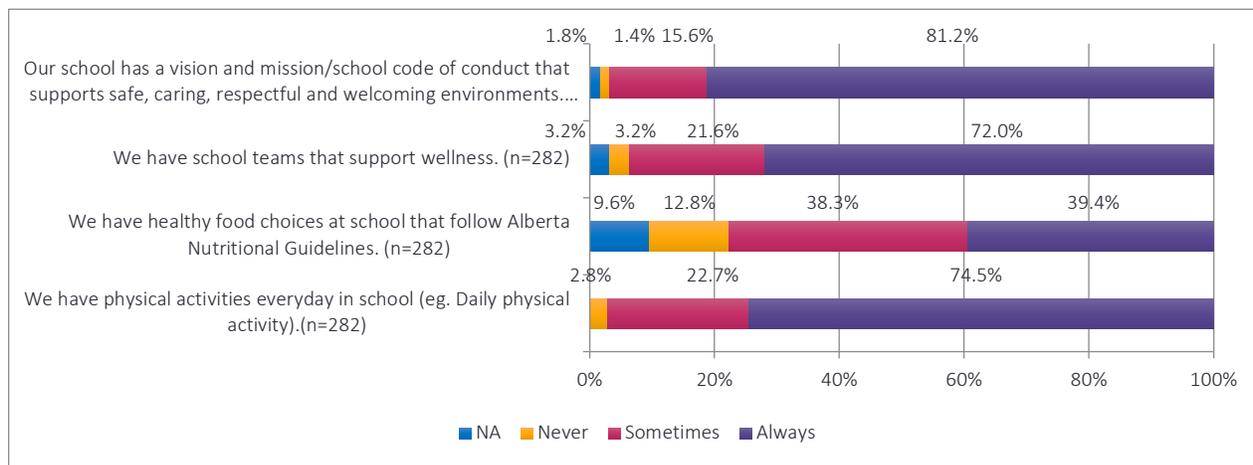


FIGURE 4: HEALTHY SCHOOL POLICY

TABLE 3: PERCENT OF SCHOOL HEALTH TEAMS INDICATING "ALWAYS" OR "SOMETIMES" TO EACH ITEM IN HEALTHY SCHOOL POLICY COMPONENT

Item	HASS Event													
	Calgary (n=31)	Fort McMurray (n=14)	Edmonton (n=16)	Lethbridge (n=13)	Foothills (n=18)	Camrose (n=17)	Grande Prairie (n=9)	Red Deer (n=48)	Mighty Peace (n=24)	Whitecourt (n=11)	Black Gold (n=30)	Parkland (n=9)	Bonnyville (n=23)	Medicine Hat (n=21)
We have physical activities everyday in school (e.g. Daily physical activity).(n=282)	90.3%	92.9%	100.0%	100.0%	94.4%	100.0%	100.0%	100.0%	100.0%	90.0%	96.7%	100.0%	95.5%	100.0%
We have healthy food choices at school that follow Alberta Nutritional Guidelines. (n=282)	58.1%	100.0%	50.0%	69.2%	72.2%	88.2%	77.8%	85.4%	83.3%	90.0%	76.7%	77.8%	81.8%	81.0%
We have school teams that support wellness. (n=282)	90.3%	100.0%	100.0%	84.6%	83.3%	94.1%	100.0%	95.8%	91.7%	90.0%	93.3%	100.0%	95.5%	95.2%
Our school has a vision and mission/school code of conduct that supports safe, caring, respectful and welcoming environments. (n=282)	100.0%	92.9%	100.0%	92.3%	94.4%	94.1%	77.8%	100.0%	100.0%	100.0%	96.7%	100.0%	90.9%	100.0%

PARTNERSHIPS AND SERVICES

This section of the survey included 4 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. Almost 17.0% indicated that they “never” or it was “not applicable” to connect with nearby schools.

Table 4 provides a breakdown of those School Health Teams that indicated “always” or “sometimes” for each item within the Partnerships and Services component. Overall, at least 80.0% of School Health Teams from each jurisdiction indicated “always” or sometimes”, for most items. However, it is important to highlight a few where this was not achieved.

- “We have outside groups/individuals come in and work with us on a variety of different activities (e.g. Dance instructor, yoga instructor, artist in residence, Alberta Health Services, service clubs)” – Grande Prairie (77.8%)
- “We connect with schools near ours” – Fort McMurray (78.6%), Edmonton (68.8%), Lethbridge (69.2%), Foothills (77.8%), Grande Prairie (55.6%), Red Deer (79.2%), and Bonnyville (78.3%).
- “We have community businesses that support our school” – Grande Prairie (77.8%) and Bonnyville (78.3%).
- “We have community partners who support our school” – Parkland (77.8%).

Recommendation: In terms of Partnerships and Services, there may be opportunity for HASS to provide further supports and ideas to support community collaborations in support of schools across all jurisdictions.

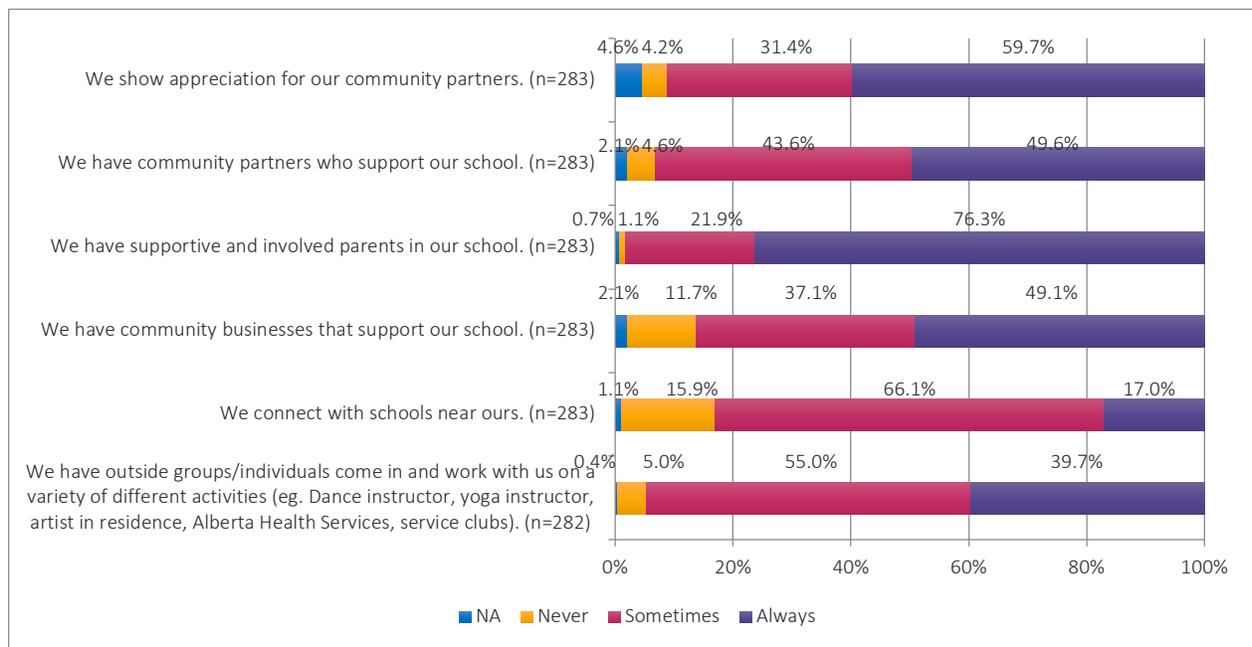


FIGURE 5: PARTNERSHIP AND SERVICES

TABLE 4: PERCENT OF SCHOOL HEALTH TEAMS INDICATING "ALWAYS" TO EACH ITEM IN PARTNERSHIPS AND SERVICES COMPONENT

Item	HASS Event													
	Calgary (n=31)	Fort McMurray (n=14)	Edmonton (n=16)	Lethbridge (n=13)	Foothills (n=18)	Camrose (n=17)	Grande Prairie (n=9)	Red Deer (n=48)	Mighty Peace (n=24)	Whitecourt (n=11)	Black Gold (n=30)	Parkland (n=9)	Bonnyville (n=23)	Medicine Hat (n=21)
We have outside groups/individuals come in and work with us on a variety of different activities (e.g. Dance instructor, yoga instructor, artist in residence, Alberta Health Services, service clubs). (n=282)	100.0%	92.9%	100.0%	100.0%	100.0%	82.4%	77.8%	95.8%	87.5%	100.0%	96.7%	100.0%	87.0%	95.2%
We connect with schools near ours. (n=283)	80.6%	78.6%	68.8%	69.2%	77.8%	94.1%	55.6%	79.2%	100.0%	100.0%	86.7%	88.9%	78.3%	95.2%
We have community businesses that support our school. (n=283)	80.6%	92.9%	87.5%	92.3%	83.3%	94.1%	77.8%	89.6%	91.7%	100.0%	80.0%	88.9%	78.3%	81.0%
We have supportive and involved parents in our school. (n=283)	96.8%	92.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	95.7%	90.5%
We have community partners who support our school. (n=283)	90.3%	100.0%	87.5%	100.0%	83.3%	88.2%	100.0%	91.5%	100.0%	100.0%	96.7%	77.8%	100.0%	90.5%
We show appreciation for our community partners. (n=283)	93.5%	85.7%	87.5%	84.6%	88.9%	88.2%	88.9%	87.5%	100.0%	100.0%	90.0%	88.9%	100.0%	90.5%

ADDITIONAL COMMENTS

In this survey, participants were offered the opportunity to express additional comments and if the survey had missed any items. The most prominent theme was in relation to mental, spiritual, and social health and wellness. Additional quotes follow.

- Mental/spiritual/social health and wellness
 - “Mental health is priority over physical - no mention of inclusion for people with disabilities - connection with mental and physical well-being“
 - “Spiritual wellness questions“
 - “Cyber bullying, LGBTQ supports; anxiety“
- Other
 - “The responses were hard to determine as sometimes could be always for some students“
 - “A lot of the questions depend on the teachers and who's perspective you'll look through“
 - “lunch monitors; hall monitors; student council; safety patrol; gym riot“
 - “We feel we are a healthy school“

A full list of quotes 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 2016-2017 event survey. Out of a total of 284 School Health Teams, a total of 232 began the survey, of which 231 were complete (99.6%). Figure 6 provides a summary of attendance to each HASS event. The top three attended locations were: Red Deer (11.7%; n=27), Calgary (11.3%; n=26), and Medicine Hat (9.5%; n=22).

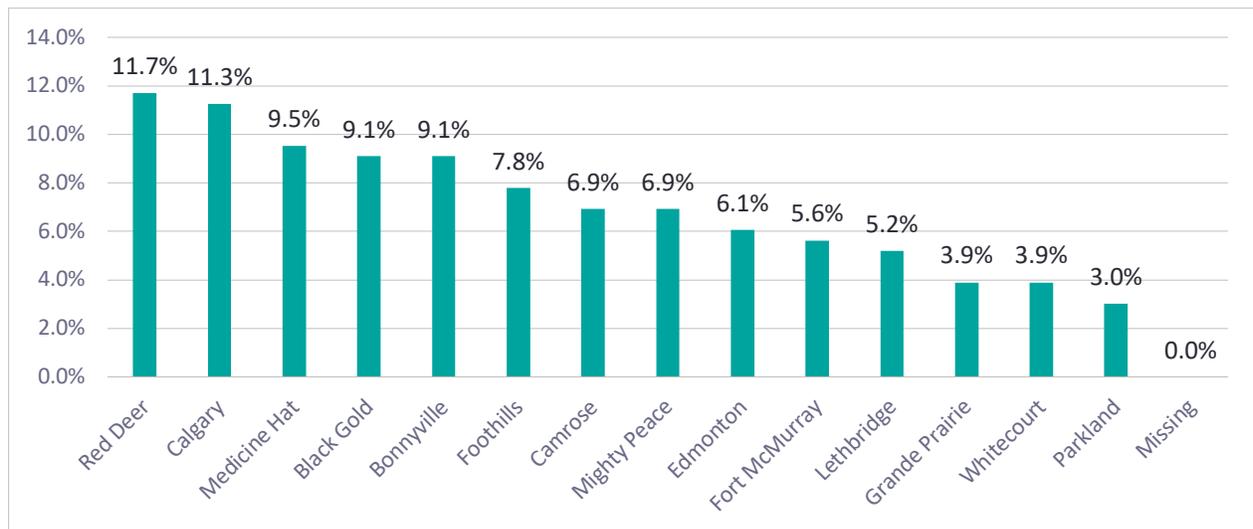


FIGURE 6: PERCENT OF ALL ATTENDEES BY HASS EVENT (N=231)

Across all HASS locations, the majority of attendees were teachers (86.6%; Figure 7).

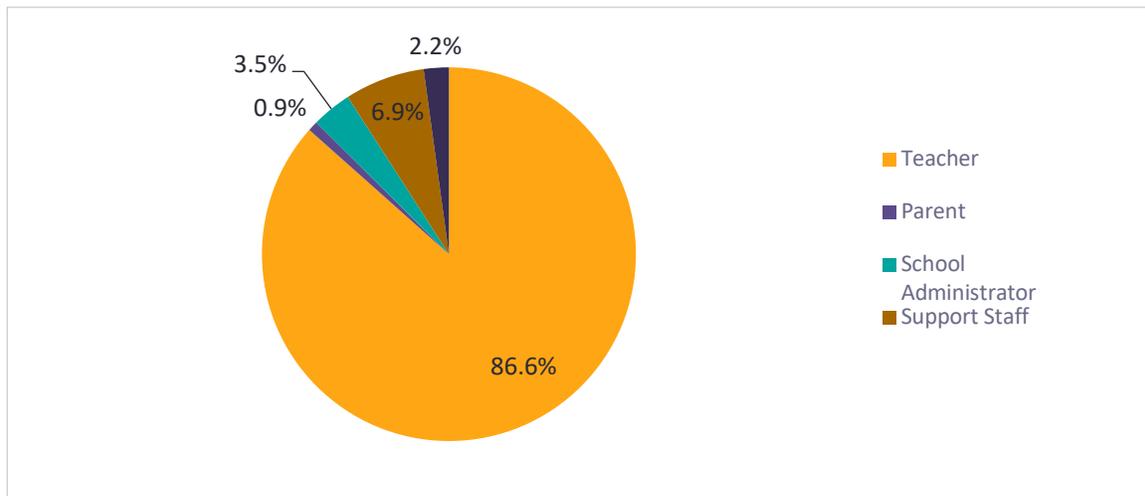


FIGURE 7: PERCENT OF ADULTS FROM 14 HASS LOCATIONS WHO REPORTED THEIR ROLE/OCCUPATION (N=231)
**** OTHER** ROLES INCLUDED: COUNCILLOR (N=2); EDUCATION ASSISTANT (N=1); MENTAL HEALTH (N=1); PROJECT PEACE (N=1)

Table 5 provides an overview of school jurisdictions that were present at the HASS events.

TABLE 5: PERCENT OF PARTICIPANTS BY SCHOOL JURISDICTION (N=232)

Jurisdiction	Percent
Alexander First Nation Education	0.4%
Battle River School Division	4.8%
Blackgold School Division	6.9%
Calgary Board of Education	6.5%
Calgary Catholic School District	3.0%
Chinooks Edge School District	1.3%
Cold Lake	0.4%
Conseil Scolaire Centre Nord	0.9%
Conseil Scolaire Franco Sud	0.4%
CSNO Nouvelle Frontiere	0.4%
CSNO Peace River	0.4%
East Central Alberta Catholic Schools #16	0.4%
Ecole St. Paul	0.4%
Edmonton Public School Board	2.2%
Elk Island Catholic Schools	2.6%
Fort McMurray Catholic School Division	1.7%
Fort McMurray Public School Division	3.5%
Foothills	7.4%
Franco Soc (?)	0.4%
Grand Prairie Catholic School District	0.4%

Grand Prairie Public	0.9%
Grande Yellowhead Public School	2.6%
Grasslands public schools	0.4%
Grasslands regional division	1.3%
Greater St. Albert Catholic	0.4%
HOLY FAMILY CATHOLIC REGIONAL DIVISION	1.7%
Holy Spirit	2.2%
Horizon School Division	0.9%
Kainai Board of Education	0.4%
Lakeland Catholic	1.3%
Lethbridge #51	1.3%
Medicine Hat	3.5%
Medicine Hat Catholic	1.3%
Northern Gateway Public schools #10	0.9%
Northern Lights Public School Division	7.4%
Northern Gateway Public Schools	0.4%
Palliser Regional Schools	0.4%
Parkland School Division	2.2%
Peace River School Division	4.8%
Peace Wapiti	1.7%
Prairie Rose School Division	2.6%
Red Deer Public	4.8%
Red Deer Catholic #80	3.0%
Rockyview School Division	0.4%
St. Albert Public	0.9%
St. Paul Education Regional Div. No. 1	0.4%
STAR Catholic	0.9%
Thorsby	0.4%
Westmount	0.4%
Wild Rose	0.4%
Wolf Creek Public Schools	2.2%
Missing	3.0%

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; and
- identifying ways to support their 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 (97.4%);
- identifying and solving problems (87.8%);
- demonstrating good communications skills (95.7%); and
- Identify ways to support their personal growth and well-being (92.7%).

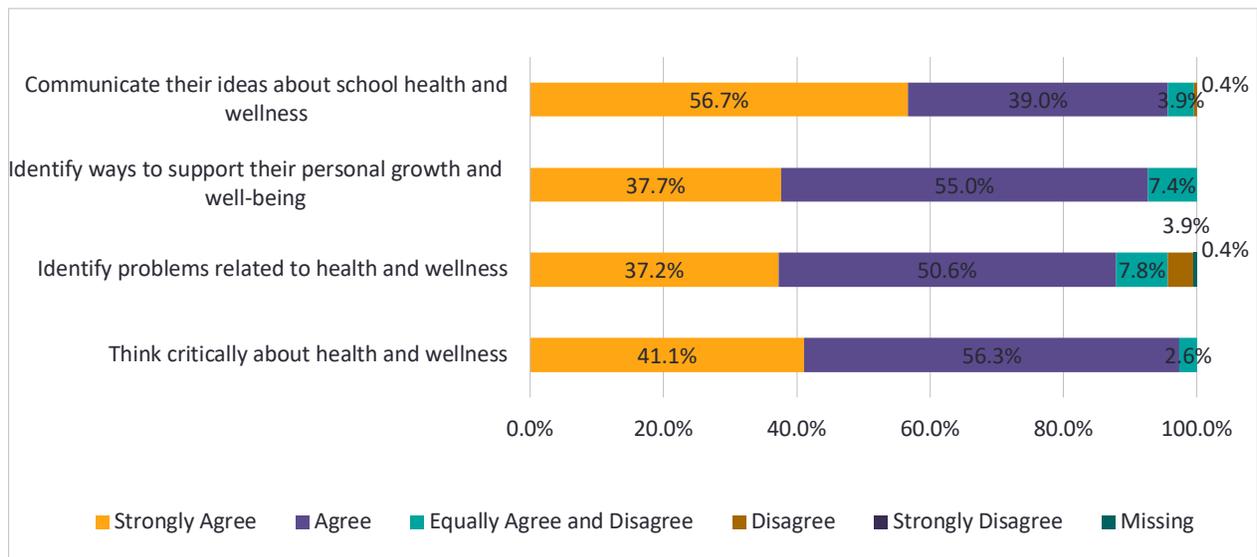


FIGURE 8: ADULT PARTICIPANTS' LEVEL OF AGREEMENT THAT HASS HELPED THEIR STUDENTS DEVELOP SKILLS ACCORDING TO COMPETENCIES OUTLINED IN THE MINISTERIAL ORDER OF STUDENT LEARNING (GOVERNMENT OF ALBERTA, 2011) (N=231)

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 the majority agreed that HASS supported each competency, more emphasis is recommended for the following competencies in future HASS events: “Identifying and solving problems”, and “Identifying ways to support their personal growth and well-being”.

TABLE 6: PERCENT OF PARTICIPANTS THAT AGREED OR STRONGLY AGREED DEVELOPMENT OF STUDENT COMPETENCY WAS SUPPORTED BY THE HASS

HASS LOCATION	Competencies			
	Thinking critically	Identifying and Solving Problems	Identify ways to support their personal growth and well-being	Demonstrating Good Communication Skills
Black Gold (n=30)*	66.7%	50.0%	53.3%	70.0%
Bonnyville (n=23)*	91.3%	91.3%	91.3%	87.0%
Calgary (n=31)*	83.9%	67.7%	67.7%	80.6%
Camrose (n=17)*	94.1%	94.1%	94.1%	94.1%
Edmonton (n=16)*	81.3%	75.0%	87.5%	81.3%
Foothills (n=18)	94.4%	94.4%	100.0%	94.4%
Fort McMurray (n=14)*	85.7%	78.6%	85.7%	85.7%
Grande Prairie (n=9)	100.0%	100.0%	88.9%	100.0%
Lethbridge (n=13)*	92.3%	76.9%	92.3%	92.3%
Medicine Hat (n=22)	95.5%	81.8%	95.5%	90.9%
Mighty Peace (n=24)*	66.7%	58.3%	62.5%	62.5%
Parkland (n=9)*	77.8%	77.8%	77.8%	77.8%
Red Deer (n=48)*	54.2%	47.9%	52.1%	54.2%
Whitecourt (n=11)*	81.8%	81.8%	72.7%	72.7%

NOTE: ALTHOUGH PERCENTAGES WERE CALCULATED BY THE FULL SAMPLE SIZE OF EACH REGION, (*) INDICATED THAT THE SAMPLE SIZE WAS NOT SAME. A LIST OF SAMPLE SIZES BY REGION IS PROVIDED. BLACK GOLD (N=21), BONNYVILLE (N=21), CALGARY (N=26), CAMROSE (N=17), EDMONTON (N=14), FORT MCMURRAY (N=14), LETHBRIDGE (N=12), MIGHTY PEACE (N=16), PARKLAND (N=7), RED DEER (N=27), WHITECOURT (N=9).

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, 93.5% indicated that they felt more connected with their school team however, only 60.2% indicated that they felt more connected with other school communities (Figure 9). As seen in Table 7, very few participants felt the HASS events connected their schools with other schools.

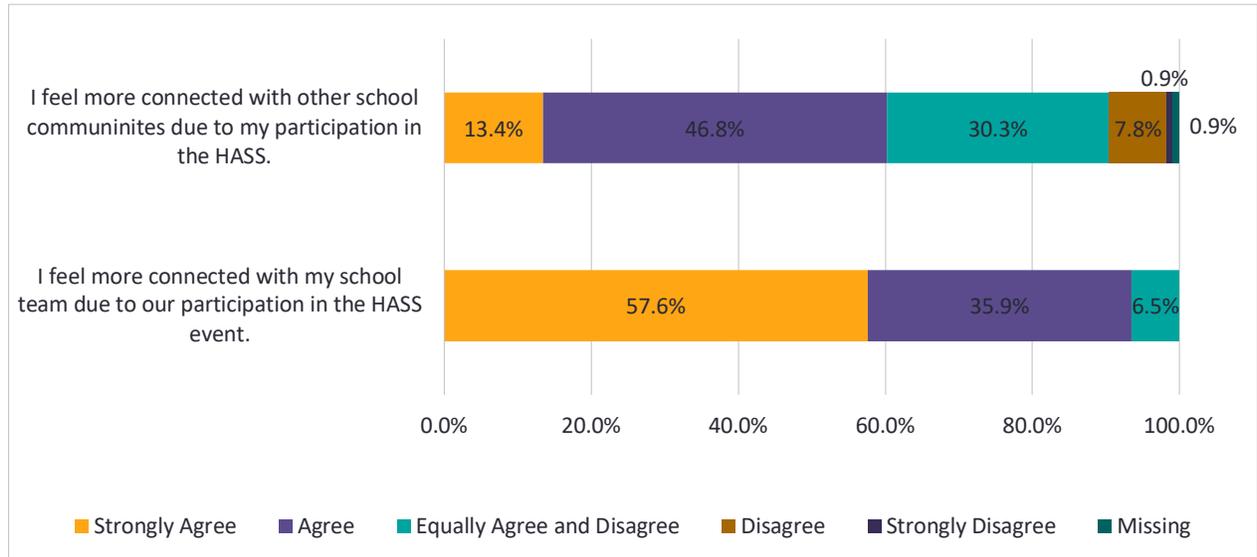


FIGURE 9: CONNECTEDNESS TO OWN SCHOOL AND OTHER SCHOOLS AS A RESULT OF THE HASS EVENT (N=231)

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 <i>my school team</i> due to our participation in the HASS event.	I feel more connected with <i>other school communicates</i> due to my participation in the HASS.
Black Gold (n=30)*	66.7%	53.3%
Bonnyville (n=23)*	82.6%	52.2%
Calgary (n=31)*	83.9%	45.2%
Camrose (n=17)*	94.1%	64.7%
Edmonton (n=16)*	81.3%	12.5%
Foothills (n=18)	88.9%	61.1%
Fort McMurray (n=14)*	71.4%	64.3%
Grande Prairie (n=9)	100.0%	66.7%
Lethbridge (n=13)*	92.3%	38.5%
Medicine Hat (n=22)	90.9%	72.7%
Mighty Peace (n=24)*	58.3%	20.8%
Parkland (n=9)*	77.8%	55.6%
Red Deer (n=48)*	56.3%	43.8%
Whitecourt (n=11)*	63.6%	54.5%

NOTE: ALTHOUGH PERCENTAGES WERE CALCULATED BY THE FULL SAMPLE SIZE OF EACH REGION, (*) INDICATED THAT THE SAMPLE SIZE WAS NOT SAME. A LIST OF SAMPLE SIZES BY REGION IS PROVIDED. BLACK GOLD (N=21; N=20), BONNYVILLE (N=21), CALGARY (N=26), CAMROSE (N=17), EDMONTON (N=14), FORT MCMURRAY (N=14), LETHBRIDGE (N=12), MIGHTY PEACE (N=16), PARKLAND (N=7), RED DEER (N=27), WHITECOURT (N=9).

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 active living (93.5%), healthy eating (85.7%), positive mental health (91.4%), and student leadership (87.5%).

Table 8 provides a breakdown of participants by HASS event location. Few HASS locations achieved at least 80.0% agreement for agreeing that information was provided on each healthy behaviour at each event. More emphasis in these topic areas is suggested for future HASS events.

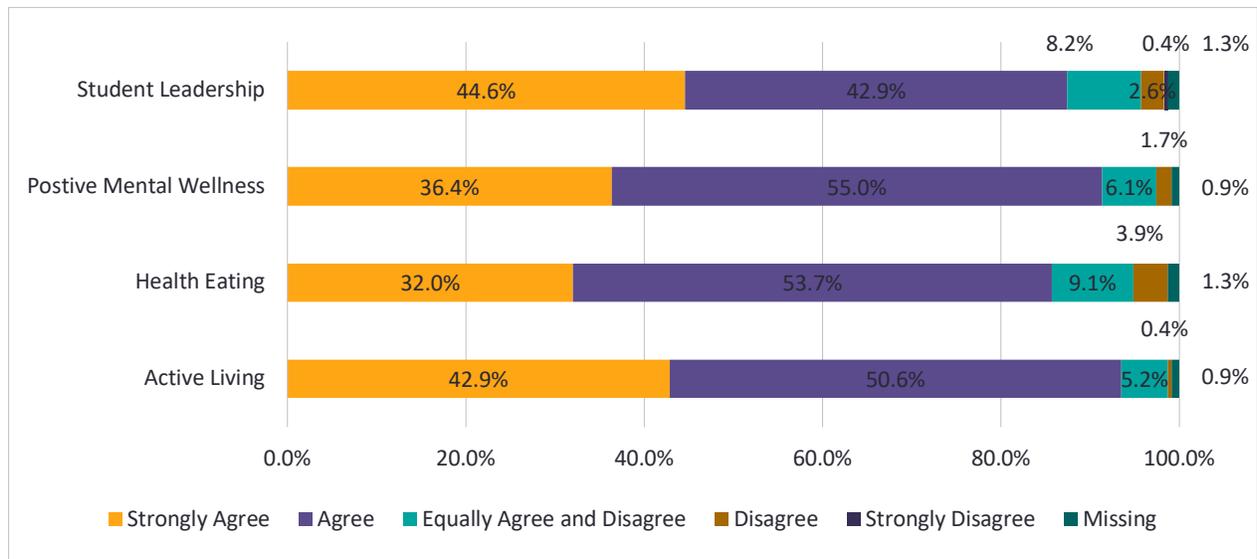


FIGURE 10: PERCENT OF ALL HASS PARTICIPANTS AND THEIR LEVEL OF AGREEMENT THAT HEALTHY BEHAVIOURS INFORMATION WAS PROVIDED AT HASS TO USE IN THEIR HEALTHY SCHOOL INQUIRY ACTION PLAN (N=231)

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	Active Living	Healthy Eating	Positive Mental Health	Student Leadership
Black Gold (n=30)*	66.7%	66.7%	63.3%	63.3%
Bonnyville (n=23)*	87.0%	73.9%	87.0%	87.0%
Calgary (n=31)*	67.7%	71.0%	58.1%	71.0%
Camrose (n=17)*	94.1%	94.1%	94.1%	94.1%
Edmonton (n=16)*	87.5%	68.8%	81.3%	56.3%
Foothills (n=18)	100.0%	94.4%	94.4%	88.9%
Fort McMurray (n=14)*	78.6%	71.4%	71.4%	71.4%
Grande Prairie (n=9)*	88.9%	77.8%	100.0%	88.9%
Lethbridge (n=13)*	84.6%	84.6%	84.6%	76.9%
Medicine Hat (n=22)	100.0%	100.0%	100.0%	100.0%
Mighty Peace (n=24)*	62.5%	37.5%	66.7%	58.3%
Parkland (n=9)*	77.8%	66.7%	77.8%	66.7%
Red Deer (n=48)*	52.1%	45.8%	52.1%	50.0%
Whitecourt (n=11)*	72.7%	72.7%	72.7%	54.5%

NOTE: ALTHOUGH PERCENTAGES WERE CALCULATED BY THE FULL SAMPLE SIZE OF EACH REGION, (*) INDICATED THAT THE SAMPLE SIZE WAS NOT SAME. A LIST OF SAMPLE SIZES BY REGION IS PROVIDED. BLACK GOLD (N=21; N=20), BONNYVILLE (N=21), CALGARY (N=26), CAMROSE (N=17), EDMONTON (N=14), FORT MCMURRAY (N=15), GRANDE PRAIRIE (N=8*)LETHBRIDGE (N=12), MIGHTY PEACE (N=16), PARKLAND (N=7), RED DEER (N=26), WHITECOURT (N=8).

RESOURCES

As seen in Figure 11, the majority of participants ‘agreed’ or ‘strongly agreed’ that the HASS event provided **resources** about active living (86.6%), healthy eating (77.9%), positive mental health (82.7%), and student leadership (83.6%).

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

- Active living: Bonnyville (82.6%), Camrose (82.4%), Foothills (88.9%), Grande Prairie (88.9%), Medicine Hat (95.5%)
- Healthy eating: Camrose (88.2%), Foothills (83.3%), Grande Prairie (88.9%), Medicine Hat (95.5%)
- Positive mental wellness: Bonnyville (78.3%), Grande Prairie (100.0%), Medicine Hat (90.9%)
- Student leadership: Bonnyville (82.6%), Camrose (82.4%), Medicine Hat (95.5%)

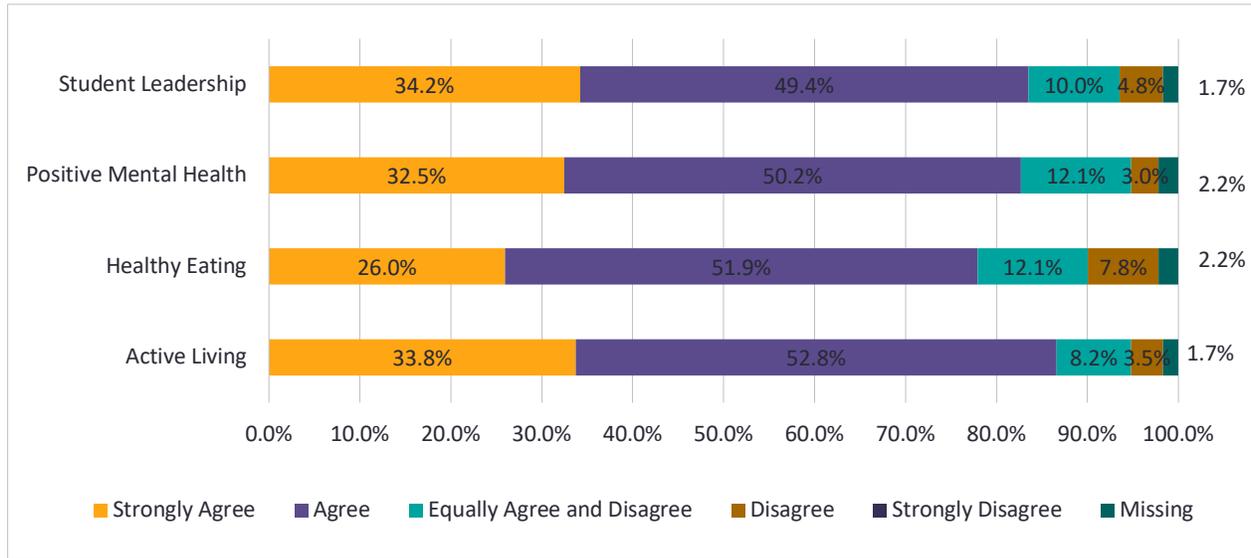


FIGURE 11: PERCENT OF ALL HASS PARTICIPANTS AND THEIR LEVEL OF AGREEMENT THAT HEALTHY BEHAVIOUR RESOURCES WERE PROVIDED AT HASS TO USE IN THEIR HEALTHY SCHOOL INQUIRY ACTION PLAN (N=231)

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	Active Living	Healthy Eating	Positive Mental Health	Student Leadership
Black Gold (n=30)	70.0%	60.0%	53.3%	63.3%
Bonnyville (n=23)	82.6%	65.2%	78.3%	82.6%
Calgary (n=31)	67.7%	64.5%*	64.5%	64.5%
Camrose (n=17)	82.4%	88.2%	76.5%	82.4%
Edmonton (n=16)	62.5%	50.0%	62.5%	56.3%
Foothills (n=18)	88.9%	83.3%	72.2%	66.7%
Fort McMurray (n=14)	71.4%	71.4%	78.6%	71.4%
Grande Prairie (n=9)	88.9%	88.9%	100.0%	100.0%
Lethbridge (n=13)	61.5%	46.2%	69.2%	76.9%
Medicine Hat (n=22)	95.5%	95.5%	90.9%	95.5%
Mighty Peace (n=24)	62.5%	37.5%	66.7%	58.3%
Parkland (n=9)	77.8%	55.6%	66.7%	77.8%
Red Deer (n=48)	43.8%	45.8%	47.9%	45.8%
Whitecourt (n=11)	63.6%	72.7%	63.6%	63.6%

NOTE: ALTHOUGH PERCENTAGES WERE CALCULATED BY THE FULL SAMPLE SIZE OF EACH REGION, (*) INDICATED THAT THE SAMPLE SIZE WAS NOT SAME. A LIST OF SAMPLE SIZES BY REGION IS PROVIDED. BLACK GOLD (N=21), BONNYVILLE (N=21), CALGARY (N=26; N=25*), CAMROSE (N=15), EDMONTON (N=13), FORT MCMURRAY (N=14), LETHBRIDGE (N=12), MIGHTY PEACE (N=16), PARKLAND (N=7), RED DEER (N=26), WHITECOURT (N=8).

DEVELOPING AND IMPLEMENTING HEALTHY SCHOOL 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, 82.2% 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, 82.3% 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, 85.3% “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 less than 80.0% in agreement except for those locations and items listed below:

- The HASS helped our school team develop:
 - Clear steps in our school’s Healthy School Inquiry Action Plan: Camrose (94.1%), Foothills (88.9%), Grande Prairie (100%), Lethbridge (92.3%), and Medicine Hat (90.9%)
 - A useful Healthy School Inquiry Action Plan: Camrose (94.1%), Foothills (83.3%), Grande Prairie (100%), Lethbridge (92.3%), and Medicine Hat (86.4%)
 - 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: Camrose (94.1%), Foothills (88.9%), Grande Prairie (88.9%), Lethbridge (84.6%), and Medicine Hat (95.5%).

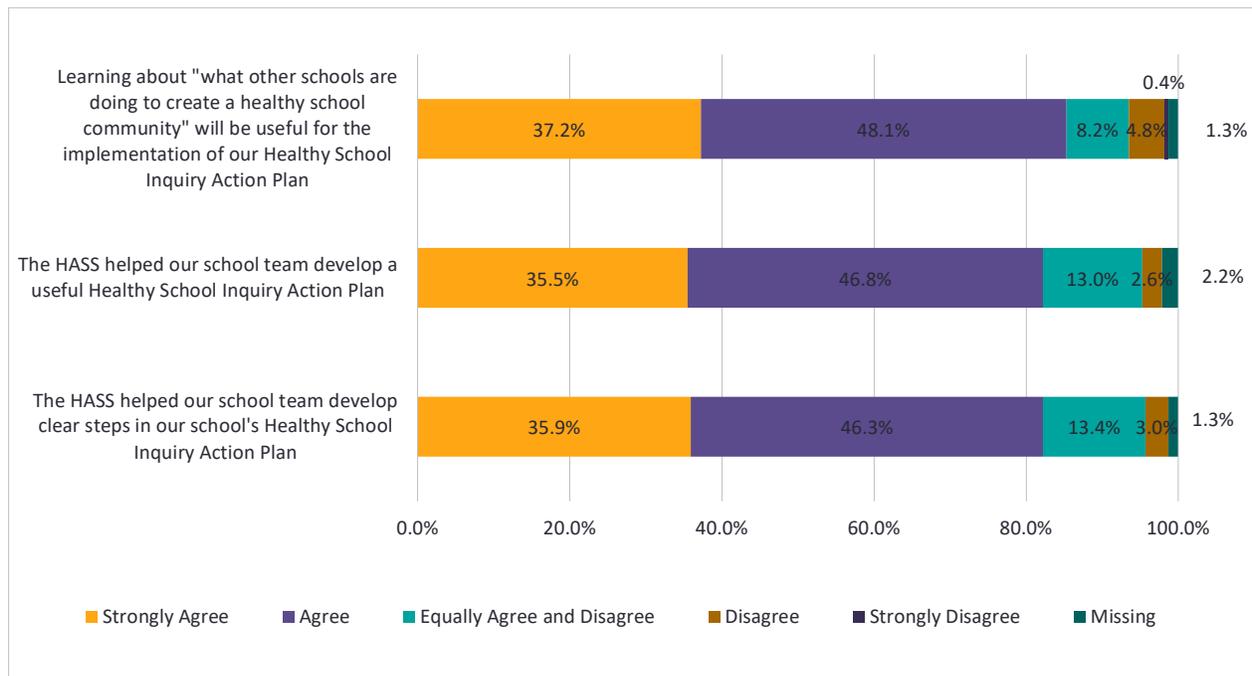


FIGURE 12: PERCENT OF ALL HASS PARTICIPANTS AND THEIR LEVEL OF AGREEMENT TO THE VARIOUS WAYS THE HASS EVENT CONTRIBUTED TO DEVELOPMENT OF A HEALTHY SCHOOL INQUIRY ACTION PLAN (N=231)

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	The HASS helped our school team develop clear steps in our school's Healthy School Inquiry Action Plan	The 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 <i>useful</i> for the <i>implementation</i> of our Healthy School Inquiry Action Plan
Black Gold (n=30)*	63.3%	63.3%	70.0%
Bonnyville (n=23)*	69.6%	60.9%	65.2%
Calgary (n=31)*	61.3%	74.2%	77.4%
Camrose (n=17)*	94.1%	94.1%	94.1%
Edmonton (n=16)*	43.8%	43.8%**	43.8%
Foothills (n=18)*	88.9%	83.3%**	61.1%
Fort McMurray (n=14)*	64.3%	57.1%	78.6%
Grande Prairie (n=9)	100.0%	100.0%	88.9%
Lethbridge (n=13)*	92.3%	92.3%	84.6%
Medicine Hat (n=22)	90.9%	86.4%	95.5%
Mighty Peace (n=24)*	58.3%	66.7%	54.2%
Parkland (n=9)*	77.8%	66.7%	77.8%
Red Deer (n=48)*	47.9%	47.9%	52.1%
Whitecourt (n=11)*	27.3%	27.3%	63.6%

NOTE: ALTHOUGH PERCENTAGES WERE CALCULATED BY THE FULL SAMPLE SIZE OF EACH REGION, (*) INDICATED THAT THE SAMPLE SIZE WAS NOT SAME. A LIST OF SAMPLE SIZES BY REGION IS PROVIDED. BLACK GOLD (N=21), BONNYVILLE (N=21), CALGARY (N=26), CAMROSE (N=17), EDMONTON (N=13; N=12**), FOOTHILLS (N=17**), FORT MCMURRAY (N=14; N=13**), LETHBRIDGE (N=12), MIGHTY PEACE (N=16), PARKLAND (N=7), RED DEER (N=26), WHITECOURT (N=8).

In terms of implementation, 93.5% 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, 89.2% were confident that their school health team could implement the plan (Figure 13). When examined by HASS location (Table 11), half of locations achieved at least 80.0% in agreement. Bonnyville (82.6%), Camrose (94.1%), Foothills (83.3%), Grande Prairie (100.0%), and Medicine Hat (95.5%) were most confident that their school health team could implement their Healthy School Inquiry Action Plan.

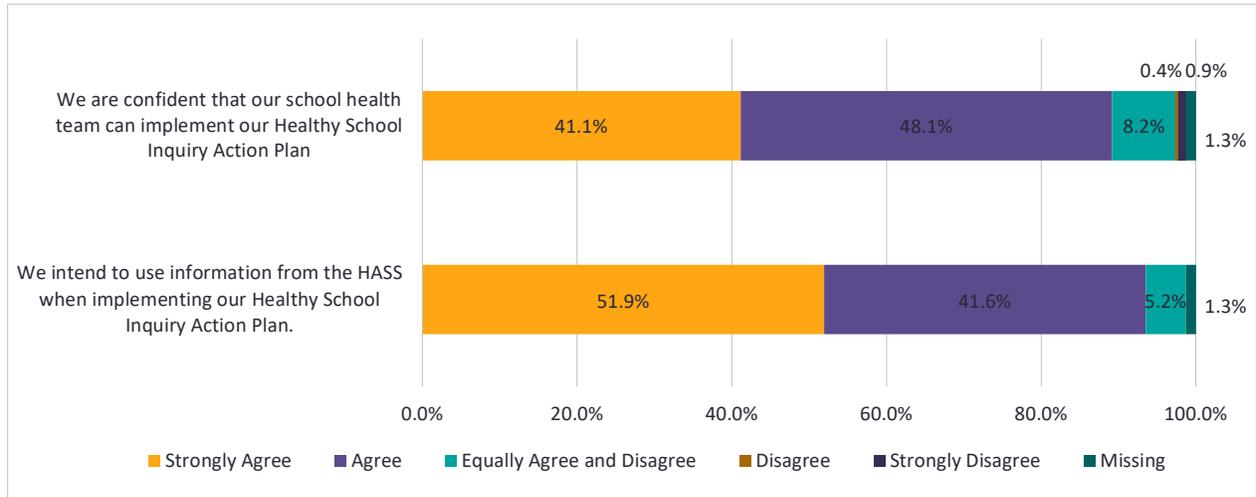


FIGURE 13: PERCENT OF ALL HASS PARTICIPANTS WHO AGREED THAT THEY INTEND TO USE THE INFORMATION THEY GAINED AT HASS AND ARE CONFIDENT THAT THEY CAN IMPLEMENT THEIR OWN HEALTHY SCHOOL INQUIRY ACTION PLAN (N=231)

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 <i>intend to use</i> information from the HASS when <i>implementing</i> our Healthy School Inquiry Action Plan.	We are <i>confident</i> that our school health team can <i>implement</i> our Healthy School Inquiry Action Plan
Black Gold (n=30)*	63.3%	66.7%
Bonnyville (n=23)*	78.3%	82.6%
Calgary (n=31)*	83.9%	77.4%
Camrose (n=17)*	94.1%	94.1%
Edmonton (n=16)*	68.8%	75.0%
Foothills (n=18)	88.9%	83.3%
Fort McMurray (n=14)*	85.7%	64.3%
Grande Prairie (n=9)	100.0%	100.0%
Lethbridge (n=13)*	92.3%	76.9%
Medicine Hat (n=22)	95.5%	95.5%
Mighty Peace (n=24)*	66.7%	58.3%
Parkland (n=9)*	77.8%	66.7%
Red Deer (n=48)*	52.1%	52.1%
Whitecourt (n=11)*	72.7%	54.5%

NOTE: ALTHOUGH PERCENTAGES WERE CALCULATED BY THE FULL SAMPLE SIZE OF EACH REGION, (*) INDICATED THAT THE SAMPLE SIZE WAS NOT SAME. A LIST OF SAMPLE SIZES BY REGION IS PROVIDED. BLACK GOLD (N=21), BONNYVILLE (N=21), CALGARY (N=26), CAMROSE (N=16), EDMONTON (N=13), FORT MCMURRAY (N=13), LETHBRIDGE (N=12), MIGHTY PEACE (N=16), PARKLAND (N=7), RED DEER (N=26), WHITECOURT (N=8).

Participants anticipated that they would face barriers to implementing their Healthy School Inquiry Action Plan (61.0%; Figure 14).

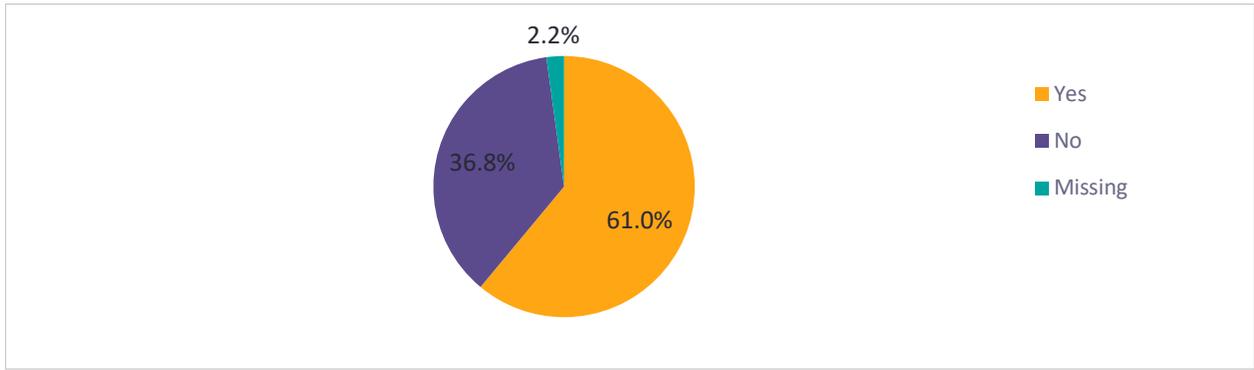


FIGURE 14: PERCENT OF ALL HASS PARTICIPANTS WHO ANTICIPATED BARRIERS TO IMPLEMENTING THEIR HEALTHY SCHOOL ACTION PLAN (N=231)

Table 12 highlights a sample of qualitative responses about anticipated barriers. Appendix B provides all adult qualitative responses. The top three most common barriers anticipated by participants were:

- Financial Resources (n=57)
- Time (n=40)
- Staff administration support and buy-in (n=33)

TABLE 12: SAMPLE OF ADULT ANTICIPATED BARRIERS FOR IMPLEMENTING THEIR HEALTHY SCHOOL ACTION PLAN

Financial Resources
<ul style="list-style-type: none"> • Financial expenses of some of the activities • Money is always a barrier
Time
<ul style="list-style-type: none"> • No common meeting time • No time to create Healthy School Action Plan, Buy in from other teachers
Staff administration support and buy-in
<ul style="list-style-type: none"> • Staff embracing this as important and set time aside for promotion • Time and curriculum instruction

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” (91.7%; Figure 15). Table 13 highlights the percentage of participants who “agreed” or “strongly” agreed by HASS location. Half of HASS location participants achieved at least 80.0% agreement that the HASS event will support the implementation of health and wellness policies in their school.

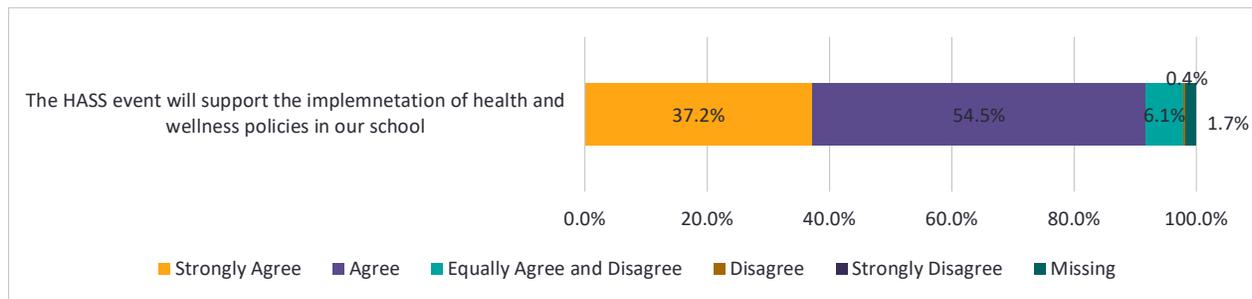


FIGURE 15: PERCENT OF ALL HASS PARTICIPANTS' LEVEL OF AGREEMENT THAT THE HASS EVENT WILL SUPPORT THE IMPLEMENTATION OF HEALTH AND WELLNESS POLICIES IN THEIR SCHOOL (N=231)

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
Black Gold (n=30)*	66.7%
Bonnyville (n=23)*	78.3%
Calgary (n=31)*	77.4%
Camrose (n=17)*	94.1%
Edmonton (n=16)*	81.3%
Foothills (n=18)	88.9%
Fort McMurray (n=14)*	78.6%
Grande Prairie (n=9)	100.0%
Lethbridge (n=13)*	92.3%
Medicine Hat (n=22)*	86.4%
Mighty Peace (n=24)*	62.5%
Parkland (n=9)*	77.8%
Red Deer (n=48)*	47.9%
Whitecourt (n=11)*	81.8%

NOTE: ALTHOUGH PERCENTAGES WERE CALCULATED BY THE FULL SAMPLE SIZE OF EACH REGION, (*) INDICATED THAT THE SAMPLE SIZE WAS NOT SAME. A LIST OF SAMPLE SIZES BY REGION IS PROVIDED. BLACK GOLD (N=20), BONNYVILLE (N=21), CALGARY (N=25), CAMROSE (N=17), EDMONTON (N=14), FORT MCMURRAY (N=13), LETHBRIDGE (N=12), MEDICINE HAT (N=21), MIGHTY PEACE (N=16), PARKLAND (N=7), RED DEER (N=26), WHITECOURT (N=9).

The majority of participants agreed that the HASS event helped with identifying community resources to support health and wellness in their school (58.9%), however 24.7% equally agreed and disagreed (Figure 16). Except for Grande Prairie (88.9%), few HASS locations achieved 80.0% “strongly agreed” or “agreed” to this statement (Table 14).

Just over half of all HASS participants agreed that the HASS event helped them to identify provincial organizations that can support health and wellness in their school (62.7%) with 26.0% that equally agreed and disagreed (Figure 16). None of the HASS locations achieved at least 80.0% “strongly agreed” or “agreed” to this statement (Table 14).

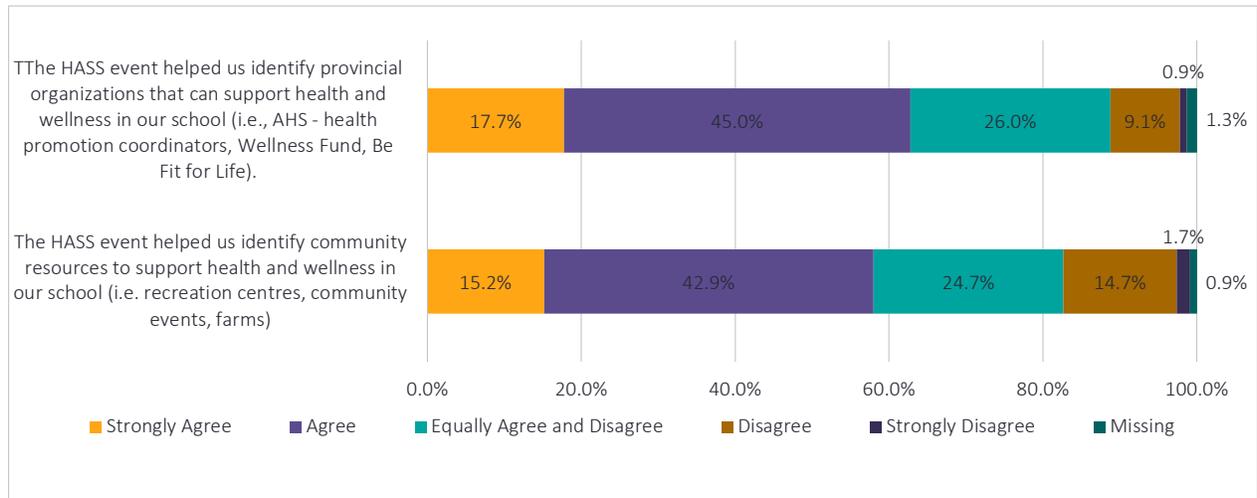


FIGURE 16: PERCENT OF ALL HASS PARTICIPANTS’ LEVEL OF AGREEMENT THAT HASS HELPED THEM IDENTIFY COMMUNITY RESOURCES TO SUPPORT HEALTH AND WELLNESS IN THEIR SCHOOL, AND TO INCREASE THEIR COORDINATION AND REACH OF SCHOOL HEALTH-RELATED ACTIVITIES WITHIN THEIR REGION (N=231)

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 <u>community resources</u> to support health and wellness in our school (i.e. recreation centres, community events, farms)	The HASS event helped us identify <u>provincial organizations</u> that can support health and wellness in our school (i.e., AHS - health promotion coordinators, Wellness Fund, Be Fit for Life).
Black Gold (n=30)	46.7%	46.7%
Bonnyville (n=23)	34.8%	47.8%
Calgary (n=31)	45.2%	48.4%**
Camrose (n=17)	52.9%	70.6%
Edmonton (n=16)	43.8%	50.0%
Foothills (n=18)	61.1%	66.7%
Fort McMurray (n=14)	57.1%	57.1%
Grande Prairie (n=9)	88.9%	66.7%
Lethbridge (n=13)	46.2%	46.2%

Medicine Hat (n=22)	59.1%	72.7%
Mighty Peace (n=24)	20.8%	29.2%
Parkland (n=9)	66.7%	77.8%
Whitecourt (n=11)	39.6%	37.5%

NOTE: ALTHOUGH PERCENTAGES WERE CALCULATED BY THE FULL SAMPLE SIZE OF EACH REGION, (*) INDICATED THAT THE SAMPLE SIZE WAS NOT SAME. A LIST OF SAMPLE SIZES BY REGION IS PROVIDED. BLACK GOLD (N=21), BONNYVILLE (N=21), CALGARY (N=25; N=24**), CAMROSE (N=17), EDMONTON (N=14), FORT MCMURRAY (N=14), GRANDE PRAIRIE (N=8), LETHBRIDGE (N=12), MIGHTY PEACE (N=16), PARKLAND (N=7), RED DEER (N=27), WHITECOURT (N=9).

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 (88.3%; Figure 17). When examined by HASS event, Camrose (94.1%), Foothills (94.4%), Grande Prairie (100.0%), Lethbridge (92.3%), Medicine Hat (86.4%) were the only locations to achieve at least 80.0% agreement (Table 16).

In addition, 82.2% “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 17). When examined by HASS event, Camrose (82.4%), Foothills (83.3%), Grande Prairie (100.0%), Lethbridge (81.8%) were the only locations to achieve at least 80.0% agreement (Table 16).

Finally, only 65.0% “agreed” or “strongly agreed” that the HASS would help their school jurisdiction create policies on health and wellness (Figure 17). 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 Camrose (82.4%) and Grande Prairie (88.9%; Table 16).

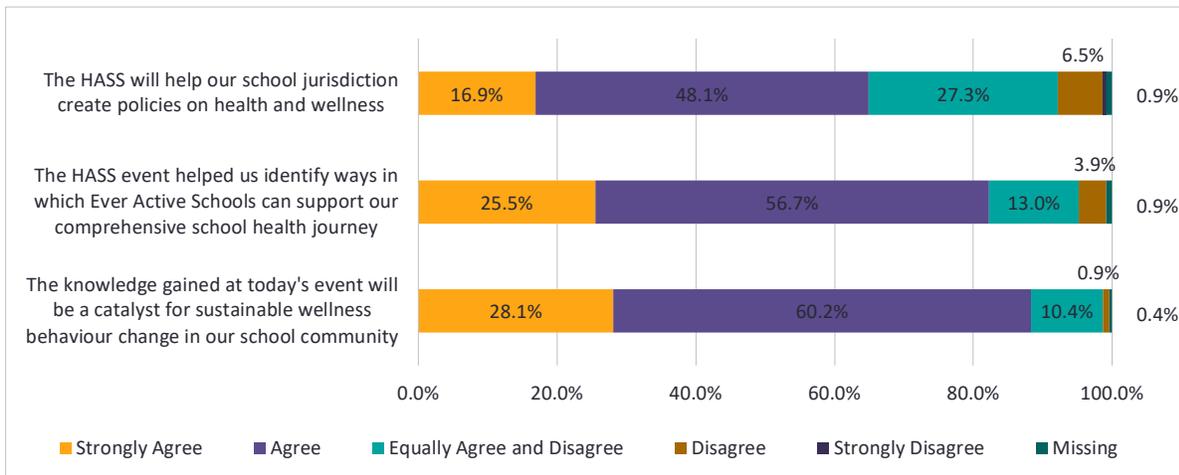


FIGURE 17: PERCENT OF ALL HASS PARTICIPANTS AND THEIR LEVEL OF AGREEMENT THAT THE HASS EVENT WILL BE A CATALYST FOR SUSTAINED HEALTH BEHAVIOUR CHANGE IN THEIR SCHOOL COMMUNITY (N=231)

TABLE 15: 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	The HASS will help our school jurisdiction create policies on health and wellness
Black Gold (n=30)	56.7%	66.7%	40.0%*
Bonnyville (n=23)	73.9%	69.6%	47.8%
Calgary (n=31)	71.0%	67.7%	35.5%
Camrose (n=17)	94.1%	82.4%	82.4%
Edmonton (n=16)	68.8%	62.5%	43.8%
Foothills (n=18)	94.4%	83.3%	61.1%
Fort McMurray (n=14)	78.6%	64.3%	71.4%
Grande Prairie (n=9)	100.0%	100.0%	88.9%
Lethbridge (n=13)	92.3%	69.2%	76.9%
Medicine Hat (n=22)	86.4%	81.8%	77.3%
Mighty Peace (n=24)	62.5%	54.2%	41.7%
Parkland (n=9)	77.8%	77.8%	66.7%
Red Deer (n=48)	50.0%	47.9%*	43.8%
Whitecourt (n=11)	63.6%	45.5%	18.2%

NOTE: ALTHOUGH PERCENTAGES WERE CALCULATED BY THE FULL SAMPLE SIZE OF EACH REGION, (*) INDICATED THAT THE SAMPLE SIZE WAS NOT SAME. A LIST OF SAMPLE SIZES BY REGION IS PROVIDED. BLACK GOLD (N=21; N=20*), BONNYVILLE (N=21), CALGARY (N=25), CAMROSE (N=17), EDMONTON (N=14), FORT MCMURRAY (N=14), LETHBRIDGE (N=12), MIGHTY PEACE (N=16), PARKLAND (N=7), RED DEER (N=27; N=26*), WHITECOURT (N=9).

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. Detailed information on participant evaluations can be found in Appendix B.

The majority of HASS participants 'agreed' or 'strongly agreed' that the HASS was well organized (91.3%; Figure 18). When examined by HASS event, the majority of locations agreed (Table 17).

In terms of the knowledge gained being useful in terms of supporting improvement of their overall school, 95.2% 'agreed' or 'strongly agreed' (Figure 18). When examined by HASS event, many locations agreed (Table 17).

When asked if participants would recommend the HASS event to others, 95.7% 'strongly agreed' or 'agreed' (Figure 18). When examined by HASS event, the majority of locations agreed (Table 17).

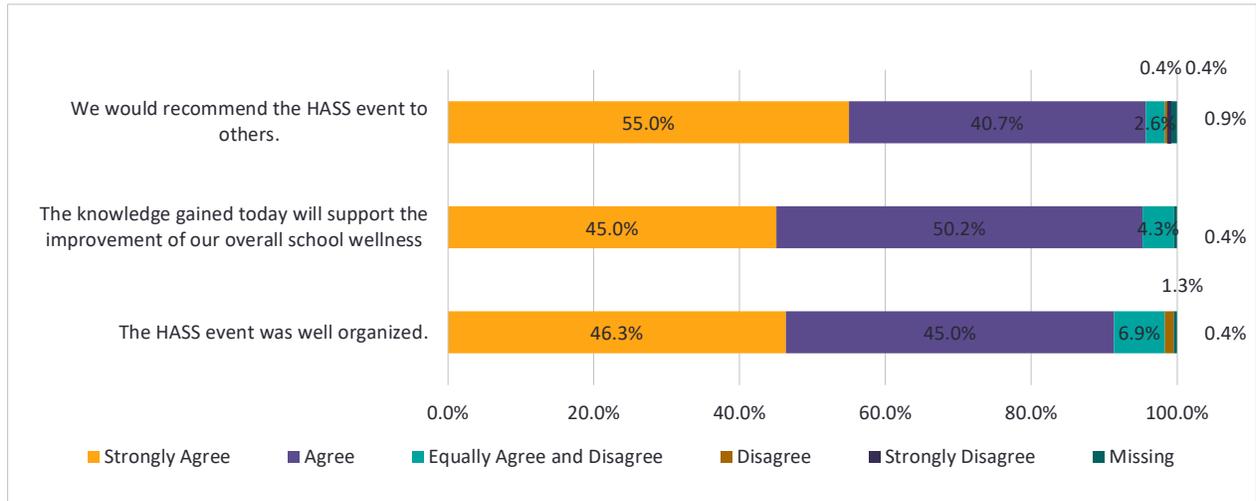


FIGURE 18: PARTICIPANTS' PERCEPTIONS OF THE HASS EVENTS (N=231)

TABLE 16: 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 event was well organized.	The knowledge gained today will support the improvement of our overall school wellness	We would recommend the HASS event to others.
Black Gold (n=30)	56.7%	70.0%	70.0%
Bonnyville (n=23)	87.0%	91.3%	91.3%
Calgary (n=31)	67.7%	71.0%	71.0%
Camrose (n=17)	94.1%	94.1%	94.1%
Edmonton (n=16)	81.3%	75.0%	75.0%
Foothills (n=18)	88.9%	100.0%	88.9%*
Fort McMurray (n=14)	78.6%	78.6%	85.7%
Grande Prairie (n=9)	100.0%	100.0%	100.0%
Lethbridge (n=13)	84.6%	92.3%	92.3%
Medicine Hat (n=22)	95.5%	95.5%	100.0%
Mighty Peace (n=24)	58.3%	62.5%	66.7%
Parkland (n=9)	77.8%	77.8%	77.8%
Red Deer (n=48)	54.2%	54.2%	54.2%
Whitecourt (n=11)	81.8%	81.8%	81.8%

NOTE: ALTHOUGH PERCENTAGES WERE CALCULATED BY THE FULL SAMPLE SIZE OF EACH REGION, (*) INDICATED THAT THE SAMPLE SIZE WAS NOT SAME. A LIST OF SAMPLE SIZES BY REGION IS PROVIDED. BLACK GOLD (N=21), BONNYVILLE (N=21), CALGARY (N=25), CAMROSE (N=17), EDMONTON (N=14), FOOTHILLS (N=17*), FORT MCMURRAY (N=14), LETHBRIDGE (N=12), MIGHTY PEACE (N=16), PARKLAND (N=7), RED DEER (N=27), WHITECOURT (N=9).

Of those participants who attended the 2016-2017 HASS, 35.9% had indicated that they had attended one HASS event. Only 19.0% of participants had attended four or more HASS events (Figure 19).

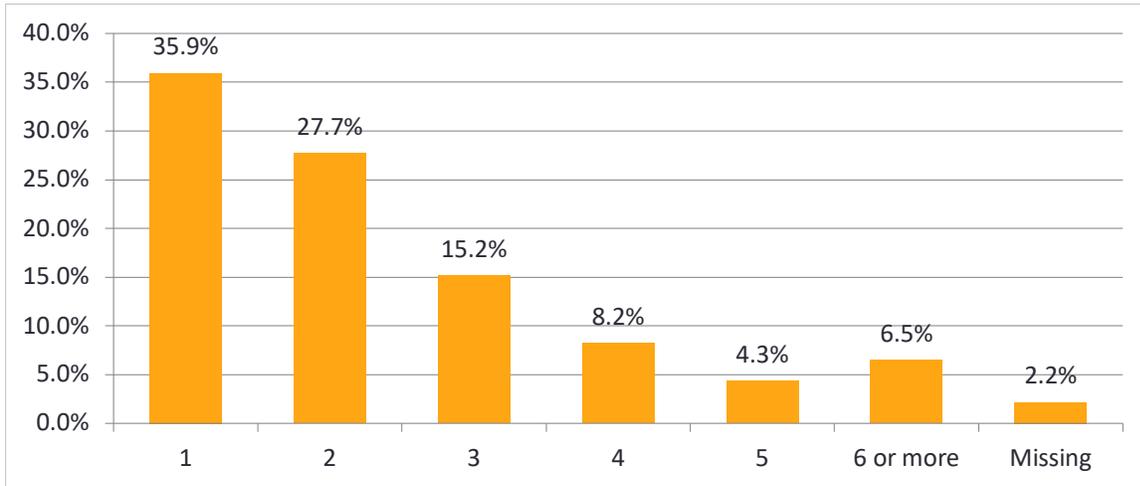


FIGURE 19: THE NUMBER OF TIMES PARTICIPANTS HAVE ATTENDED (N=231)

The majority of participants ‘agreed’ or ‘strongly agreed’ that they will attend a future HASS event (88.7%). The HASS event also met the majority of School Health Team’s expectations (94.8%; Figure 20).

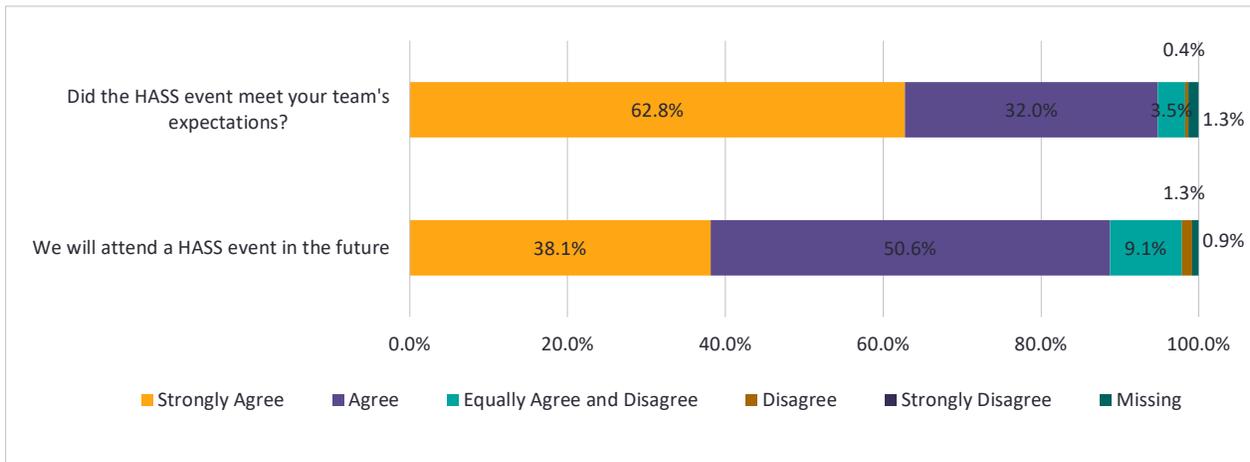


FIGURE 20: PERCENT OF ALL HASS PARTICIPANTS WHO WOULD RECOMMEND HASS TO OTHERS AND WHO WILL ATTEND A FUTURE HASS EVENT (N=231)

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

- Great job - students and staff are excited to implement our plan.
- Great work! You do such a great job!
- It was a great event! It was well run, organized well and the volunteers were great.

Recommended Modifications to the Event

- A clearer idea about what breakout sessions are for teachers would have avoided some upset. Pulling emotions during music was more than one of my kids could handle.
- Last year I was able to bring more students, which is more impactful. This year I only brought 4; last year I had at least eight Grade 8 students and eight Grade 9. Really need to be able to bring more students to engage, be motivated, and go back to school to implement. More on mental health please. It would be nice to have 2 teachers attend as well. One for division 2 and one for division 3 to spearhead movements within that grade level. I liked the pink shirt speaker to start the day - a keynote is important. Thanks for your work organizing this. I enjoyed last year's larger HASS event with more students and more session choices better.
- Students didn't know if they were doing an activity about healthy eating, positive mental wellness or active living. All they got out of today were fun games.

Modifications to the Venue

- Check equipment before the conference begins.
- Preferred Bears paw church venue. Difficult to hear in the main room as well as the breakout areas. Not enough room here.
- Maybe make sure the sound/video is ready because it interrupted our day.

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.

Examples and resources on how to implement physical activity, nutrition, and mental wellness policies and activities (n=38)

- Ideas on how to implements nutrition/healthy eating initiatives in the school.
- More break out sessions on mental health
- More mental health ideas and how to implement into schools with very limited funds/resources

More Opportunities for Schools to Collaborate and Share Ideas (n=27)

- Interaction with other schools by sharing best practices. Larger spaces for breakout sessions
- More interaction with other schools. Idea sharing and connecting. More info to take away.

Wellness Breaks During HASS (n=21)

- Energizers throughout the event to take back to our school; session idea. Something for teachers and representatives to take back to schools
- More interactive sessions where we are moving and being active!

High School Sessions (n=10)

- A few more sessions regarding high school students
- Perhaps a bit more structure to high school sessions

FOLLOW-UP EVALUATION: ARE SCHOOLS FOCUSING ON HEALTHY BEHAVIOURS AFTER HASS EVENT.

A follow-up evaluation was sent to HASS teams 2-months after the HASS event. An online survey invitation was sent to all 284 School Health Teams to complete. A total of 95 School Health Teams began the survey, however only 91 were complete (32.0% response rate). On average, surveys were completed 3.6 months after the event. Of these 91 teams, 67.1% completed the survey between 2 and 3 months after the event with 3.3% completing the survey at 8 months (Figure 21). In the follow-up survey, Schools were asked to report on their **intentions, planning, and changes** for healthy eating, active living, and positive mental wellness.

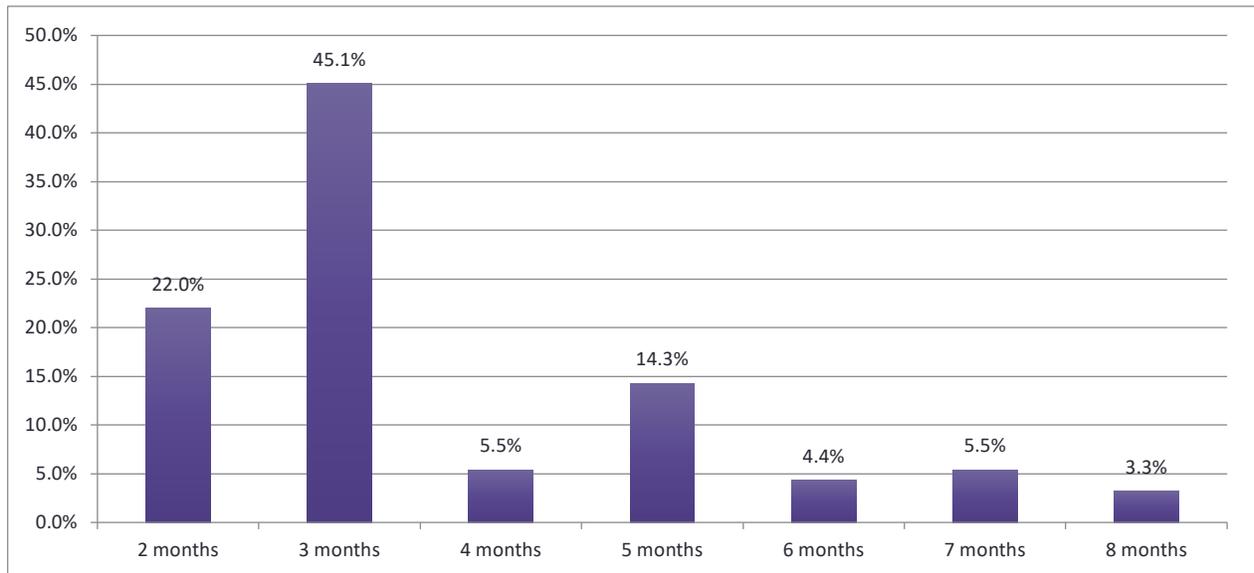


FIGURE 21: NUMBER OF MONTHS TAKEN TO COMPLETE HASS FOLLOW-UP SURVEY (N=91)

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 focussed on.

The most focussed on behaviour was active living (63.1%), followed by positive mental wellness (61.5%), and healthy eating (39.6%; Figure 22). In addition, some schools indicated multiple areas of focus. Only 6.6% of participating teams indicated that their action plan focussed on all three behaviours.

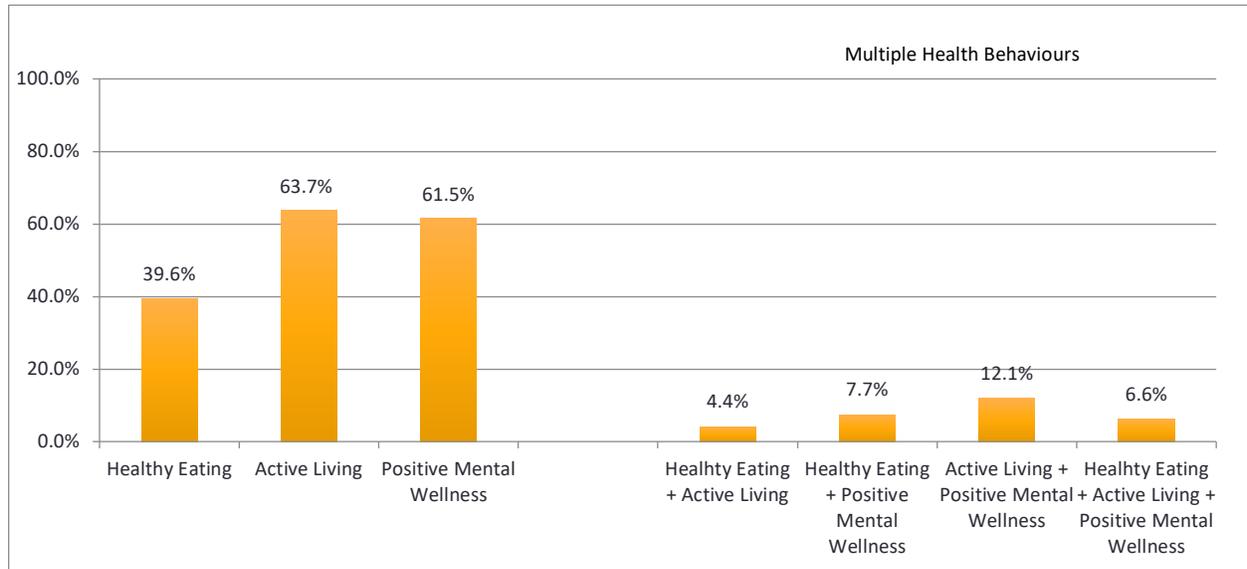


FIGURE 22: PERCENT OF SCHOOL HEALTH TEAMS' PRIORITY FOCUS AREA IN THEIR HEALTHY SCHOOL ACTION PLAN (N=91)

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 (94.5%). Of all teams, 63.7% started to plan new healthy eating activities and 49.5% have indicated that healthy eating habits have changed since the HASS event (Figure 23).

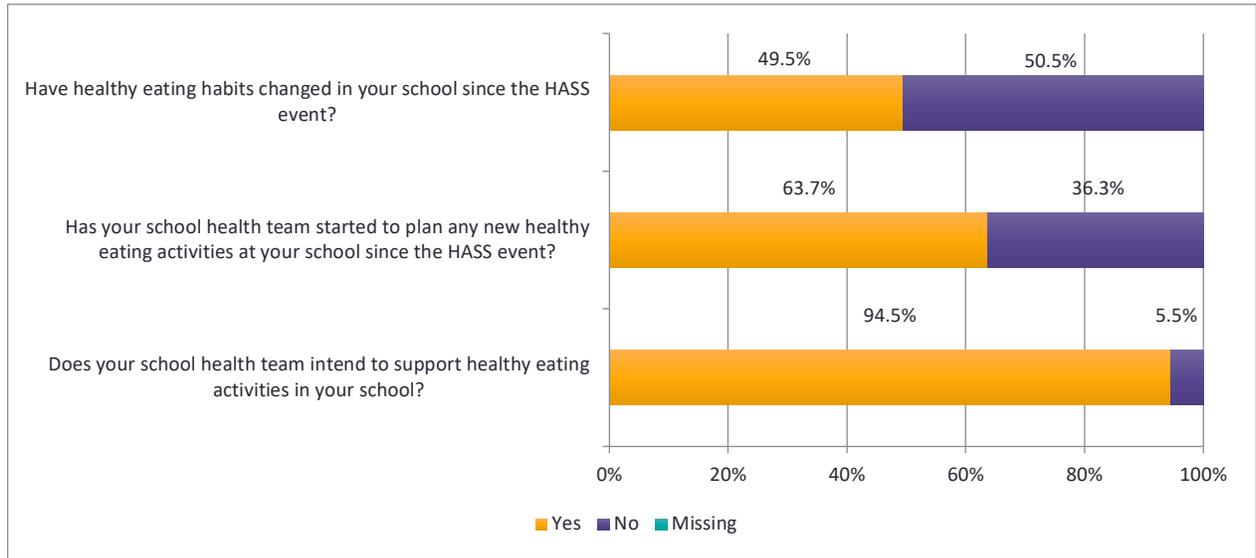


FIGURE 23: PERCENT OF SCHOOL HEALTH TEAMS WHO INDICATED THEIR PLANNING, INTENTIONS, AND CHANGES TO HEALTHY EATING BEHAVIOURS AT SCHOOL (N=91)

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

- Nutrition initiatives and support (n=29)
- Funding (n=23)
- Sharing knowledge and resources (n=15)
- Time (n=12)
- School, family, and student education (n=12)
- Facilitator/volunteer support (n=8)
- Nutrition policies and criteria (n=3)
- Other (n=13)

All quotes can be found in Appendix E.

PHYSICAL ACTIVITY

The majority of School Health Teams indicated that they intend to support physical activity opportunities beyond physical education class in their school (94.5%). In terms of planning, 78.0% indicated that they have started to plan new physical activity opportunities, and 60.4% had indicated physical activity participation changed in their school since the HASS event (Figure 24).

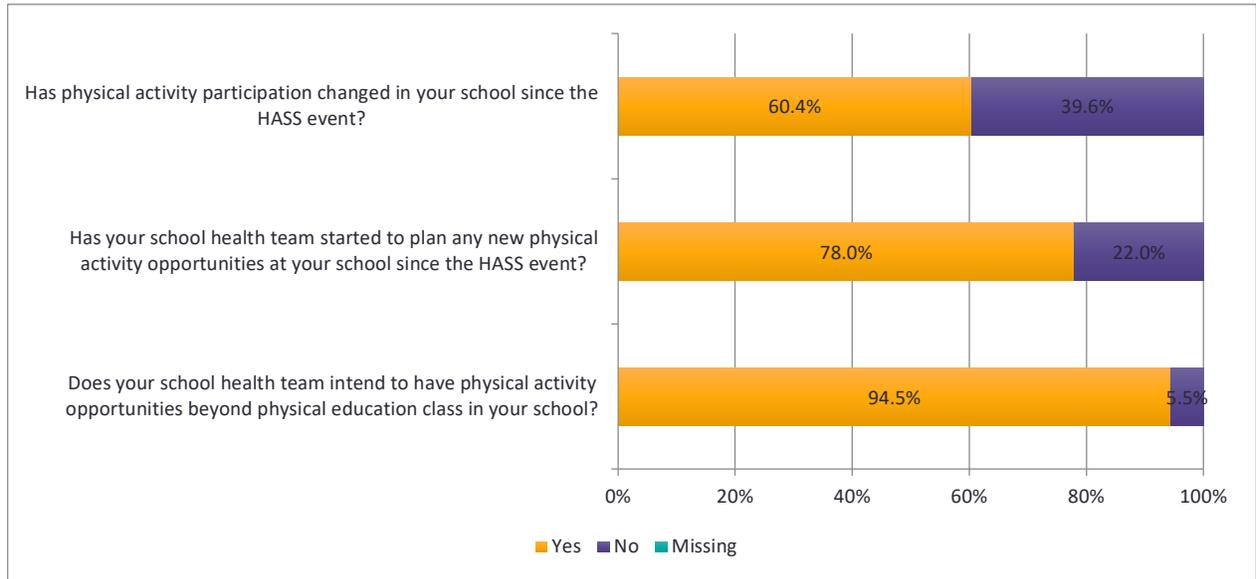


FIGURE 24: PERCENT OF SCHOOL HEALTH TEAMS WHO INDICATED THEIR PLANNING, INTENTIONS, AND CHANGES TO PHYSICAL ACTIVITY BEHAVIOURS AT SCHOOL (N=91)

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

- Physical Activity Initiatives and Events (n=22)
- Time (n=9)
- Funding (n=8)
- School and Stakeholder Involvement and Support (n=5)
- Sharing Ideas and Resources (n=5)
- Support and Education (n=3)
- Other (n=19)

All quotes can be found in Appendix E.

POSITIVE MENTAL WELLNESS

Almost all School Health Teams indicated that they intend to have activities supporting positive mental wellness in their school (95.6%). In terms of planning, 79.1% indicated that they have started to plan new activities supporting positive mental wellness, and 69.2% have indicated a change in positive mental wellness in their school since the HASS event (Figure 25).

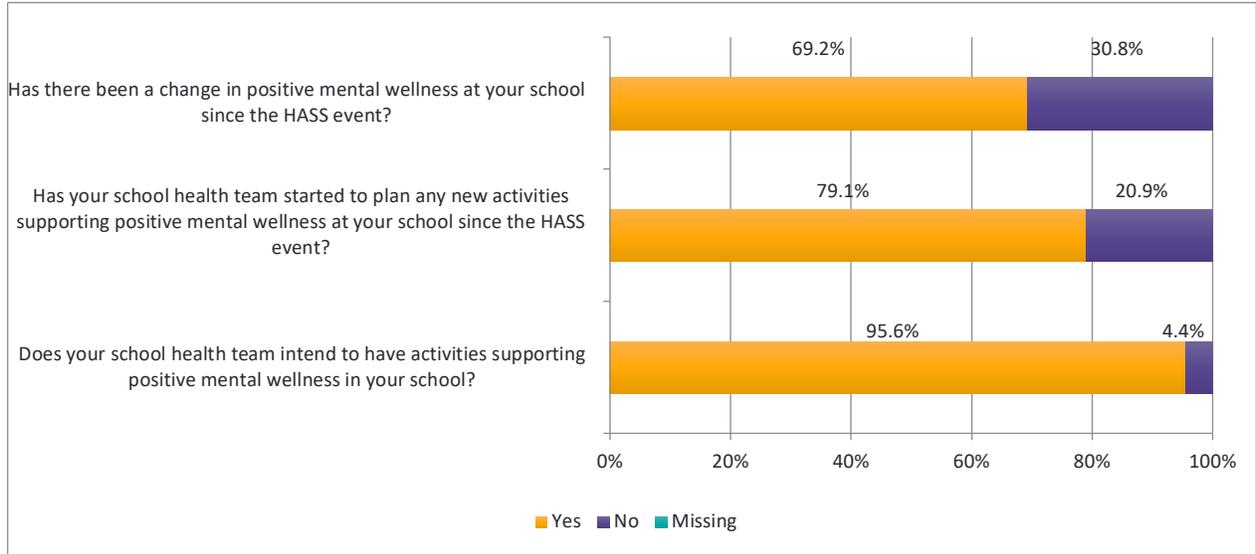


FIGURE 25: PERCENT OF SCHOOL HEALTH TEAMS WHO INDICATED THEIR PLANNING, INTENTIONS, AND CHANGES TO POSITIVE MENTAL WELLNESS AT SCHOOL (N=91)

Commonly reported factors that would help schools implement their activities to support positive mental wellness were:

- Sharing Ideas and Resources (n=19)
- Initiatives and Events (n=18)
- Time (n=10)
- Funding (n=7)
- Support and Education (n=7)
- School and Stakeholder Involvement and Support (n=2)
- Other (n=9)

All quotes can be found in Appendix E.

LEADERSHIP AND PARTNERSHIPS

When participants were asked if the HASS event helped students in their school develop leadership skills, 87.4% indicated that it did, with only 4.2% indicating that it did not (Figure 26).

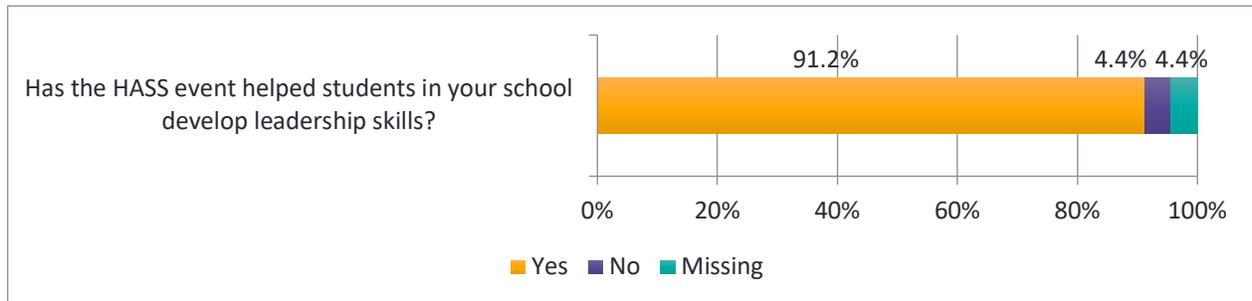


FIGURE 26: PERCENT OF PARTICIPANTS WHO INDICATED THAT THE HASS EVENT HELPED THE STUDENTS IN THEIR SCHOOL DEVELOP LEADERSHIP SKILLS (N=91).

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.

- Absolutely, the students who came to the HASS event have continued to keep high interest in this area. They have already brought ideas and their thoughts into their own classrooms and continue to work hard meeting to figure out next steps. They have also created surveys and analyzed the results across the school in regards to Healthy Eating.
- Has helped students initiate ideas that will improve student wellness. Allows students to have a voice in learning
- It has given students who may not otherwise have the opportunity to lead a health club/team. We purposefully chose students who may not have an opportunity like this arise in the future. They are now role models for all students.
- My students feel empowered with knowledge and are very keen to share it.
- They love leading activities for the younger students at the school. It builds their confidence and they love connecting with the younger kids.

In terms of developing relationships with organizations outside of their school, to support of school initiatives, just under half of the School Health Teams had done so (Figure 27).

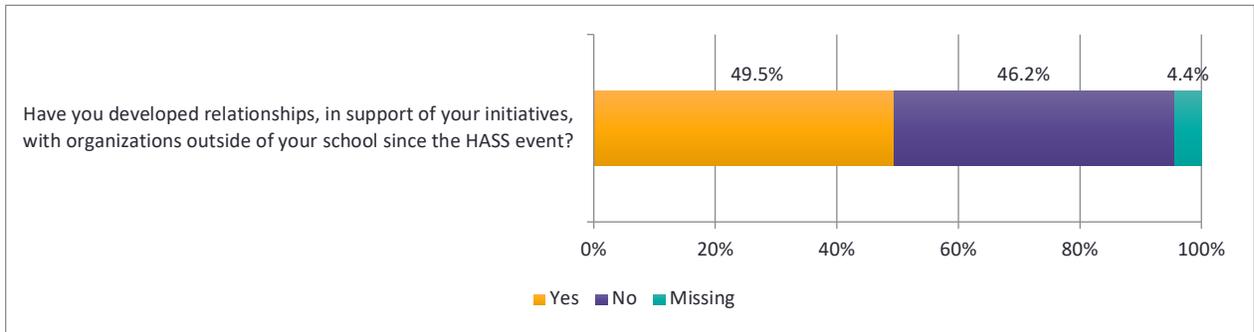


FIGURE 27: PERCENT OF PARTICIPANTS WHO INDICATED THAT THEY HAVE DEVELOPED RELATIONSHIPS WITH ORGANIZATIONS OUTSIDE OF THEIR SCHOOL TO SUPPORT THEIR INITIATIVES (N=91)

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

- Connections with other schools who have attended.
- PHE Canada: Canada Games Activity Challenge. Through advertising our school was informed of this program and we decided as a group and as a school to sign up for this school wide.
- We have put on three events with the community to bring healthy environment outside of school. These connections will be helpful with the restructuring of our school in the next couple of years.
- We have reached out to U of C and engagement in more conversation with others about healthy choices!

As a result of participating in the HASS event, 52.7% indicated that it helped to connect their School Health Team with other schools, and 49.5% indicated that it helped to connect their School Health Team with supportive partner organizations (Figure 28).

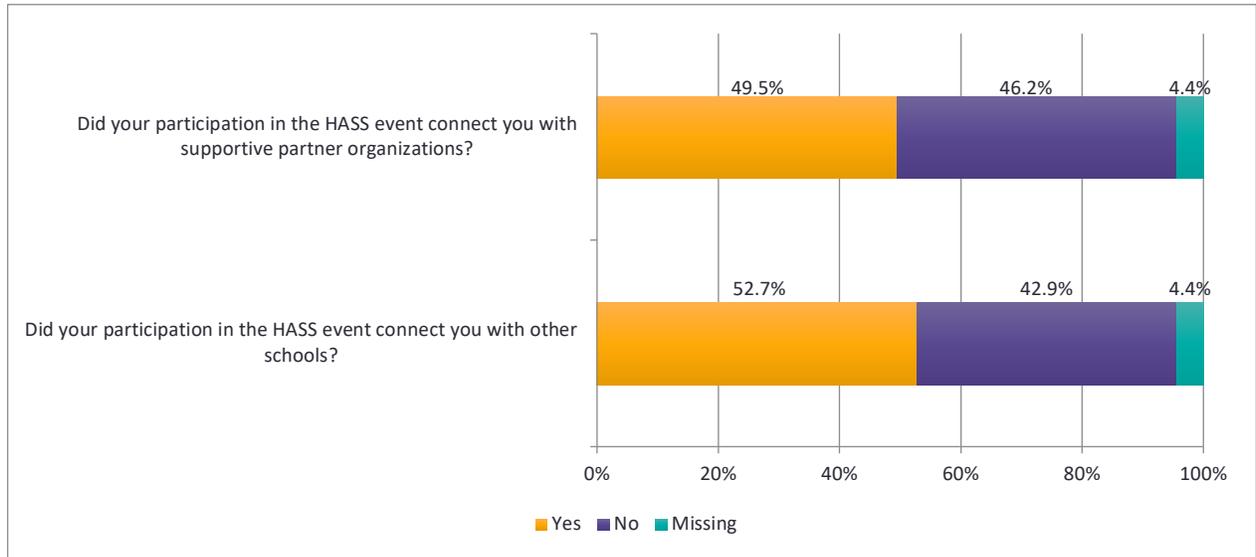


FIGURE 28: PERCENT OF SCHOOL HEALTH TEAMS WHO INDICATED WHETHER THEIR PARTICIPATION IN THE HASS EVENT HELPED TO CONNECT THEM WITH OTHER SCHOOLS AND WITH SUPPORTIVE PARTNER ORGANIZATIONS (N=91)

The survey also asked School Health Teams if attending the HASS event resulted in any changes to school health policies. Only 42.9% indicated that it did, with 52.7% indicating that it did not (Figure 29).

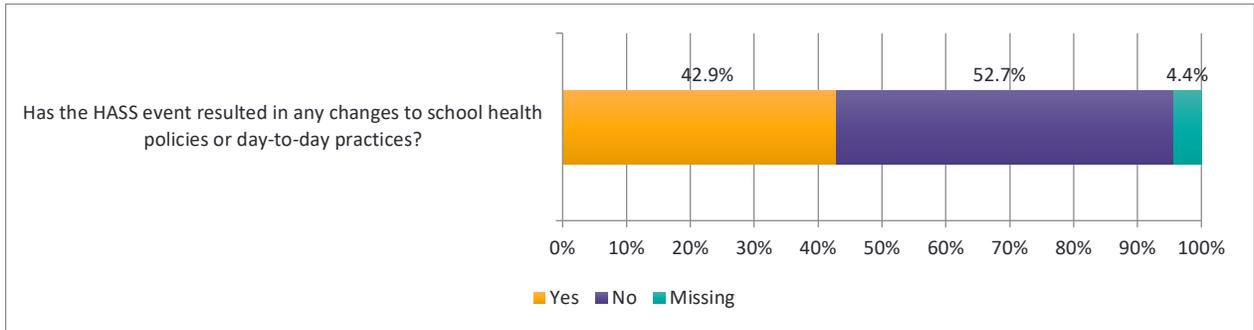


FIGURE 29: PERCENT OF SCHOOL HEALTH TEAMS WHO INDICATED WHETHER ATTENDANCE AT THE HASS EVENT RESULTED IN CHANGES TO SCHOOL HEALTH POLICIES (N=91)

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.

- It has contributed to our school adding wellness as a priority in our 3 year assurance plan which influences budget decisions.
- Off our action plan we have made changes to our daily concession menu, we now have everactive sending a mentor to our school as well as motivation Canada is sending a speaker on mental health and the importance of physical activity. We also created a comfortable area for students to sit when they just need a break or to eat lunch.
- We are about to start doing the Active 10-30 activity during morning announcements as well as will be laying down the Don't Walk in the Hallway floor decals this week!

This year, the HASS follow-up survey asked School Health Teams if they had received funding from the HASS event and/or from external sources to support their action plan. Only 28.6% of teams received funding from the HASS event, and 35.2% received funding from other sources (Figure 30). Only 8.8% (n=8) teams received both HASS event and other sources of funds.

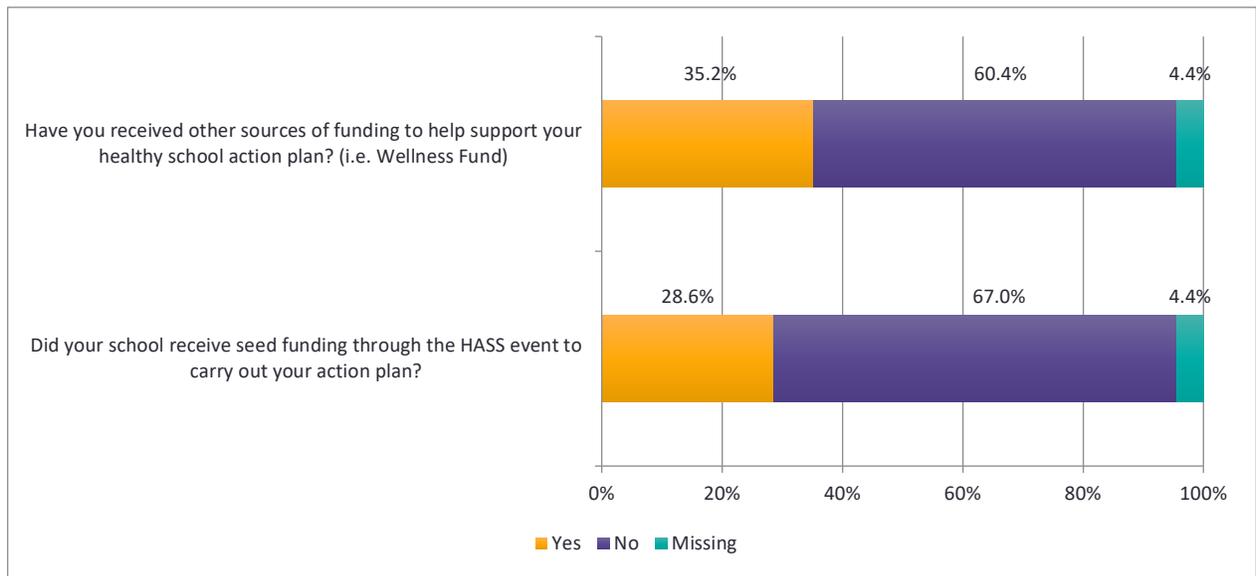


FIGURE 30: PERCENT OF SCHOOL HEALTH TEAMS WHO INDICATED THEY RECEIVED FUNDING FROM THE HASS EVENT OR FROM OTHER SOURCES TO SUPPORT THEIR HEALTHY SCHOOL ACTION PLAN (N=91).

Those who stated receiving funds from other sources were asked to indicate these sources, which included:

- The school or school district (n=10)
- Fundraising (n=5)
- The Wellness Fund (n=4)
- Breakfast for Learning (n=2)
- Local businesses and private donations (n=2)
- Circus Arts (n=1)
- Festival of Trees Organization (n=1)
- Edmonton Community Foundation (n=1)
- Food for Thought (n=1)
- Toronto Dominion Grant (n=1)
- Ever Active Schools (n=1)
- Other (n=6)

A full list of quotes can be found in Appendix I.

When examining School Health Team funding and the time to complete the follow-up survey, 73.1% of those who received HASS seed funding completed the survey between 2 and 3 months. Similarly, of those who received alternative funding, 62.5% completed the survey between 2 and 3 months. Three-quarters of those who received funding from HASS and alternative sources completed the survey between 3 and 5 months. With 41.6% (n=38) of the School Health Teams not receiving any funding, 76.3% completed the survey between 2 and 3 months. A full breakdown can be found in Figure 31.

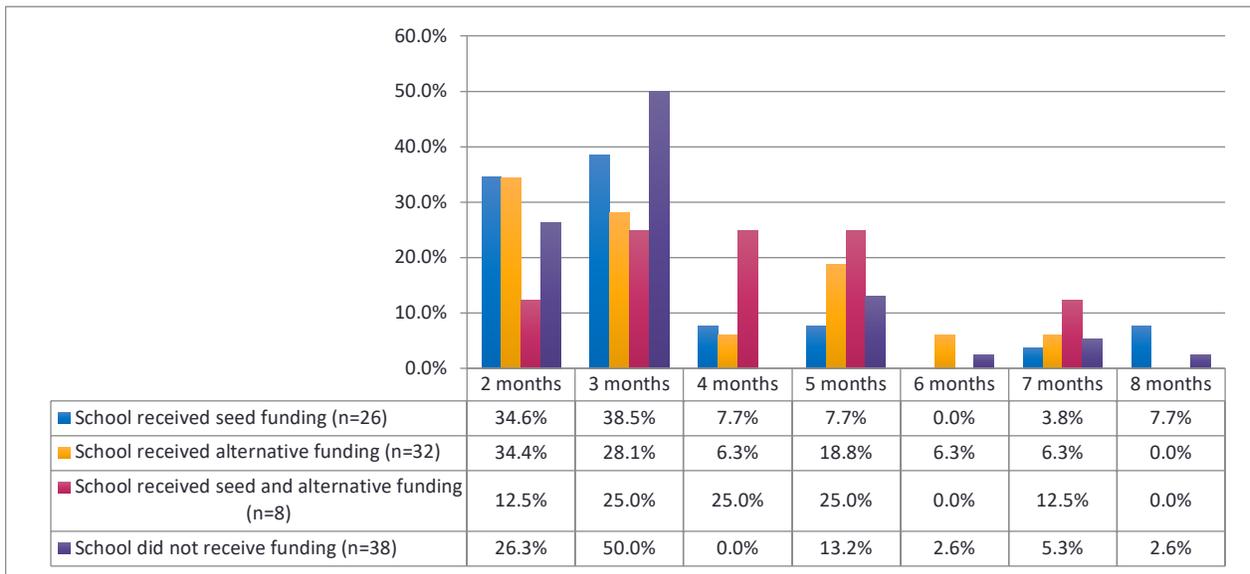


FIGURE 31: HASS SCHOOL HEALTH TEAMS’ DISCLOSURE OF FUNDING RECEIVED AND THE TIME TAKEN TO COMPLETE THE FOLLOW-UP SURVEY (N=91)

Note: Percentages are calculated by the school category sample size. In addition, 4 School Health Teams did not disclose funding sources and are not included in the figure above.

SUGGESTIONS FOR EVER ACTIVE SCHOOLS

At the end of this follow-up survey, participants could share any comments they may have for Ever Active Schools. Most participants provide comments of appreciation for the event, as well as ideas to include in future events. A sample of quotes are provided below and a full list of quotes can be found in Appendix J.

- I thought the HASS event was very well planned and prepared for teenage users.
- If possible to have adult conversation for staff and teachers to connect with each other. Give examples of what works in other schools. Be able to share resources and have conversations with staff who may be trying to implement similar initiatives and may be facing the same barriers.
- Please consider picking schools for money that are smaller town schools and do not have the same resources as those in a city. We need a bus to do these sorts of activities or pay for these organizations to come out to our schools so when considering money to hand out look at those sorts of things as well.
- The symposium was a positive experience once again for our student team. The HEAL club has become an important piece of our school culture, as the students in division 1 look forward to joining in grade 4!
- We love HASS and all of the great ideas we get! We love implementing new ideas each year that we get from HASS.

CONCLUSION

Health and education are closely linked (Hertzman & Power, 2005). To reach optimal learning potential, children and youth's physical, mental, intellectual, and emotional health must not be compromised (Healthy Schools BC, 2013). This can be achieved through employing the Comprehensive School Health approach, which can effectively improve health and educational outcomes, as well as, help students to become healthy, lifelong learners (Alberta Health Services, 2017).

This report highlights 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 Action Plan are useful to make changes in schools. However, HASS participants continue to report the need for time, resources, and funding in combination with continued support and consistent communication with Ever Active Schools to be key factors moving forward with development, implementation, and maintenance of 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 and teachers to connect and share ideas;
- Alternative means for schools to share ideas;
- Support with seed funding applications; and
- Additional events like the HASS symposium.

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- Hertzman, C., & Power, C. (2005). *A Life Course Approach to Health and Human Development. Healthier Societies: From Analysis to Action*. New York: Oxford University Press.

APPENDIX

APPENDIX A: HASS CONVERSATION STARTERS GENERAL COMMENTS (TIME 1)

<i>Mental/Spiritual/Social Health & Wellness</i>
Mental health is priority over physical - no mention of inclusion for people with disabilities - connection with mental and physical well-being
Spiritual wellness questions
Cyber bullying; LGBTQ supports; anxiety
<i>Other</i>
The responses were hard to determine as sometimes could be always for some students
My students tell me that they enjoy being team leaders in our school and are very proud to represent our school at this symposium
A lot of the questions depend on the teachers and who's perspective you'll look through
It covered all aspects of well-being. It made us reflect
Teachers sometimes have bad days and can be slightly rude accidentally
Fundraising, yearly field trips
We feel we are a healthy school
Schools need to be better about letting students know about resources, services and initiatives, projects provided at school
You need in between boxes. (More options other than N/A, never, sometimes and always)
add: spirit days - me-we - donations to community (food bank) - flex days (students can run) - freedom for students - understanding teachers
lunch monitors; hall monitors; student council; safety patrol; gym riot

APPENDIX B: QUALITATIVE RESPONSES FROM THE HASS EVENT (TIME 1)

TABLE 17: BARRIERS TO IMPLEMENTING A HEALTHY SCHOOL ACTION PLAN

Financial Resources (n=57)
<ul style="list-style-type: none"> • \$ • \$ For breakfast club • Budget and staff support • Budget is limited • Buy in from staff, funding • Consistency, funding • Cost and time for planning. Resources --> personnel to come to school --> guest speakers for our mental health day • Cost of equipment, school involvement and time to implement • Cost, parent resistance in developing healthy meals for lunches due to time • Costs - time to plan and implement the ideas • Costs, funding, outside support from parents/families • Financial • Financial barriers in implementation - wellness swag for students to get a buy in • Financial expenses of some of the initiatives • Financial/board red tape • Funding • Funding • Funding and approval from admin an cooperation from all staff • Funding and lack of time • Funding may be an issue • Funding, city procedures/regulations • Funding, participation • Funding, time • Funding, time commitment • Funding! Resources for our own symposium • Funding/liability • Fundraisers - finding profitable fundraisers that aren't already being done in our community • Funds • Funds. • If we don't get grants we won't be able to create our healthy snacks program. • Manque de ressources et de temps. (lack of resources and of time) • Money • Money • Money for a buddy bench and playground pals kit, x2- parks on 2 sides of the school depending on the grade • Money is always a barrier • Money, and our room may not be available • Money, time and teacher / parent volunteers • Money, time, who? • Money; too many clubs / initiatives at the school running all at the same time • Money?

- Money/time
- Parent community and necessary financial support
- Parent involvement and money
- Perhaps funds.
- Possibly school funds
- Resources, such as time, equipment and money
- Sometimes money would be the biggest barrier to purchase items needed to be successful
- The money it costs to run healthy programs
- Things like hot lunch and bake sales are fundraisers. Admin likes money. Change may be hard.
- Time and funding to initially start our action plan
- Time and money
- Time and money although we will do what is in our ability
- Location, resources
- Time, finances, buy-in from school
- Time, money
- Time, money, community involvement (lack of)
- Time, money, group engagement
- Budget and staff support
- Buy in from staff, funding
- Financial/board red tape
- Funding and approval from admin an cooperation from all staff
- Funding and lack of time
- Manque de temps, implication des profs, implication des élèves. (Lack of time, involvement of teachers, involvement of students)
- No time to create Healthy School Action Plan, Buy in from other teachers
- Time away from class to meet, coordination with staff
- Resistance to change from teachers / students / parents
- Time, finances, buy-in from school
- Time, money, group engagement

Staff/administration support and buy-in (n=33)

- Teacher support, student engagement
- Agreement with hot lunch volunteers and school's custodians
- Buy-in from staff
- Comprehensive health approach is not embraced by all staff members and administration
- District/Admin roadblocks
- Getting students/staff on board; cost and time
- Some teachers may not be fully on board with some planned activities
- Staff buy-in
- Staff embracing this as important and set time aside for promotion
- Teacher/staff buy-in
- Budget and staff support
- Buy in from staff, funding
- Financial/board red tape
- Funding and approval from admin an cooperation from all staff
- Funding and lack of time

- Manque de temps, implication des profs, implication des élèves. (Lack of time, involvement of teachers, involvement of students)
- No time to create Healthy School Action Plan, Buy in from other teachers
- Time away from class to meet, coordination with staff
- Resistance to change from teachers / students / parents
- Time, finances, buy-in from school
- Time, money, group engagement

Time (n=40)

- No specific plan created, more work at school, more time, more adult partners needed
- Time, finances, buy-in from school
- Time, money, group engagement
- Time, money, community involvement (lack of)
- Manque de temps, implication des profs, implication des élèves. (lack of time, involvement of teachers, involvement of students)
- Time and curriculum instruction
- Time, money
- No time to create healthy school action plan, buy in from other teachers
- Time away from class to meet, coordination with staff
- Time, man power
- Time, resources
- Time, resources, admin support
- Time, student buy-in, involvement
- Meeting with the team - scheduling is difficult
- No common meeting time
- Time
- Time
- Time - our students are very busy and often struggle with adding additional tasks to their day
- Time constraints, how to share the information
- Time for planning and organizing. Time to gather materials and implement
- Time to meet
- Time to plan/prepare
- Time, busy schedules
- Time, keeping the ball rolling
- We are a very busy school - finding time to implement
- Cost and time for planning. Resources --> personnel to come to school --> guest speakers for our mental health day
- Manque de ressources et de temps. (lack of resources and of time)
- Money, time, who?
- Costs - time to plan and implement the ideas
- Funding, time
- Funding, time commitment
- Money/time
- Resources, such as time, equipment and money
- Time and funding to initially start our Action Plan
- Time and money

- Time and money although we will do what is in our ability
- Teacher reluctance. Timetable.
- Money, time and teacher / parent volunteers
- Cost of equipment, school involvement and time to implement
- support for changes - staff - students - time

Human resources (n=15)

- Getting volunteers to run sessions
- Lack of human resources
- We have to have admin permission / help volunteers
- Time, man power
- Time, resources
- Time, resources, admin support
- Costs, funding, outside support from parents/families
- Getting everyone together and getting it done.
- No specific plan created, more work at school, more time, more adult partners needed
- Time, man power
- Time, resources
- Time, resources, admin support
- Manque de temps, implication des profs, implication des élèves. (Lack of time, involvement of teachers, involvement of students)
- Cost and time for planning. Resources --> personnel to come to school --> guest speakers for our mental health day
- Manque de resources et de temps. (lack of resources and of time)
- Money, time, who?

Parental support (n=14)

- Parents/school policy/lack of enrolment
- Our students are non-attendance based.
- For the most part, we don't anticipate resistance with most aspects of our plan. Regarding healthy eating, we have experienced resistance from parent - particularly regarding parties.
- Parents
- Cost, parent resistance in developing healthy meals for lunches due to time
- Parent community and necessary financial support
- parent involvement and money
- Having administrations and other students agree to changing the food environment in the school
- Student/staff/parent support
- Some buy in
- Resistance to change from teachers/students/parents
- Costs, funding, outside support from parents/families
- Money, time and teacher/parent volunteers
- Manque de temps, implication des profs, implication des élèves. (Lack of time, involvement of teachers, involvement of students).

Student buy-in (n=13)

- Resistance to change from teachers / students / parents
- Student attendance, out of school influences
- Participation by student body - possibility of being pointed out because of activities

- Participation, acceptance
- Student attendance/buy-in
- Student engagement
- Student negativity
- Support for changes - staff - students - time
- Organizing it in a way to get student involvement and full school involvement
- Staff and student ""buy-in
- Staff and student participation
- Staff supports, student buy-in
- Student / staff buy-in
- Teacher support, student engagement
- Time, student buy-in, involvement
- Our students are non-attendance based.
- Having administrations and other students agree to changing the food environment in the school
- Student/staff/parent support
- Having administrations and other students agree to changing the food environment in the school
- Student/staff/parent support
- Teacher/staff buy-in

Other (n=25)

- Responsibility of student team
- School bussing makes after school activities difficult to access
- School culture
- School district/cafeteria provider
- Shared school (i.e. Shared gym... Low opportunity for gym time) ect.
- Space - availability of gym
- Space; Resources; Sustainability
- Truly inclusive intramural teams are tough to build
- Working w RMWB
- Cultural sensitivities
- Money; too many clubs / initiatives at the school running all at the same time
- Funding/liability
- Consistency, funding
- Funding, city procedures/regulations
- Time and curriculum instruction
- Parents/school policy/lack of enrolment
- Student attendance, out of school influences
- No specific plan created, more work at school, more time, more adult partners needed

APPENDIX C: ADDITIONAL PARTICIPANT COMMENTS FOR HASS ORGANIZERS (TIME 1)

Positive Thoughts, Appreciation, and Comments of Encouragement (n=69)

- No. Thank you!
- An amazing job your group did an amazing job.

- Appreciated the positive energy and enthusiasm well-organized
- Awesome day! Thank you!
- Awesome event! Thanks for the day!
- Awesome job - thank you
- Awesome positive to build leadership. We need district admin involved.
- Awesome, kids loved it!
- Awesome! Thanks!
- Excellent balance
- Excellent idea to incorporate student nurses in groups. These ladies are amazing!
- Good snacks!
- Good team building but more info. Sessions with take away are needed.
- Great day! Dragon's den maybe not so relevant.
- Great day! Thanks!
- Great enthusiastic presenters
- Great event
- Great event, be nice to have it over two days for more learning opportunities
- Great event! Very well organized.
- Great idea
- Great job
- Great job
- Great job - students and staff are excited to implement our plan
- Great job!
- Great job!
- Great work in planning another informative day.
- Great work! This was the best HASS so far :)
- Great work! You do such a great job!
- It is definitely a catalyst or motivation to do more at our school.
- It was a great day and we learnt a lot, thank you :)
- It was a great event! It was well run, organized well and the volunteers were great
- It was awesome!
- It was awesome. Rad experience :)
- It was outstanding! Extremely well done. My team is very excited
- It was very fun! Nice!
- Liked idea showcase -->very neat to hear from elementary students
- Merci! Tout était super! (thanks! Everything was great!)
- Nursing students as helpers were awesome :)
- Our kids loved it. Movement breaks were great
- Super day and inspiration needed to make this a school - wide priority! While making it fun and energetic!
- Super fun! Great enthusiasm!
- Thank you
- Thank you
- Thank you for a great event. :)
- Thank you for all of your hard work
- Thank you for the great event!
- Thank you for the opportunity and for organizing this.
- Thank you!

- Thank you! Great opportunity for students!
- Thank you! Our students thoroughly enjoyed the day.
- Thanks
- Thanks
- Thanks!
- The elementary presentations continued to be strong and very informative.
- The workshops that gave us practical strategies to use in our schools were most helpful --> the more strategies the better
- This was a very productive day. Making an actual plan was so valuable.
- Very good
- Very well organized! Great opportunity for our school leaders! Thank you!
- Very well organized. Fantastic activities. Keeps getting better every year.
- We had fun. Loved the mental wellness one. :)
- We had several ""lightbulb"" moments throughout our day (i.e. Availability of healthy snacks, demonstrations of sugar content, ideas as a source of change)
- We really enjoyed the symposium and look forward to coming back next year.
- Well done, great speakers
- Well done!
- Well done! Great student involvement
- Well organized
- Well organized; very active; great to hear from other school's experience with their program
- Well planned. Variety of options for sessions.
- You guys rock!

Recommended Modifications to the Event (n=40)

- An adult session would benefit networking to hear what other schools are doing
- A clearer idea about what breakout sessions are for teachers would have avoided some upset. Pulling emotions during music was more than one of my kids could handle.
- Afternoon breakout session in the afternoon with the elementary kids
- AM breakout for planner?
- Amazing! Thank you!
- Be sure schools have specific HASS plans before extending an invitation - we have a good school with no specific HASS plan so this was not overly useful - we'll use bits and pieces but as part of leadership, not HASS. Gr. 4-12 is a big spread. It's a challenge to make sure all are engaged and receiving thoughtful work time.
- Consistent info. Dad. Online, was different than the one given to us here! Makes it difficult to organize transportation with the kids
- Definitely love the energy and resources that are brought in. I truly believe you could achieve a lot more if you could expand it to two days. One day is a bit jam packed as students are given a large amount of info and not enough time to comprehend and find ways to apply it.
- Discuss how students can help implement and be leaders in what they learned
- Have more substance early in the day when people are alert and rested. Students loose focus in the pm. Need to have more students participate.
- High school helpers could have been debriefed more
- I thought the seminar was useful. I would like to see kids come away with resource packages from their breakout sessions that they could then share at their schools; pass the information onto their peers
- Increase in the number of different sessions and shorter session lengths, especially for jr. High/ high school

- It was a long wait for the students at the start - we arrived at ~8:50 and nothing happened until 9:40. We didn't know we could be working on a team cheer. We didn't know we were supposed to have our students sign up for workshops...
- Knowledge of healthy outcomes is important, feel we need to fund actions that we can take.
- Last year I was able to bring more students, which is more impactful. This year I only brought 4; last year I had at least 8 grade 8 students and 8 grade 9. Really need to be able to bring more students to engage, be motivated, and go back to school to implement. More on mental health please. It would be nice to have 2 teachers attend as well . . . One for division 2 and one for division 3 to spearhead movements within that grade level. I liked the pink shirt speaker to start the day - a keynote is important. Thanks for your work organizing this. I enjoyed last year's larger HASS event with more students and more session choices better.
- Minute to win it larger station
- More activities and more choices per breakout session. More organized sessions for teachers. Teaming schools with similar schools that can collaborate and team up for similar issues and programs. Create resources within our small community. Have more events where follow ups can be made and help others with solutions. Too long before we have another. . . Perhaps coordinate smaller functions with each school board. For some of the sessions for the kids have them prepare something at school and build on initiatives. That way we implicate, maybe, other students in projects and ideas.
- More than 1 day :)
- More time to plan w/ my school team please!
- Need key speaker to be heard clearly
- One session was extremely boring for me and the students I saw. Food.
- Please bring rad life back again next year! Thank you :)
- Provide lunches for students
- Separate elementary groups further and present the material/information at their level. (i.e. The stereotyping presentation was way above their heads). Great variety of sessions - bullying, nutrition, active living
- Some vocab in junior high sessions was beyond their comprehension
- Speaker, powerpoints, well put together. Student lead, communication, needs a high school focus. Skill building, red talk. Build life skills -- lacks distinct purpose. Theme was lost.
- Students didn't know if they were doing an activity about healthy eating, positive mental wellness or active living. All they got out of today were fun games...
- The keynote speaker, though positive, was not appropriate for elementary schools
- The registration process was complicated - having to register with ever active but book sessions with black gold!
- The scavenger hunt was good but should've been an activity for schools to do as soon as they arrive.
- The times seemed to be off as we were told it ended at 2:30, not the wrap up at 2:30. Kids were coming at 2:30. I also feel that asking only one staff to finish all of these requirements throughout the day, while helping the students complete their tasks is way too much. I am thankful for the support in paying for one sub though and happy that we brought extra support out of pocket.
- There is enough interest to run more than one HASS event in the area ex. Lac la biche and Bonnyville, therefore school teams can be larger and more students can directly benefit from HASS.
- We could have brought 5-7 interested students but brought 4 due to the limitations and that we were asked to limit participation. But many schools brought more than 4 students and that was frustrating.
- We think that some of the sessions were a superficial look at the topic. I.e. The info on (un)healthy drinks is easily available.
- Would be nice to have earlier in year, or twice per year - plan and follow up
- Great event, be nice to have it over two days for more learning opportunities
- Good team building but more info. Sessions with take away are needed.

- Great day! Dragon's Den maybe not so relevant.
- Awesome positive to build leadership. We need district admin involved.

Modifications to the Venue (n=7)

- Bigger rooms =)
- Check equipment before the conference begins
- Maybe make sure the sound/video is ready because it interrupted our day
- Preferred bearspaw church venue. Difficult to hear in the main room as well as the breakout areas. Not enough room here.
- Sound system could be better. We could not hear the morning.
- The microphones did not always work for us to hear all the great ideas. What a fabulous event! All the students were engaged and want to be involved in promoting wellness at our school in many different ways!

Other (n=3)

- (Tiffany could not read the word to the left of the question mark in the ""What would you like to see more of at the HASS event"" section; refer to questionnaire #13 if necessary.)
- N/A
- no

APPENDIX D: PARTICIPANTS' SUGGESTIONS FOR FUTURE HASS EVENTS (TIME 1)

More Opportunities for Schools to Collaborate and Share Ideas (n=27)

- Greater # of student attendees per school
- Collaboration time
- Excitement, activities, leadership development, and planning. Schools bring 1 idea to share and work on.
- High school topics/planning for interactive actives for teens and chance to combine with other schools to talk about initiatives
- Interaction with other schools by sharing best practices. Larger spaces for breakout sessions
- Interactive opportunities - maybe a longer day
- Making partnerships. I would love to meet our neighbourhood schools.
- More activities aimed at high school sessions for healthy eating.
- More activity for high school students
- More collaboration between schools. More ideas from others about what is working in other schools. Breakout sessions, which involve discussion on relevant elementary school h.a.t initiatives. Perhaps a teacher session to collaborate together on team-building ideas. It was a great day to bond with our team and learn some fun, active games.
- More collaboration time w/ other schools
- More content that applies to the higher grades - there was only 1 high school session other than that they were helpers
- More ideas/more time to share great ideas about what we are already doing
- More interacting with other schools
- More interaction with other schools. Idea sharing and connecting. More info to take away.
- More networking for teachers
- More older student activities

- More opportunity for teacher discussion as to what they are doing at their schools. Maybe follow-up PD session for teachers? Allow for networking and sharing ideas.
- More opportunity to connect with other high schools
- More school interaction with other schools
- More time to share what is successful and working at each school
- Planning, talking with other schools
- Schools being paired up and able to learn from other same grade schools
- Time to connect w/ teachers from other schools
- Time to discuss/share ideas with other schools
- Useful information; what other schools are doing, resources

High school information (n=10)

- More high schools
- More ideas for high schools
- A few more sessions regarding high school students
- High school focus
- High school related topics
- High school specific ideas
- Perhaps a bit more structure to high school sessions

Examples and resources on how to implement physical activity, nutrition, and mental wellness policies and activities (n=38)

- Plus de ressources ou de liens concret en lein avec la communaute. (More resources or concrete links with the community)
- Same --> activity ideas - dance, games, yoga, leadership ideas
- Planning - resources to implement policies in our school - Adult conversations
- A variety in mental health
- Few more physical activity stations
- Focus on mental health and supports
- Healthy eating/nutrition
- Ideas on how to implements nutrition/healthy eating initiatives in the school.
- Information on healthy eating, mental health
- Mental health and getting students involved. Implementation
- Mental health for all participants
- Mindfulness strategies
- More break out sessions on mental health
- More breakout sessions
- More healthy eating info
- More ideas to bring back
- More ideas/tools for teachers
- More info on mental wellness. More info about how to implement our action plan.
- More info on the mental health / school stress students face.
- More info/sharing on LGBTQ+, safe spaces
- More mental health ideas and how to implement into schools with very limited funds/resources
- More movement and food making activities; there should be 4 breakout sessions for the students, they were pretty checked out by the end
- More of our team

- More practical strategies
- More resources and/or links to information regarding community/provincial organizations
- More specific and concrete activities to bring back to our school.
- More strategies and ideas to implement and make things work at our schools
- More take home materials to use for health promotion in the school
- Nutrition and a greater variety of sessions
- Resource take away for school leaders
- Resources (Physical), specific planning tools/time
- Resources for the kids to share.
- Resources for the schools
- Resources to take away
- Resources, ideas for high schools/higher grades
- Strategies around healthy eating initiatives.
- Local community resources identified - direction as to what EA can provide (sessions)

Wellness breaks during HASS (n=21)

- Active moving
- Activity or activity breaks
- Break-out activities eg. Yoga, drumfit. Hard to hear in soccer pitch
- Energizers throughout the event to take back to our school; session idea --> something for teachers and representatives to take back to schools
- Less sitting around
- Maybe a few more opportunities for physical activity?
- Mindfulness, yoga
- More active activities for the Jr. High students. More lively presentations.
- More active sessions
- More interactive sessions where we are moving and being active!
- More movement breaks for students; a little too much sitting for grades 4-6
- More moving activities
- More physical activity, longer lunch breaks and snacks (from the kids), more room in active sessions
- Physical activities, live performances
- Physical activities, options
- Physical Activity - students were surprised at the little amount of activity although told to dress in active wear
- Space for breakout sessions, more time for breakouts
- Whole group physical activities

More Information about Physical Activity (n=8)

- This year the students found the AM long; would like more DPA activities. Maybe do action plan in AM after focus is presented this year ""ideas
- Few more physical activity stations
- More physical activity, longer lunch breaks and snacks (from the kids), more room in active sessions
- Physical activities, live performances
- Physical activities, options
- Physical Activity - students were surprised at the little amount of activity although told to dress in active wear
- Incorporating DPA
-

<p>More Information about Healthy Eating (n=8)</p> <ul style="list-style-type: none"> • More activities aimed at high school sessions for healthy eating. • Healthy eating/nutrition • Ideas on how to implements nutrition/healthy eating initiatives in the school. • Information on healthy eating, mental health • More healthy eating info • Nutrition and a greater variety of sessions • Strategies around healthy eating initiatives. • Information on healthy eating, mental health
<p>More Information about Mental Wellness (n=11)</p> <ul style="list-style-type: none"> • A variety in mental health • Focus on mental health and supports • Mental health and getting students involved. Implementation • Mental health for all participants • Mindfulness strategies • More break out sessions on mental health • More info on mental wellness. More info about how to implement our action plan. • More info on the mental health / school stress students face. • More info/sharing on LGBTQ+, safespaces • More mental health ideas and how to implement into schools with very limited funds/resources
<p>More Student-Led Activities and Involvement (n=6)</p> <ul style="list-style-type: none"> • More student interaction with each other • More student lead sessions • More student workshops where they could choose their sessions. (i.e., HASS student convention) • More time for school action plan - allowance for more people - 1 admin, 1 teacher, 1 parent, + students • Student leadership • More opportunities for students to lead parts of sessions
<p>More sessions and more time (n=3)</p> <ul style="list-style-type: none"> • Longer day with more workshops; more time for different schools/students to meet • Another day added • Having more time for sessions. I felt limited in my choices.
<p>More hands-on learning activities and planning sessions (n=5)</p> <ul style="list-style-type: none"> • More hands on activities. Resources for adults to explore • More hands on learning for students (rather than a lecture-style breakout) • More opportunities for students to lead parts of sessions • Planning time that is facilitated • Time to complete the school action plan
<p>Lunch and snacks (n=4)</p> <ul style="list-style-type: none"> • Lunch and healthy snacks and coffee/tea for at least the adults in the ""cafe conversations. • Lunch and snacks included • Maybe link a group lunch so that students can choose health food. Buffet style - don't forget x2 portion cfg (snack), lunch x1 portion of each + 2 green zones • More healthy snacks for students like last year. Larger venue for more students to attend. More breakout sessions like last year - variety.

Other (n=49)

- This year the students found the AM long; would like more DPA activities. Maybe do action plan in AM after focus is presented this year ""ideas
- Environmental component
- I believe more examples in small groups would help kids.
- Increased ""hands on"" opportunities
- It was really good
- Love hearing what other schools are doing
- More activities, less large group/talking
- More different options, more sessions
- More group ""mixing"" and discussion between the youth from different schools
- More groups present to provide us with information and resources
- More leadership sessions/talk
- More PLC and Professional development for teachers
- More reflection after each activity - where can you use this? Who can you influence?
- More sessions - maybe start earlier?
- More sessions (drumfit) ask Shaelyn Meyer
- More sessions, smaller session sizes
- More student interaction with each other
- More student lead sessions
- More student workshops where they could choose their sessions. (i.e., HASS student convention)
- More teacher/leader information about where we can go for added supports to help our students achieve their goals.
- More time for school action plan - allowance for more people - 1 admin, 1 teacher, 1 parent, + students
- More time for the kids without the adults. Our team was way more engaged and excited after their teachers returned.
- More time to discuss
- More time to plan and time to develop action plan
- More time to work on action plan
- Not sure, my students were engaged and loved the entire day!
- Not that I can think of
- Pens or pencils on the table
- Positive mental health that students can use - more hands on learning/activities for students to take back for activity/healthy eating
- School success stories highlighted - feature some really good schools
- Schools that implemented big projects (or provide connections to schools) like the greenhouse project in Lacombe
- Sessions for adults / adverse (?) Strategies / ideas
- Sessions on student leadership
- So much fun. Really appreciate this to kick off our year.
- Stations and kiosks
- Student leadership
- Student motivation
- Summary of resources and successes
- Teacher wellness!
- Teaching students how to be leaders more by going through activities they can do (More)

- The grade 7-12 presentation was very similar to last year. The students were not engaged and I would not recommend this event for students this age.
- The high school group enjoyed engaging as leaders but would like more information on health and wellness.
- Ways to improve positive student relationships within the school.
- Yes
- A great day, my only suggestion would be to cover a little less. The day felt quite rushed.
- Identify problems related to health and wellness
- Larger facility; divide the age groups more, one specifically for high school, elementary, and jr high
- NA

APPENDIX E: PARTICIPANTS' SUGGESTIONS FOR WHAT WOULD HELP THEIR SCHOOL PLAN OR START HEALTHY EATING, ACTIVE LIVING, AND POSITIVE MENTAL WELLNESS ACTIVITIES

Healthy Eating

Nutrition initiatives and support (n=29)

- Access to funding to run parent cooking classes.
- Acquiring other ideas/initiatives to implement into our healthy eating activities.
- CBE mandate on Vending machine items... Need to meet a certain criteria
- Costco gift cards to support the purchase of ingredients for our FREE Smoothie Days!
- Difficult at our school. We have a contracted cafeteria. School policy tries to influence food options.
- Funding for a breakfast program
- Having an assembly about healthy eating, posters
- Having an initiative that we could simple participate in rather than making up ourselves - be a part of "more fruit" month across the province or something that we could track easily.
- Having contact with our HPEC ATA Liasons i.e. AHS BFFL etc.
- Health links and presentations re: healthy eating.
- Ideas for what we can serve at our canteen that quick but healthy
- It takes time. We planned healthy lunch box contest for the month of March.
- Keeping the parents aware of the positive impacts of healthy eating in the classroom/learning.
- Money for healthier foods to support canteen having healthy option. Ideas for cost effective healthy options.
- Money, nutritionist, ideas!!!!
- More access to health food choices that are not highly expensive. Additionally, supplies to help make this available (I.e blenders) and fundraiser opportunities.
- more funding for the salad bar
- More funding to run events and offer samples, smoothies etc.
- More healthy eating challenges/ideas
- More ideas for healthy snacks
- More monetary resources to sustain the breakfast club
- More resources for younger students and a meal plan for the school.
- NSTEP
- We are in the process of beginning a "breakfast program", the students involved want to help with grocery shopping, but I find it difficult to find time to take kids with me.

- We are looking at starting a breakfast program and are needing seed funding. W have connected with Leduc Food Bank and they are going to educate our SWAT team so they can go on to educate student body. They also offered some support in the way of food supplies
- We are looking into a healthy snack cooking presentation at a cost of \$3/student. Funding for that would help.
- We are trying to partner with local food suppliers to offer new healthier products in our vending machines. We could use some capital \$ to launch this campaign.
- We are trying to secure funding g fir a healthy snacks presentation. We recently changed our Hot Lunch program. A local catering company is doing home cooking options instead of the usual fast food.
- We need support from the community to help donate food during the school year to run a breakfast program
- We run a breakfast program and we apply for grants, and look for money for that our numbers in the last month have gone up 30-50 students each day getting breakfast. We also run fresh fruit Friday, veggie day and water Wednesdays if students bring these items they get entered to win prizes that support active living so money would help up get some other prizes as I have found it hard to get companies to donate.

Funding (n=23)

- A Health Champion business partner, funding
- Access to funding to run parent cooking classes.
- Costco giftcards to support the purchase of ingredients for our FREE Smoothie Days!
- Financial support ??
- Funding and student /staff voice
- Funding for a breakfast program
- Money for healthier foods to support canteen having healthy option. Ideas for cost effective healthy options.
- Money, nutritionist, ideas!!!!
- More access to health food choices that are not highly expensive. Additionally, supplies to help make this available (I.e blenders) and fundraiser opportunities.
- more funding for the salad bar
- More funding to run events and offer samples, smoothies etc.
- More monetary resources to sustain the breakfast club
- More resources/money to start programming.
- More time given to us, budget for this
- Our cafeteria is independently run by a family in our community. We would like seed money to purchase groceries to test out new recipes on the students. This would absorb the cost for this company, so they don't risk wasting money on recipes students possibly won't like. If we could test out some new things we would know which items would sell best.
- Resources and a budget
- Support from community and parents. Funding
- We are looking at starting a breakfast program and are needing seed funding. W have connected with Leduc Food Bank and they are going to educate our SWAT team so they can go on to educate student body. They also offered some support in the way of food supplies
- We are looking into a healthy snack cooking presentation at a cost of \$3/student. Funding for that would help.
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Sharing knowledge and resources (n=15)

- Acquiring other ideas/initiatives to implement into our healthy eating activities.
- Health links and presentations re: healthy eating.
- Ideas for what we can serve at our canteen that quick but heathy
- Initiatives that are being done in other schools. How to implement into using a whole school approach.
- Maybe some resources or a plan to follow to help get a good start
- Money for healthier foods to support canteen having healthy option. Ideas for cost effective healthy options.
- Money, nutritionist, ideas!!!!
- More access to health food choices that are not highly expensive. Additionally, supplies to help make this available (I.e blenders) and fundraiser opportunities.
- More healthy eating challenges/ideas
- More ideas for healthy snacks
- More resources/money to start programming.
- Posting our celebrations
- Professional resources and presentation
- Resources and a budget
- Resources/Templates

Time (n=12)

- It takes time. We planned healthy lunch box contest for the month of march.
- Just time to implement
- Meeting time with students
- More planning time
- More time and more people to take on the initiative.
- More time given to us, budget for this
- More time to meet together
- More time together (recesses are too short!)
- Planning time
- Sub time to organize my students
- Time to set up/plan out use for garden tower
- We are in the process of beginning a "breakfast program", the students involved want to help with grocery shopping, but I find it difficult to find time to take kids with me.

School, family, and student education (n=12)

- A visit from a dietitian
- Access to funding to run parent cooking classes.
- Having an assembly about healthy eating, posters
- Health links and presentations re: healthy eating.
- Ideas for what we can serve at our canteen that quick but heathy
- Keeping the parents aware of the positive impacts of healthy eating in the classroom/learning.
- Money, nutritionist, ideas!!!!

- More resources for younger students and a meal plan for the school.
- Not having a bake sale on healthy snack challenge week (more school wide communication) - Teachers
- Professional resources and presentation
- We are trying to secure funding for a healthy snacks presentation. We recently changed our Hot Lunch program. A local catering company is doing home cooking options instead of the usual fast food.
- We are working on a nutrition policy and would like event ideas.

Facilitator or volunteer support (n=8)

- A Health Champion business partner, funding
- Having contact with our HPEC ATA Liasons ie AHS BFFL etc.
- Money, nutritionist, ideas!!!!
- More time and more people to take on the initiative.
- Not having a bake sale on healthy snack challenge week (more school wide communication) – Teachers
- Parent volunteer committee; have tried to organize but no interest
- Support from community and parents. Funding
- We need support from the community to help donate food during the school year to run a breakfast program

Nutrition policies and criteria (n=3)

- CBE mandate on Vending machine items... Need to meet a certain criteria.
- Difficult at our school. We have a contracted cafeteria. School policy tries to influence food options.
- We are working on a nutrition policy and would like event ideas.

Other (n=13)

- Funding and student /staff voice
- More positive mental health initiatives
- More time together (recesses are too short!)
- Next year we will send a student group
- Our cafeteria is independently run by a family in our community. We would like seed money to purchase groceries to test out new recipes on the students. This would absorb the cost for this company, so they don't risk wasting money on recipes students possibly won't like. If we could test out some new things we would know which items would sell best.
- This was not our focus this year, but was in the past.
- We already have a healthy eating plan
- We already have a healthy eating plan in place.
- We already have a number in place
- We are an APPLE school so we already have healthy eating programs in place!
- We are in the process of beginning a "breakfast program", the students involved want to help with grocery shopping, but I find it difficult to find time to take kids with me.
- We did not focus on this area this year, but will do so next year again.
- We have a tower garden installed in our school

Physical Activity

Physical Activity Initiatives and Events (n=22)

- Again, we are an APPLE school, so DPA has always been a priority for us!
- Extra funding for equipment for our intramural program.
- Funding for more intramural events.
- Intramural ideas

- Making sure DPA is scheduled part of your day.
- Mentorship from Ever Active personnel, more buy in to recess energizers
- More planned active times other than p.e
- More planned events
- More soccer balls and other sports or play equipment.
- Running Club, Free Footie, Oil Country Energize program, YOGA (ECF Grant)
- The SWAT team is leading games at recess. We got a grant to support this program, Awesome!
- The difficulty in high school is "when" to offer. If it doesn't earn credits, students and schools are not likely to take part. We offer lots of opportunities outside of class time. Attendance and interest is fairly low.
- The SWAT team has started a recess Playground program.
- We already had a lot going on in physical activities with the run club and other sports club.
- We are involved with the Physical Literacy Mentorship program from Ever Active
- We are partnering with district Physical Literacy initiatives
- We are taking part in winter walk day, we run winter fun day, june fun day and various different monthly initiatives that encompass mental and physical health sometimes we have students enter these for prizes and we like to give our prizes that help students be active within the community so having some money to purchase these sorts of prizes would be nice as Im having trouble getting organizations to donate these to us. We also are doing a mental health day with 2 active sessions and we are needing to purchase some items for this day and having money would allow us to do this as well.
- We followed through on our action plan - Don't walk in the hallway project
- We have started daily intramurals for grades 7&8 (in addition to PE every other day)
- We hope to borrow the Be Fit stencils to paint on the asphalt/ sidewalks.
- We need to increase the participation in lunch time intramurals
- We started intramurals again and have several after school opportunities for students. We also are putting in coloured floor tiles for our "Don't Walk in the Halls" project.

Time (n=9)

- More planning time for the lead teacher
- More time to meet together
- More time to plan together and funding to pay instructors to teach more of a variety of activities.
- Reliable and easy to access resources that are easy to implement in the school and time to plan and incorporate them.
- Scheduling conflicts with time and space.
- Sub time to organize my students
- The difficulty in high school is "when" to offer. If it doesn't earn credits, students and schools are not likely to take part. We offer lots of opportunities outside of class time. Attendance and interest is fairly low.
- Time
- We just need more time.

Funding (n=8)

- Extra funding for equipment for our intramural program.
- Funding for more intramural events.
- Funding for outside equipment
- More resources/money to start programming.
- More time and people to start the initiative.
- More time to plan together and funding to pay instructors to teach more of a variety of activities.

- The SWAT team is leading games at recess. We got a grant to support this program, Awesome!
- We are taking part in winter walk day, we run winter fun day, June fun day and various different monthly initiatives that encompass mental and physical health sometimes we have students enter these for prizes and we like to give our prizes that help students be active within the community so having some money to purchase these sorts of prizes would be nice as I'm having trouble getting organizations to donate these to us. We also are doing a mental health day with 2 active sessions and we are needing to purchase some items for this day and having money would allow us to do this as well.

School and Stakeholder Involvement and Support (n=5)

- Continued parent support and help
- Find outside experts to bring in or aid
- More time and people to start the initiative.
- We are looking for outside partnership for volunteer hours.
- We are partnering with district Physical Literacy initiatives

Sharing Ideas and Resources (n=5)

- Continue with the great ideas to implement daily!
- Further PD, Access to equipment share within CBE... including outdoor equipment (snow shoes, skates)
- Reliable and easy to access resources that are easy to implement in the school and time to plan and incorporate them.
- Resources for activity challenges to implement at school
- We hope to borrow the Be Fit stencils to paint on the asphalt/ sidewalks.

Support and Education (n=3)

- Having guest coming to speak to us, special work shop.
- Mentorship from Ever Active personnel, more buy in to recess energizers
- More support engaging teachers to practice and not just be aware of the importance between physical activity and learning. We know the facts.... but how can we implement action.

Other (n=19)

- Again, we are an APPLE school, so DPA has always been a priority for us!
- Being able to attend the Shaping the Future conference
- Currently we don't have a playground. We have been waiting for it to dry up a bit to finally paint with the stencils and promote positive playground games.
- more diverse equipment, spaces
- More interesting equipment (Bunnock! (:)
- More playground equipment
- More soccer balls and other sports or play equipment.
- Not to much we have a fantastic team working hard on our schools physical activity.
- Our school needs a gymnasium
- Prizes - t-shirts, tattoos, guest speakers for my Tri Club
- Scheduling conflicts with time and space.
- sports leadership roles
- The difficulty in high school is "when" to offer. If it doesn't earn credits, students and schools are not likely to take part. We offer lots of opportunities outside of class time. Attendance and interest is fairly low.
- We are a very physically active school
- We are an extremely active school This will continue

- We are taking part in winter walk day, we run winter fun day, June fun day and various different monthly initiatives that encompass mental and physical health sometimes we have students enter these for prizes and we like to give our prizes that help students be active within the community so having some money to purchase these sorts of prizes would be nice as I'm having trouble getting organizations to donate these to us. We also are doing a mental health day with 2 active sessions and we are needing to purchase some items for this day and having money would allow us to do this as well.
- We followed through on our action plan - Don't walk in the hallway project
- We need to increase the participation in lunch time intramurals
- We would like to get the big cut outs to put on our play ground.

Positive Mental Wellness

Sharing Ideas and Resources (n=19)

- Additional Resources and ideas
- Event ideas :)
- Grade level appropriate lessons ideas/activities.
- Ideas and projects that are appropriate for elementary schools.
- Just some educational posters
- Keeping in contact with DREAMS, which offers wellness resources.
- Mindfulness Practices
- More resources/money to start programming.
- More time and resources to plan an implement activities and events
- More ways of supporting mental wellness in the school.
- Pamphlets
- Planning time and support for our breakout (mental health space)
- Resources, supplies, funding, etc. To grow our understanding and help support our school with this. More time.
- Time
- Time to organize and implement.
- Time, guest speakers
- Time...

Initiatives and Events (n=18)

- Look who is a wise owl- if teachers see students making good choices then they are entered to win a wise owl stuffed animal. The wise owl is another name that we call our pre frontal cortex and the students know about their PFC, amygdala, and hippocampus from the Mind Up (mindfulness program) we run in conjunction with the leader in me program. Money would assist us in buying these prizes to hand out for students. We are also running a mental health day in April where we have our students rotate through sessions and 1 will deal with mental health, having some money will assist us in providing resources we can use for this day and to have for the students in the school (glitter jars, calming toys for when they are anxious, stressed etc.).
- Anti Bullying Week (Blue for Peace) and Pink Shirt Day
- Guest Yoga Teacher to assist with our "Wellness Wednesday Morning Yoga".
- Mindfulness Practices
- More social groups/clubs
- Offering more mental wellness opportunities at lunch time

- Our team has a wonderful idea with a huge tree in our foyer called the Wellness tree that will be a themed tree throughout the year.
- Plan additional activities with a focus on mental wellness
- School wide mindfulness seminars
- We already had some things in place. No significant changes were made or monitored. So we can't say they has been a change. We will continue working on our SEL and activities to support this.
- We are developing half days to devote to positive mindset
- We are looking at pairing up with the SPCA to create some sort of pet therapy program with the school
- We aren't sure. We have our Youth Support Worker who will be helping us set up awareness activities for mental health week and other events.
- We have a Wellness Day planned. Having additional presenters would be helpful.
- We just did a huge anti-bullying project supported by a television station. The whole school participated in the Kindness Starts Here video now posted to YouTube.
- We plan to have a May date that the middle school would have a mini conference focused on positive mental wellness. We would love to have guest speaker that could run a couple sessions.
- We started a zen room during exam week this semester and would like to build on that concept.
- yoga, stress and me sessions

Time (n=10)

- More planning time
- More time and resources to plan an implement activities and events
- more time to meet together
- More time to meet.
- planning time and support for our breakout (mental health space)
- Resources, supplies, funding, etc. To grow our understanding and help support our school with this. More time.
- Time
- Time to organize and implement.
- Time, guest speakers
- Time...

Support and Education (n=7)

- Guest Yoga Teacher to assist with our "Wellness Wednesday Morning Yoga".
- We are well supported
- We aren't sure. We have our Youth Support Worker who will be helping us set up awareness activities for mental health week and other events.
- We have a leader from "Projet Espoir" to help us in this area
- We have a Wellness Day planned. Having additional presenters would be helpful.
- We plan to have a May date that the middle school would have a mini conference focused on positive mental wellness. We would love to have guest speaker that could run a couple sessions.
- We will continue utilizing the resources we are using and plus we intend to get experts in the fall to work with us on resiliency

Funding (n=7)

- Look who is a wise owl- if teachers see students making good choices then they are entered to win a wise owl stuffed animal. The wise owl is another name that we call our pre frontal cortex and the students know

about their PFC, amygdala, and hippocampus from the Mind Up (mindfulness program) we run in conjunction with the leader in me program. Money would assist us in buying these prizes to hand out for students. We are also running a mental health day in April where we have our students rotate through sessions and 1 will deal with mental health, having some money will assist us in providing resources we can use for this day and to have for the students in the school (glitter jars, calming toys for when they are anxious, stressed etc.).

- Funding
- Funding for materials. Space within school
- Money, we would like to designate a mental wellness area like they had at the symposium
- More resources/money to start programming.
- Receive funding from HASS to pay for games and activities
- Resources, supplies, funding, etc. To grow our understanding and help support our school with this. More time.

School and Stakeholder Involvement and Support (n=2)

- Having all staff on board to follow mindfulness practice, regular practice, having a school philosophy
- We have a leader from "Projet Espoir" to help us in this area

Other (n=9)

- Funding for materials. Space within school
- More equipment
- More opportunities for teacher PD
- More PD on mental wellness for students
- PD from a professional in that area
- Sub time to organize my students
- This was a focus last year, and is embedded into our school!
- We already had some things in place. No significant changes were made or monitored. So we can't say they have been a change. We will continue working on our SEL and activities to support this.
- We have started building an outdoor classroom space, and would use the money to go towards expenses such as garden plots and picnic tables

APPENDIX F: PARTICIPANTS' PERSPECTIVE ON WHETHER THE HASS EVENT HELPED STUDENTS DEVELOP LEADERSHIP SKILLS

- Absolutely, the students who came to the HASS event have continued to keep high interest in this area. They have already brought ideas and their thoughts into their own classrooms and continue to work hard meeting to figure out next steps. They have also created surveys and analyzed the results across the school in regards to Healthy Eating.
- As organizers of the events/activities, students are gaining strong leadership skills
- Attending the event made them feel like leaders. They have the confidence to bring good their ideas to life in the school. They are inspiring others to be leaders. We currently have over 40 student leaders activated in the school.
- Confidence in the SWAT team participants.
- Given students the opportunity to be creative in their thinking and encouraged them to lead their school in healthy living activities.

- Has helped students initiate ideas that will improve student wellness. Allows students to have a voice in learning
- HASS encouraged networking, speaking to others, collaboration. Sparked initiative
- Having the leadership group organize recess activities at school.
- Help set up activities, events and bake sales, and are often the spokesperson (people). Two of our wellness team members have been asked to MC the HASS event.
- Helped learn to be louder.
- How to speak up for yourself. How to be responsible. Helped us with ways of sharing our ideas with others.
- I think it gave several of our students the confidence to go back to their own advisory groups and lead activities
- I think the confidence of working in a group setting has made them more confident in their peer settings
- It keeps them accountable to a goal and working with one another
- Inspire and motivate, news ideas
- It gave us a kick off point, a whole day to start to work together and something healthy for our students to focus on.
- It gave us more ideas for how to help out around the school and lead some initiatives. We have been better able to commit and communicate with other SWAT members and the school.
- It has given students who may not otherwise have the opportunity to lead a health club/team. We purposefully chose students who may not have an opportunity like this arise in the future. They are now role models for all students.
- It has given them more confidence and information to help be leaders
- It helped them take initiative and plan a school wide door decorating competition
- Jump Rope leaders Terry Fox leaders help out with cutting and preparing school healthy snacks
- Mentoring younger and older in our new initiatives.
- My students feel empowered with knowledge and are very keen to share it.
- Our older students were able to make new friendships with other like minded students to push them to be better leaders in our community of students. They are more ambitious.
- Our school is new. We are working on building a healthy school culture. Team building has been important.
- Our students made a presentation to the whole school on what they learned at the HASS.
- Our students that went presented at an assembly explaining what they did and learnt at HASS. They are very active with contributing to the school environment in various ways from student lighthouse team to running clubs in the school.
- Our students were motivated leaving HASS to make change in our school.
- Part of planning process and decision making
- Public speaking and risk taking.
- Solving problems on their own, talking with people, presenting, being accountable for deadlines
- Some are more likely to speak up in crowds now
- Some of the students are now speaking at assemblies and on the morning announcements
- Student Wellness members have taken initiative to promote healthy eating at lunch.
- Students are becoming actively involved in their own school community.
- Students are creating resources and ideas to implement themselves within the school
- Students are helping to lead weekly recess energizers, students are working together to organize a fun run, a food fair and other fundraisers
- Students are leading and organizing a variety of events in our school.

- Students are motivated to continue the momentum and share their knowledge and become better leaders within the SWAT group and the school.
- Students are put into leadership roles to ensure that plans are completed.
- Students feel responsible for improving the environment at our school.
- Students get empowered to be heard and feel they are part of something bigger than themselves. Collectively as a team we have been working together to make a difference in our school.
- Students have embraced the leadership role that they have within the school regarding health and wellness. They supervised and led calming room activities and administered prizes for the eating program
- Students have recruited other kids in the school to join lunch clubs such as health champion and leadership.
- Students now talk about different spirit days during school assembly
- Students on our committee have taken leadership to begin new initiatives in the school
- Students realize that their actions and planning can have a huge impact on their school.
- Students took part in a staff wellness initiative at Christmas.
- Students wellness team enjoyed the event and are keen on making a difference in our school.
- Students who participated in the Grande Prairie HASS event have taken great initiative in planning activities. Students are very engaged and enthusiastic about all of our initiatives. They are happy and willing to share their ideas and initiatives with other students.
- Talking with others Problem solving
- The grade five students have acted as school leaders and mentors, demonstrating to younger students how easy it is to incorporate activity into everyday routines.
- The student leaders on our team are leading with more confidence since the conference. They had a lot of input into the project start-up and completion.
- The students feel like they have a voice and enjoy planning activities for the whole school to participate in.
- The students feel like they play an important role in the school. The grade 6 students feel they would like to take the skills they have acquired over to their next school for grade 7.
- The students learned and now understand that their voice counts as well . This has empowered them to have more of a voice a lead others to do the same. We have also been doing a lot more student run events.
- The students who came have helped the school with several activity, have taught several classes fitness activities, have helped develop plans for our school.
- The team has had to make presentation in front of school and over sound speak system so they have improved their public speaking abilities
- The worked as a group with teacher assistance to plan school wide activities
- They are taking their role seriously in their comity.
- They feel empowered with new ideas and got to see how other students are leaders in their schools.
- They have become more involved in presenting to other students.
- They have been organizing their own healthy active symposium
- They have taught others students what they have learned in regards to dances and mind up curriculum.
- They love leading activities for the younger students at the school. It builds their confidence and they love connecting with the younger kids.
- They loved the event. It inspired them to be leaders at our school. They have asked if they can go to another one in the spring. :)

- They now know they have a voice and are open to sharing ideas with their teachers and peers in a welcoming and accepting way
- They take ownership over the plan and implementation of the activities.
- They understand that they get to set the tone for the school and they are learning how to make ideas become realities.
- This group has led the initiatives at assembly - built confidence as they see the projects come to life.
- Time and opportunity to plan
- We are building a sustainable team of students who want to bring positive change to our student body
- We did not send a team of students
- We have a wonderful Playground Pals program
- We have created a PEACE Patrol team who helped organize activities during indoor and outdoor recess
- We have worked cooperatively as a group to plan school wide activities. We have improved our communication skills and confidence to speak in front of others
- Yes, our students lead the activities

APPENDIX G: RELATIONSHIPS THAT HAVE BEEN DEVELOPED, IN SUPPORT OF SCHOOL INITIATIVES, WITH ORGANIZATIONS OUTSIDE OF THE SCHOOL

- Alberta Health Services
- Be fit for life and Alberta health services
- Be fit for life center and Clairmont school
- Becca and division associate super
- Centred on Centre Yoga studio
- Connections with other schools who have attended.
- Connected with several schools regarding painting tarmacs with active games spaces.
- Contact has been made with our local grocery store.
- Continually at the admin level for support in the school
- Currently trying to make something work with the SPCA.
- Ever Active Physical Literacy
- Ever Active provided us with some seed money!
- Grocery stores in Leduc and area who have donated fresh fruit for our fruit bowl
- Guest speakers, Natasha (suicide prevention)
- Hamel's Meats - advise/connections for the purchase of a school salad bar, partnership with Gardeners Junction greenhouse
- I am trying to but it has been hard as our school is in Tofield and some of these organizations are in Camrose and unable to come to Tofield. I tried contacting the Camrose Spirals to come to our school and no one ever responded. I have had contact with BFFL and they have sent resources out to me, which has been great!
- I have made contact with BE for Life- Jodi Minton and Kaitlin Niksic- Alberta Health Service to help support in our planning of a Mental Wellness Day in May
- Leduc Food Bank Parent Council Canadian Blood Services
- Medicine Hat college
- Motivation Canada, ever active
- NSEP

- Oakridge Community Centre (we're using their outdoor rink) Kid sport (use of the skate shack) Calgary Health services (PD on Mental health Literacy go to teacher training) attending MY World Conference in FEB
- Parent wellness members have approached businesses for donations. We received fruit from Safeway and 800 Cosmic cookies from Planet!! organic.
- PHE Canada: Canada Games Activity Challenge. Through advertising our school was informed of this program and we decided as a group and as a school to sign up for this school wide.
- School health promotion facilitator (AHS)
- Sobeys in Cold lake supports our Rainbow Foods initiative.
- Sponsorship from Booster Juice for Walk Across Alberta School Challenge.
- Vivo, Healthy School
- We are working with grocery stores in our community to donate food items to our breakfast program.
- We have been connecting and working with other schools within our school division.
- We have been connecting with seniors at Points West Living to play board games and build relationships within our community.
- We have continued work with AHS and Jacquie Currie. Plus we have started work with the High School in our town.
- We have put on three events with the community to bring healthy environment outside of school. These connections will be helpful with the restructuring of our school in the next couple of years.
- We have reached out to U of C and engagement in more conversation with others about healthy choices!
- Well, sort of. More from AHS and BFFL would be nice to have them reach out to us and get involved with our school community
- With CCT and with elementary schools within our district
- Yes at the high school with their health and wellness lead.
- Yes, students are going to participate in a Volleyball clinic with a different school.

APPENDIX H: CHANGES THAT HAVE OCCURRED TO SCHOOL HEALTH POLICIES AS A RESULT OF HASS

- Balwin School is fortunate, as I believe we are working in the right direction. Next year we will support a student team and staff input.
- Breakfast will be available twice a week for students who need it
- By taking the time to share and get new idea from other schools, taking the time to plan with students
- Daily intramurals have started. Very inclusive plan.
- Daily intramurals.
- Day to day practices- healthy snack options, taste tests
- Don't walk in hall, snack shack
- Healthier daily snack options, healthy choices at concession/bake sales, and daily intramurals, use of garden tower in LAP program, and use of garden boxes in front of school for middle school math/science classes.
- Healthy canteen healthy morning snack
- Healthy eating, awareness, activities.
- Healthy Fruit/Veg bowl program for snack and lunch
- I would like to find a way to move beyond sharing and more into application. As mentioned above... we know why PA is important.... but the application (there is always a reason people stick to the tried and true)...

- It has contributed to our school adding wellness as a priority in our 3 year assurance plan which influences budget decisions.
- It's a long process
- Leadership program, students attending to the tower garden.
- More awareness
- More awareness of positive mental health.
- no cake or candy for birthday celebrations in classrooms
- Not really policies, but we have added new activities that the students lead and participate in.
- Not yet
- Not yet, but we have a presentation ready for our School Board on "why pop should be removed from our vending machines".
- Off our action plan we have made changes to our daily concession menu, we now have Ever Active sending a mentor to our school as well as motivation Canada is sending a speaker on mental health and the importance of physical activity. We also created a comfortable area for students to sit when they just need a break or to eat lunch.
- Organized recess activities.
- Our school already had a pretty good health and wellness committee, plus being the Phys Ed/Health teacher allows me to ensure my voice is heard with various initiatives in the school that maybe we in place or have been put in place as I tend to over see them
- Our standing workstation project is a success!
- Spirit weeks to support community building PLC on Comprehensive school Health Vending Machine revamp
- Students more interested in healthy active alternatives
- There are no plastic water bottles sold in the school.
- Twice a week breakfast club
- We are about to start doing the Active 10-30 activity during morning announcements as well as will be laying down the Don't Walk in the Hallway floor decals this week!
- We are constantly striving to work on mental health and active living
- We are just starting to implement changes I think the change of policy and daily habits will come.
- We are not only involved in student wellness but have Wellness Wednesdays for staff.
- We are supporting student leaders and positive change. It's an all hands on deck approach. The whole school is involved!
- We have implemented a health food of the week with 3 announcements that week about the food in which we are showcasing. We also are going to have the students counting the grams of sugar in their lunches each day and try to decrease those grams each month.
- We have included the Active 10-30 in our daily morning announcements. Rainbow connection has given our school a chance to try new produce.
- We have looked at some policies but no changes have been implemented.
- We have taught our whole school the, "Can't stop the feeling dance" and we do it as a movement break at our Friday assemblies!
- We installed a water bottle filling station and that has changed the habit of drinking water for many of our students.
- We now get kids involved more actively outside, some kids who may not have friends. We also get our teachers more involved which helps kids get more involved.
- With several teachers and the students who participated, there is more movement breaks and understandings of mental health breaks!

- Yes!! We have now convinced our school leadership team to make our Healthy school goal to be one of our school's goals for our 3 year plan. A huge celebration!

APPENDIX I: SOURCES OF FUNDING OUTSIDE OF HASS EVENT FUNDS

The school or school district (n=10)
<ul style="list-style-type: none"> • A small budget from our school allowed us to run a couple of events and make T-shirts. • Gateway to Wellness, through NGPS. • Our parent advisory helped as well as our school • Our principal give us a small budget for it • Our PTA has been very generous in their support of our Healthy Schools plans. • Our PTA has supported us. • Our school gave the SWAG group \$300 to work with • Supplemental funding from administration • The district has some seed money from a wellness fund. They gave us a bit of money. • We are waiting for our seed funding to implement Drum Fit within our school.
Fundraising (n=5)
<ul style="list-style-type: none"> • Our parent advisory helped as well as our school • Our parents fundraising committee has supported us with funding. • School Fundraising Committee • Unfortunately all the school communities focus is raising funds for our playground. We have so many things trying to establish a new school some things become higher priority. I am hopeful that we have at least set a seed for growth of our planning. • We are working hard at raising fund for a playground.
The Wellness Fund (n=4)
<ul style="list-style-type: none"> • A teacher at the school is a Wellness Champion rep for the school at the Division which has been granted a Wellness Fund. • The district has some seed money from a wellness fund. They gave us a bit of money. • Wellness fund • Wellness Fund
Breakfast for Learning (n=2)
<ul style="list-style-type: none"> • Breakfast For Learning provides our school with funding for our morning daily breakfast program (available to all students). We have applied for the School Garden Grant, but have not heard yet if we have received that grant • ECF Grant, Breakfast for Learning & Food for Thought as well as private donations
Local businesses and private donations (n=2)
<ul style="list-style-type: none"> • Donations from local businesses • ECF Grant, Breakfast for Learning & Food for Thought as well as private donations
Circus Arts (n=1)

<ul style="list-style-type: none"> • Don't walk in the Hallways Project Circus Arts
Festival of Trees Organization (n=1)
<ul style="list-style-type: none"> • Donation from Festival of Trees Organization
Edmonton Community Foundation (n=1)
<ul style="list-style-type: none"> • ECF Grant, Breakfast for Learning & Food for Thought as well as private donations
Food for Thought (n=1)
<ul style="list-style-type: none"> • ECF Grant, Breakfast for Learning & Food for Thought as well as private donations
Toronto Dominion Grant (n=1)
<ul style="list-style-type: none"> • Funding from the TD grant for the tower garden
Ever Active Schools (n=1)
<ul style="list-style-type: none"> • Grant from last year from Ever Active Schools.
Other (n=6)
<ul style="list-style-type: none"> • Healthy eating, physical literacy portable equipment of out outside gym space • I believe my administration is attempting to access funding for our massive mental health initiative in the fall with resiliency in our communities, but I am unsure what she has been applying for. • We are still looking for funding. We have LOTS of projects and ideas...but no money. • We have applied and would love to receive money for these mental, and physical things we are doing in our school but no one seems to be picking us out of the bunch whenever we apply. • We have multiple partner agencies supporting our CSH work. We are extremely fortunate. • We received funding to implement changes in 3 areas. To offer sample menu items for the cafeteria, vending machines and canteen store

APPENDIX J: SUGGESTIONS FOR EVER ACTIVE SCHOOLS

- HASS gave us an opportunity to share our voice
- Be louder.
- Continue to bring positive change through a CSH model throughout Alberta! Thank you for all you do
- Excellent keep up great work.
- Great symposium - very helpful.
- I am excited our school has purchased 4 packs of Don't Walk Down the Halls.
- I did prefer 2015-2016 day, We found speaking with other teacher was more rich
- I thought the event was very well run with lots of hands on activities for the students
- I thought the HASS event was very well planned and prepared for teenage users.
- Ideas just need a spring board (either monetary or program supportive) to get started. Thank you for helping to provide this through conferences and grant opportunities!
- If possible to have adult conversation for staff and teachers to connect with each other. Give examples of what works in other schools. Be able to share resources and have conversations with staff who may be trying to implement similar initiatives and may be facing the same barriers.
- It was a great experience. I would look forward to taking more students back in the future.
- It would be great to have a spring session and a fall session.
- Last year's conference was better for connecting with outside orgnaizations (ex: Jump Rope for Heart). I was a little disappointed that that piece was missing from the conference this year.
- Love their program!!!
- Loved the symposium! would come back every year!
- Next year a larger facility would be great. We could not hear what was being said as we were at the back on the learning commons ... behind the speakers.
- Not at this time
- Please consider picking schools for money that are smaller town schools and do not have the same resources as those in a city. We need to bus to do these sorts of activities or pay for these organizations to come out to our schools so when considering money to hand out look at those sorts of things as well.
- Posters and resources.
- Thank you
- Thank you for all you do and for letting us participate in the Physical Literacy Mentorship.
- Thank you for letting us participate in HASS
- Thank you for organizing a wonderful event that foster leadership skills in the students of my school.
- Thank you for the annual event, really helps us!
- Thank you for the ongoing support.
- Thank you for the opportunity for students.
- Thank you for your leadership and support.
- Thank you, again, for the wonderful symposium!
- Thanks for a great workshop!
- Thanks for you support!
- The conference was great and I am excited to look at more PD and possible events to help my school even more! Thanks!
- The symposium was a positive experience once again for our student team. The HEAL club has become an important piece of our school culture, as the students in division 1 look forward to joining in grade 4!

- This was a wonderful event! Having the results of this put into a Facebook page or something that we could share with our students about what others schools are doing with what they learned would be a cool way to help them feel connected.
- We all really enjoyed it!
- We love HASS and all of the great ideas we get! We love implementing new ideas each year that we get from HASS
- We would like help in applying for seed funding for next year
- We would love a high school specific event to bring together students who can relate.
- We would love to have more opportunities like the symposium in order to continue with this work in our schools. The students love what they are doing and are eager to have continued growth in this area through Ever Active Schools and your partners.
- Will continue to attend this awesome event!
- Wonderful conference with HASS and Shaping the Future
- Your HASS event was awesome .The kids loved it and it inspired them.