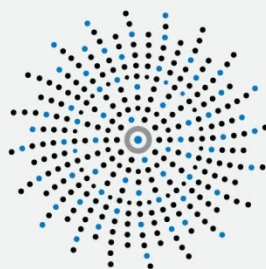# Healthy School Planner Evaluation Results: Summary of Findings

May 2016

Prepared for:
Pan-Canadian Joint Consortium for School Health (JCSH)

Prepared by:
Propel Centre for Population Health Impact

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POPULATION
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Main Messages

The Healthy School Planner (HSP) evaluation aimed to assess functionality, usability and satisfaction of the HSP through a questionnaire administered to users and non-users. More in-depth information was gathered from HSP users in follow-up interviews. Findings from these three sources of feedback are presented in this report, and meant to inform improvements of the HSP and its dissemination. Key findings from the HSP evaluation include the following:

- Enlisting the help of school health contacts at the Ministry and Board/District/Division level to promote the HSP and to encourage schools to make it central to their assessment and planning is an important motivator for schools to use the HSP. Additional promotion and encouragement from those with school health expertise from public health and education sectors may also prove beneficial.

- Schools who use the HSP tend to be motivated to do so because of their interest in the school health environment as well as the opportunity to build partnerships with others in their community. Efforts to promote the HSP should consider these motivators.

- Perceived length of time to complete the assessment appears to be the greatest deterrent from participating in the HSP. However, respondents reported that there is value in taking the time to complete the assessment as a team even though this generally takes longer than completing it as an individual. Future promotion of the HSP might describe the benefits of incorporating a team-based approach and acknowledge that the process takes time but that it is well worth it.

- Content of the assessment tool and the report could be simpler, with fewer questions. Language should be appropriate for all age levels of individuals taking part in the process.

- Website instructions could be improved to ensure clarity with regard to how to print copies of the questionnaires and the school-specific reports.

1.0 Introduction and Purpose

The Healthy School Planner (HSP) was developed by Propel under the guidance of an Advisory Committee formed by the Pan-Canadian Joint Consortium for School Health (JCSH). The HSP is an online tool that schools across Canada can use, free of charge to assess the health of their school, and build a plan for taking action. In 2012, the HSP was revised to improve its functionality and usability and new content areas were added. Now that the revised HSP has been available for over two years, the JCSH has asked Propel to complete an evaluation to ensure the HSP is meeting the needs of its users.

The purpose of the HSP evaluation was to assess functionality, usability and satisfaction of the HSP through the collection of information from user and non-user perspectives. Further information was gathered from HSP users in follow-up interviews. Findings from these three sources of feedback are presented in this report, and meant to inform future improvements of the HSP.

2.0 Methods

Online Questionnaires

Two versions of the questionnaire were used to solicit feedback from individuals who registered with the HSP from January to September 2015. One version of the questionnaire (Appendix A) was designed for registrants who completed the HSP (i.e., users) and a separate version (Appendix B) for those who registered but did not complete the HSP (i.e., non-users). The final question of the "users" questionnaire asked if individuals were willing to participate in a brief follow-up interview.

Interviews

Short telephone interviews (Appendix C) were conducted by the Propel Centre for Population Health Impact (Propel) in October and November, 2015 with willing volunteers from the online users' questionnaire. The purpose of the interviews was to build upon questions asked in the online questionnaire and to address any misperceptions that the interviewees might have had about the HSP. Interviews were audio-recorded, but not transcribed, with detailed notes recorded during the interview.

3.0 Participants

Online questionnaires

HSP Users (English/French)

Invitations were emailed to 237 individuals who had registered with and completed the HSP. Of these, 211 were English participants and 26 were French participants. Seventy-three (73) English and nine French participants responded to the invitation for a response rate of 35%. Of the 82 respondents, 51 English and 5 French respondents completed the online questionnaire for a completion rate of 24%.

<u>HSP Non-Users (English)</u>

Invitations were emailed to 57 individuals who had registered but did not complete the HSP. Sixteen (16) participants responded to the non-users' invitation for a response rate of 28%. Of these, 14 respondents completed the online questionnaire for a completion rate of 25%. There were only two French non-users in the sample and due to an error, they were sent the invitation and questionnaire intended for French users. Neither of the two individuals responded to the invitation or clicked on the survey link.

Interviews

Nine individuals (6 English/3 French) agreed to participate in the follow-up interviews. In the end, only five of the nine (4 English/1 French) actually participated.

4.0   Summary of Findings

4.1   Online Questionnaires

4.1.1   HSP Users

A majority of respondents (64%) who used the HSP originally found out about the tool from someone in their school board. Far fewer respondents originally found out about the HSP from other sources such as: a recommendation from a School Health Coordinator (10%); as part of an application for funding (6%); as part of a research/evaluation project (6%); or through an online search for school health assessments (4%). Ten percent of the respondents indicated that they found out about the HSP from other sources, not listed, including: the school nurse, the facilitator of a Wellness Group, a colleague, a friend, or as part of a district project, as part of their health promoting school project, and through the Apple School program.

Where did you originally find out about the HSP?
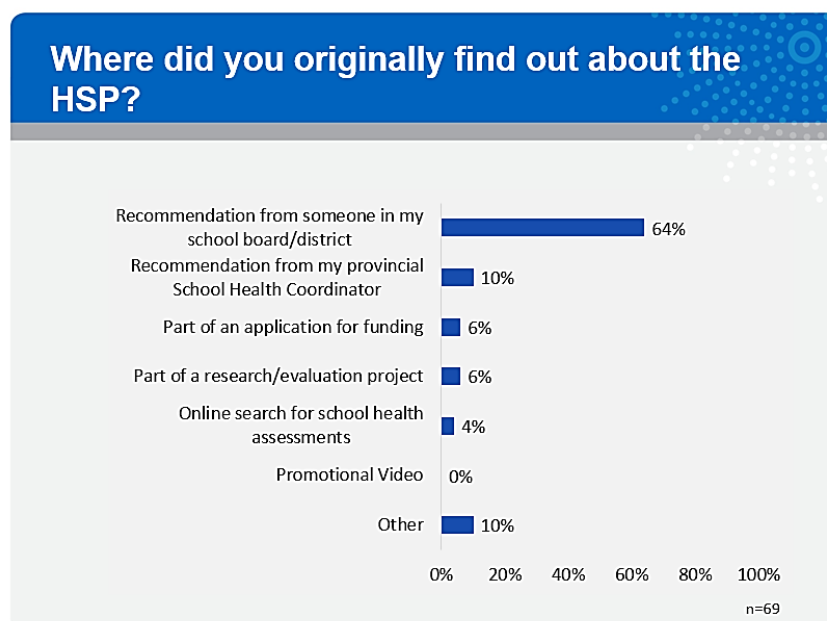
Time to complete the HSP

Users of the HSP were asked how much time they were expecting to spend completing the foundational module of the HSP and then how much time they actually spent completing it. More than one third of the respondents (38%) expected to spend 16 to 30 minutes completing the foundational module.

How much time were you expecting to spend completing the Foundational Module of the HSP?

Over 1 hour
15%

0-15 minutes
23%

31-60 minutes
24%

16-30 minutes
38%

n=68
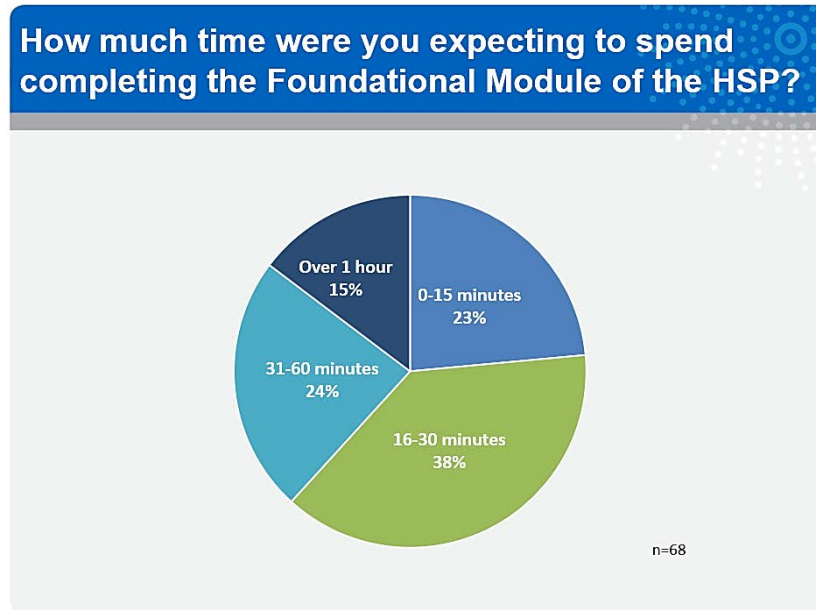
However, 38% of the respondents actually spent 31 to 60 minutes completing the HSP.

How much time did you actually spend completing the HSP?

0-15 minutes
11%

Over 1 hour
20%

16-30 minutes
31%

31-60 minutes
38%

n=65
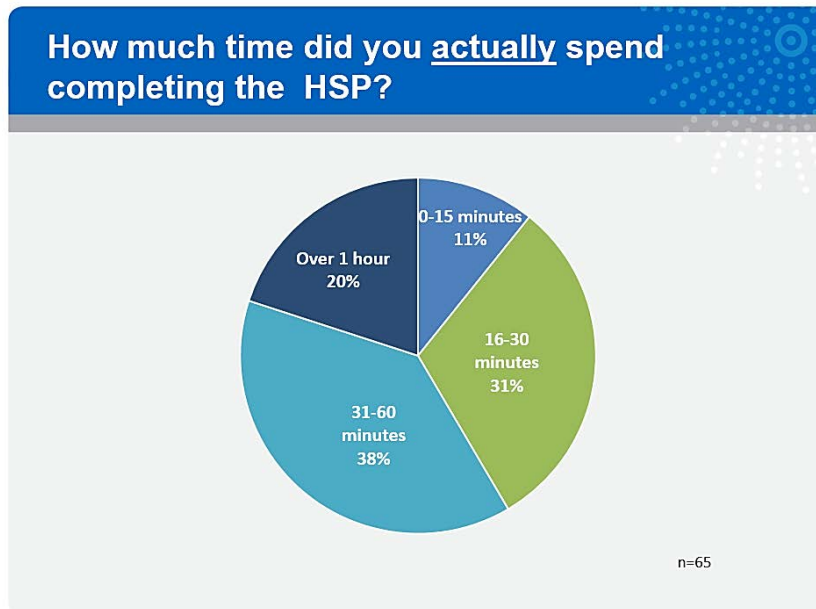
Motivation to use or try to use HSP

Almost all respondents were motivated to use the HSP because they were interested in their school health environment (94%). Approximately two thirds of the respondents used the HSP to build partnerships with organizations such as public health. Completing the HSP as a requirement of a funding application motivated the use of the HSP by 37% of respondents. Forty-one respondents (89%) indicated that there was another reason that they were motivated to use or try to use the HSP but none of them indicated what the reason was.

What motivated you to use/try to use the HSP?

Category	Percentage
Interested in our school health environment (n=63)	94%
To build a partnership with a group outside the school (n=60)	65%
Completed as a requirement of a funding application (n=59)	37%
Other (n=46)	89%

Percentage of Respondents
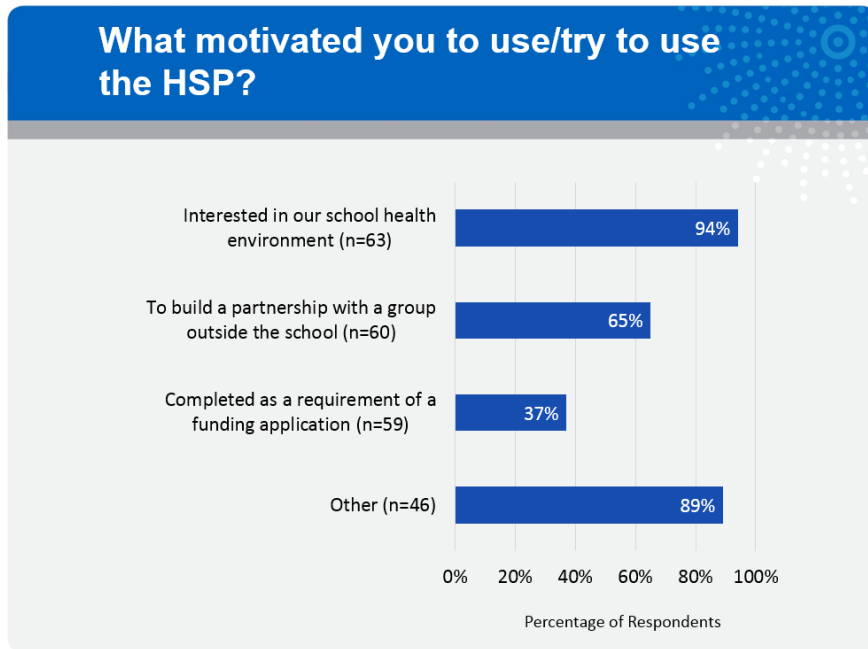
Clarity of Instructions of the HSP Website

In general, respondents found the instructions for the various sections of the HSP website to be clear. Ratings were selected on a scale from 1 to 5 and the majority of respondents selected a rating of 4 or 5 for each of the four sections i.e., registration, the questionnaire, report generation and review, and support materials.

Clarity of instructions in the various sections of the HSP website (on a scale of 1 to 5)
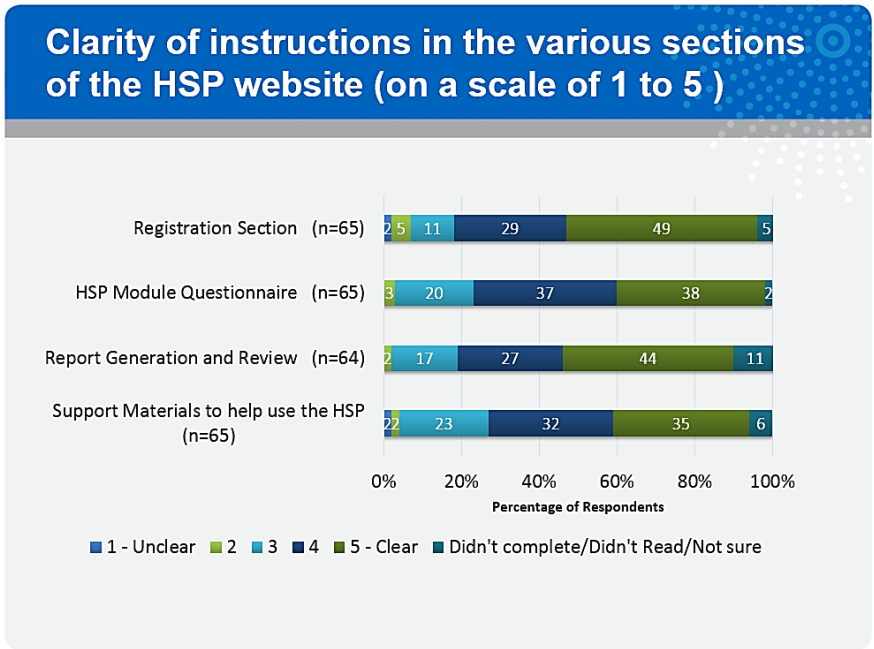
Questions within the HSP Foundational Module

In general, the questions within the foundational module are considered by the respondents to be understandable, engaging, relevant and detailed. The majority of responses were rated as 3's and 4's on a scale from 1 to 5. Six of the respondents did not use the HSP Foundational Module at all.

Rate the questions within the HSP Foundational Module on a scale of 1 to 5
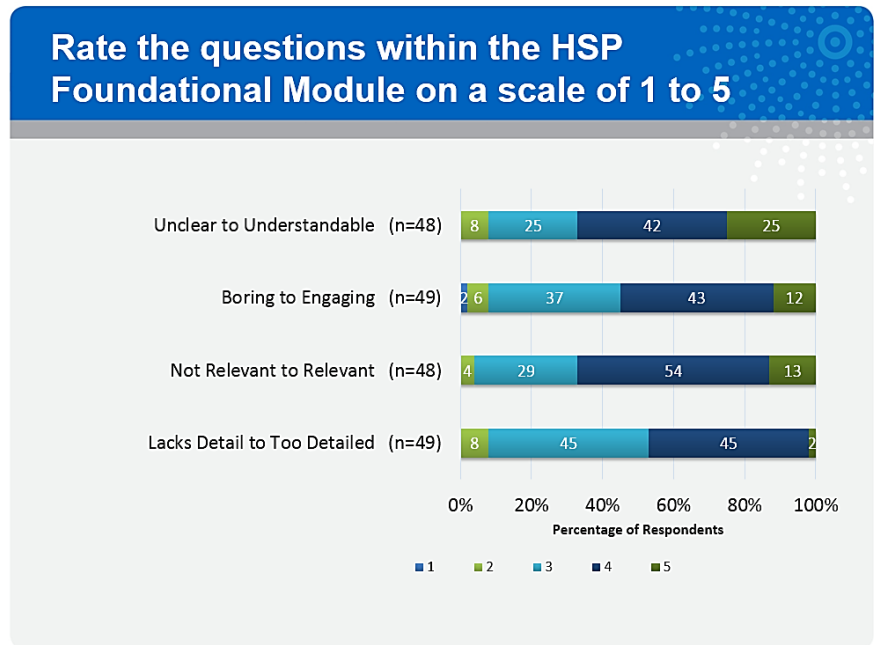
Topic Specific Modules

Of the four topic-specific modules offered as part of the HSP, the tobacco control module is the least likely to have been completed by respondents. Sixteen percent of respondents indicated that they had completed the tobacco control module compared to 54%, 57% and 63% of respondents indicating that they had completed the Positive Mental Health, Physical Activity and Healthy Eating modules respectively.
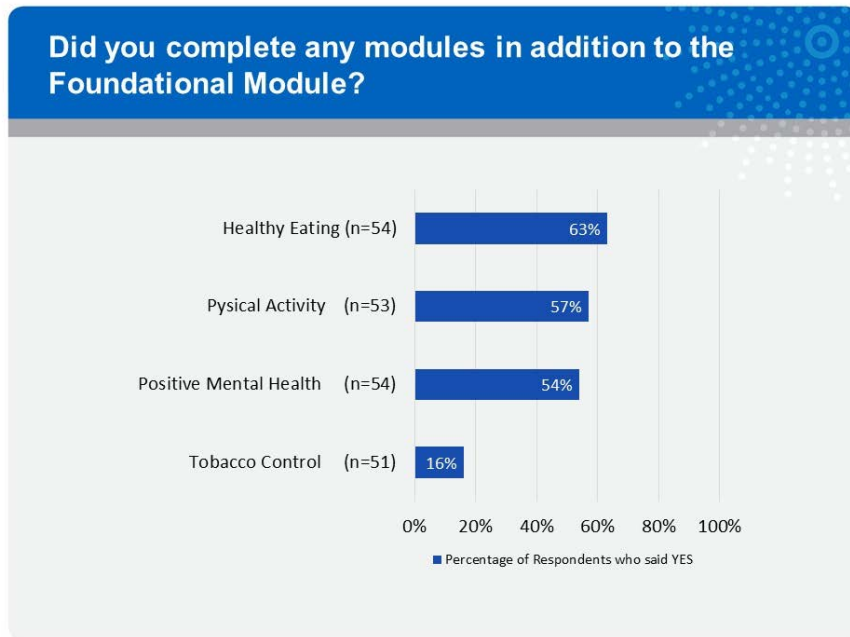
Most respondents (76%) indicated that separating the additional modules into Express and Detailed formats met their needs. Seventy-two percent of respondents think they may complete one of the Detailed modules in the future.

HSP Report Generation and Information

Almost three quarters of the respondents (74%) generated a report of their results. Of those who did not generate a report, 73% did not know a report was available and 20% did not know how to generate the report. One respondent did not generate a report because they did not have access to a computer at their school.

Why didn't you generate a report?

- Didn't realize a report was available — 73%
- Didn't know how to generate the report — 20%
- Other: No computer access at school — 7%

Percentage of Respondents

n=15
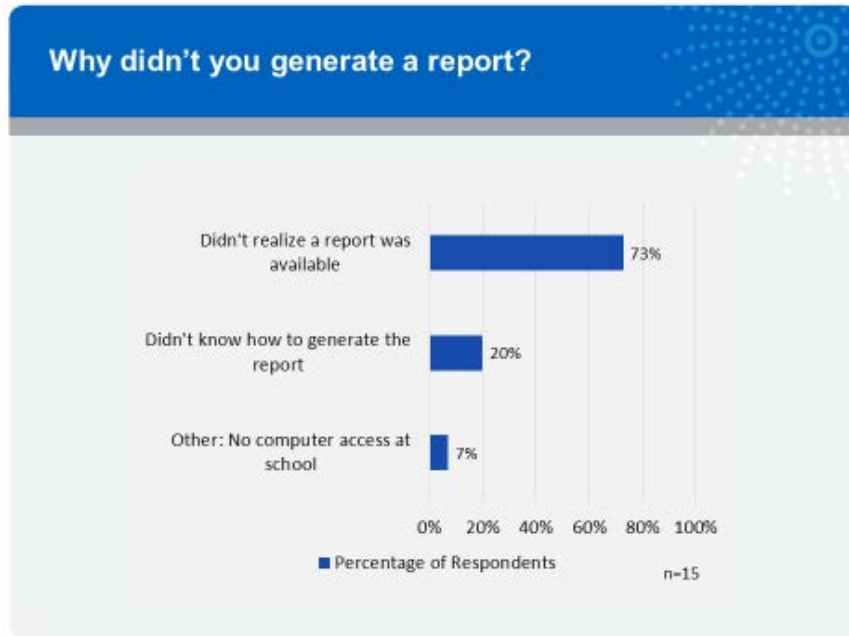
Respondents who generated a report of their results rated the information provided in the report on a scale of 1 to 5 measuring quality, clarity, helpfulness, engagement, relevance and detail. The chart below provides the continuum of responses along the scale for each measure. These results demonstrate satisfaction with the information provided in the report on all six measures. For the first five measures listed, the majority of respondents selected a rating of 4 or 5 which are the highest scores (i.e. most positive) on the scale. For the last measure i.e., level of detail, the majority of respondents selected a rating of 3 or 4 which is also a positive rating for this scale since the continuum is "lacks detail" to "too detailed".

Rate the information provided in the report

Measure	1	2	3	4	5
Low Quality to High Quality (n=39)	3	3	21	54	21
Unclear to Understandable (n=39)		3	26	44	28
Not Helpful to Helpful (n=39)	3	8	18	44	28
Boring to Engaging (n=39)		10	23	46	21
Not Relevant to Relevant (n=38)	3	3	29	47	18
Lacks Detail to Too Detailed (n=39)	3	8	38	51	
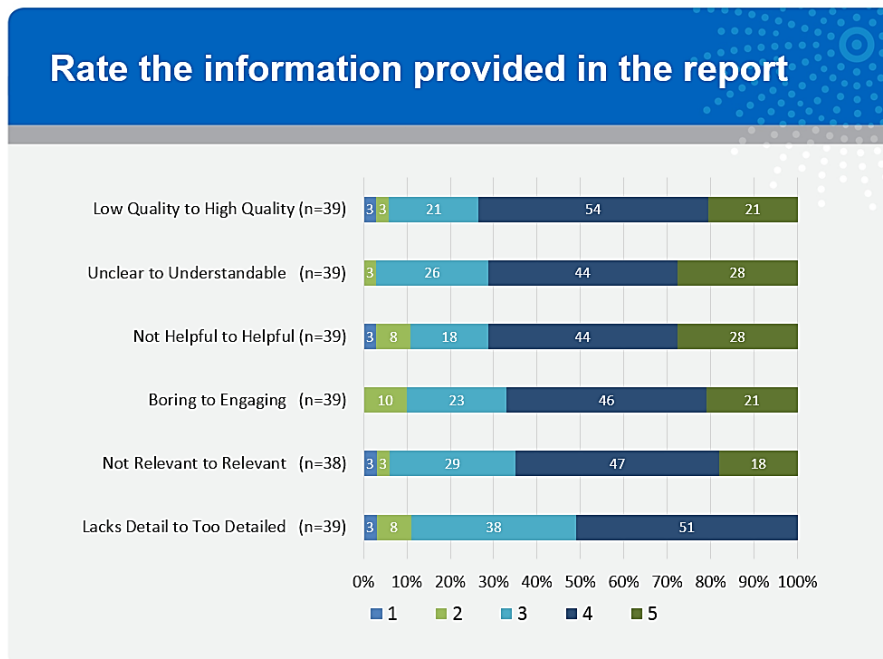
Using the HSP to Help Build Healthy Schools

The vast majority of respondents (83%) indicated that they found the HSP helpful in prioritizing topics for their school to address by selecting a score of 3, 4 or 5 on a scale of 1 to 5 where 1 is not at all helpful and 5 is completely helpful. The vast majority of respondents (83%) also indicated that they found that the HSP helped increase their understanding of how to build a healthy school by selecting a score of 3, 4 or 5 on a scale of 1 to 5 where 1 is not at all helpful and 5 is completely helpful.
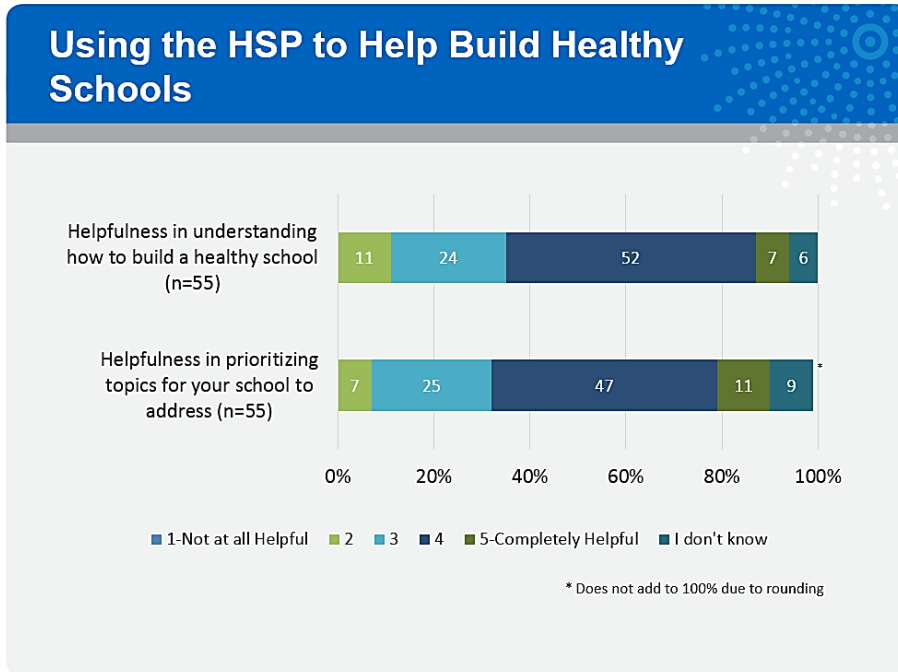
Respondents used the information they gained from completing the HSP and/or generating the report in a variety of ways. Most often, the results were read by the respondent themselves (96%) and used to make plans (87%). Respondents were least likely to use the results to demonstrate progress to the school board (37%) or to share the results beyond the school (33%). Three respondents identified other uses not included in the list. One school, for example, used the HSP results to celebrate the school's progress to students, staff and parents as well as to reinforce to funders and partners that their involvement made significant impacts. Another school used the results in the Farm to School planning process and another one intended to use the results for planning purposes.

What did you do with the information you gained from the HSP and/or report?

- I read it myself n=52 — 96%
- I used it to make plans n=53 — 87%
- I shared it among school staff n=53 — 70%
- I used it to evaluate progress n=53 — 58%
- I used it to demonstrate progress to the school board n=52 — 37%
- I shared it beyond school staff n=51 — 33%

■ Percentage of respondents
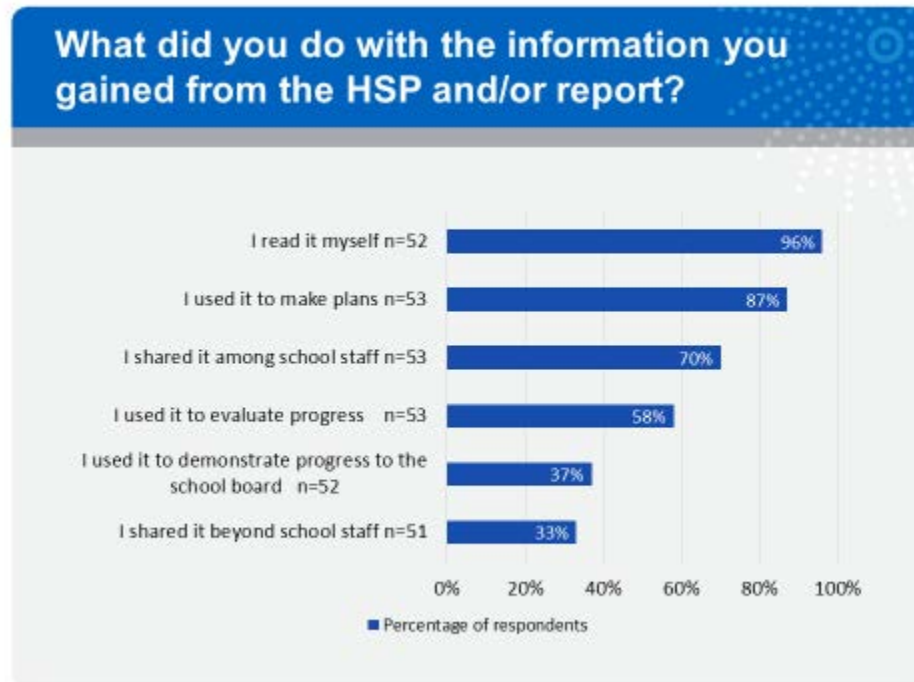
Improving the HSP

Twenty-one respondents provided one or more suggestions for how to improve the HSP with a total of 32 responses. These responses have been grouped into a number of general categories and are summarized as follows:

- <u>General/Overall comments</u>
  Respondents suggested that the process should be more accessible and flexible, with some additional training using a variety of approaches.
- <u>Feedback on Questions and the Assessment Tool</u>
  Respondents suggested making the questions and the planner itself simpler, clearer and more "kid friendly".
- <u>Feedback on the Report</u>
  It was suggested that the report could be clearer. One respondent indicated that the evaluation statements regarding the involvement of students in the process were not on point with their school community. Another respondent indicated that one report does not address the needs of all age levels.
- <u>Time Constraints</u>
  It was suggested that time is the biggest barrier in completing the HSP. One respondent suggested it would be good to complete the tool over multiple days rather than all at once but acknowledged that multiple absences from responsibilities would be difficult to plan for.
  See Appendix D for a complete list of responses.

Future Use of the HSP

The majority of respondents (79%) indicated that they plan to use the HSP again. Most commonly, individuals reported that they intend to use the HSP again to help with monitoring the current situation at their school and to assist with future plans. Some individuals reported using it because it is a tool that meets their needs and others used it because they were required or mandated to. Of the ten respondents (21%) who indicated that they do <u>not</u> plan to use the HSP again, three individuals provided a reason. One said that it doesn't meet the needs of younger children, one said it feels like it adds a lot to the work load and one said that it isn't relevant. Two individuals said that they <u>might</u> use the HSP again; one indicated that they would like to use it with their PALS leaders (Physical Activity Leaders) and the other one as part of the Farm to School Pilot if administration requires it.

See Appendix D for tables providing frequency counts for all questions from the Online Questionnaire for HSP Users.

4.1.2   HSP Non-Users

Registering and Expectations for Completing the HSP

Almost all of the respondents (94%) who registered but did not complete the HSP, indicated that they think completing an assessment of their school health environment is very important (50%) or somewhat important (44%) for their school. Only one respondent (6%) said that it was not at all important.

The most common response for what motivated respondents to register to use the HSP was "As a means of better understanding the school environment" (81%).
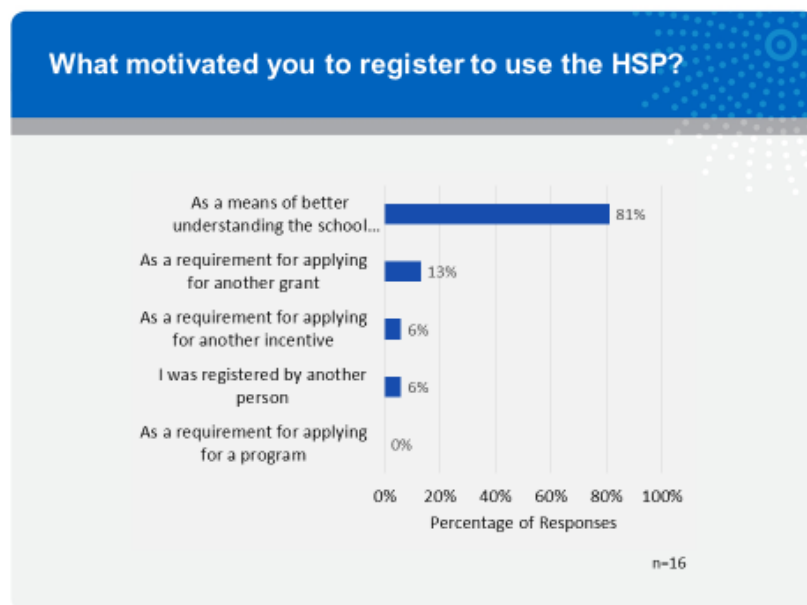
Respondents were asked why they registered for the HSP and then did not continue. They could select as many answers as were applicable. Half of the respondents said that lack of time was a factor. Four respondents provided "other" reasons for not continuing, two which also involved time constraints. Other reasons included negotiation restrictions and being on leave for the year.

Why did you register for the HSP and then not continue?

- Lack of time — 50%
- Forgot — 13%
- Registration procedures were too complicated — 6%
- Assessment Modules were too complicated — 6%
- Used another assessment and planning tool — 6%
- Topic areas for assessment were not relevant — 6%
- Other — 25%

■ Percentage of Respondents

n=16
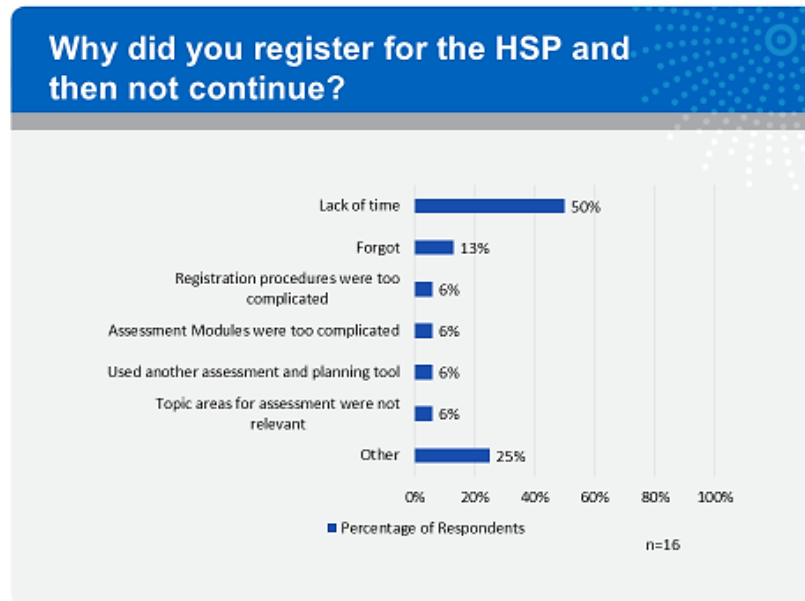
Respondents were asked which factors influenced their decision not to use the HSP. Over half of the respondents (57%) said that the time needed to complete the HSP was too long. Over one third of respondents (36%) said that they didn't use the HSP because of a lack of commitment from the team or there was no team in place. Other reasons cited once again included negotiation restrictions, not being part of the team and being on leave.

Did any of the following factors influence your decision to not use the HSP?

- Time needed to complete the HSP is too long — 57%
- Lack of commitment from team/no team in place — 36%
- The HSP would provide little value to my school — 7%
- Lack of technical support — 0%
- Other — 29%

■ Percentage of Respondents

n=14
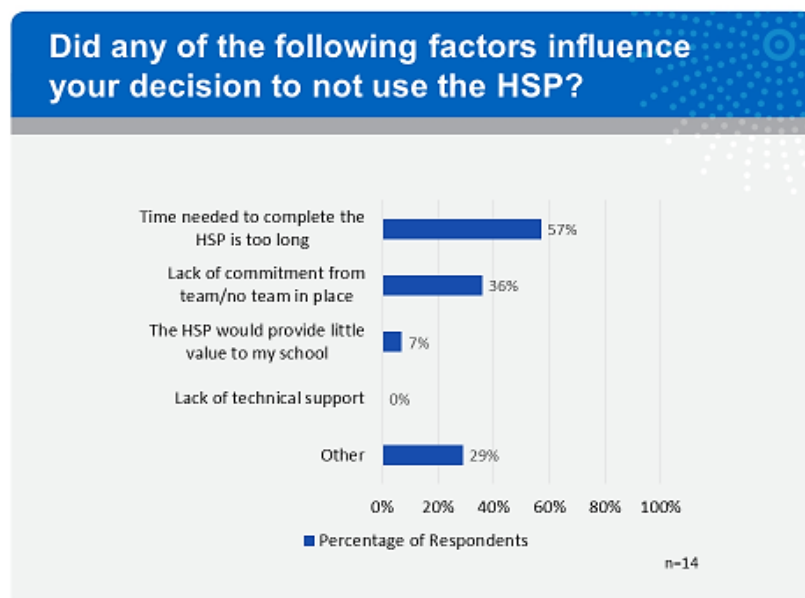
Respondents' perception of how long it would take to complete the HSP varied from five minutes to more than two hours. This may relate to how the assessment was completed e.g. with a team or on their own.

How much time were you expecting to spend completing the Foundational Module of the HSP?

Category of Response	Frequency
Approximately 2 hours	3
1 hour	2
30 minutes	2
10-20 minutes	1
5 minutes	1
As much as required	1
None	1
Not sure	1
Total	12
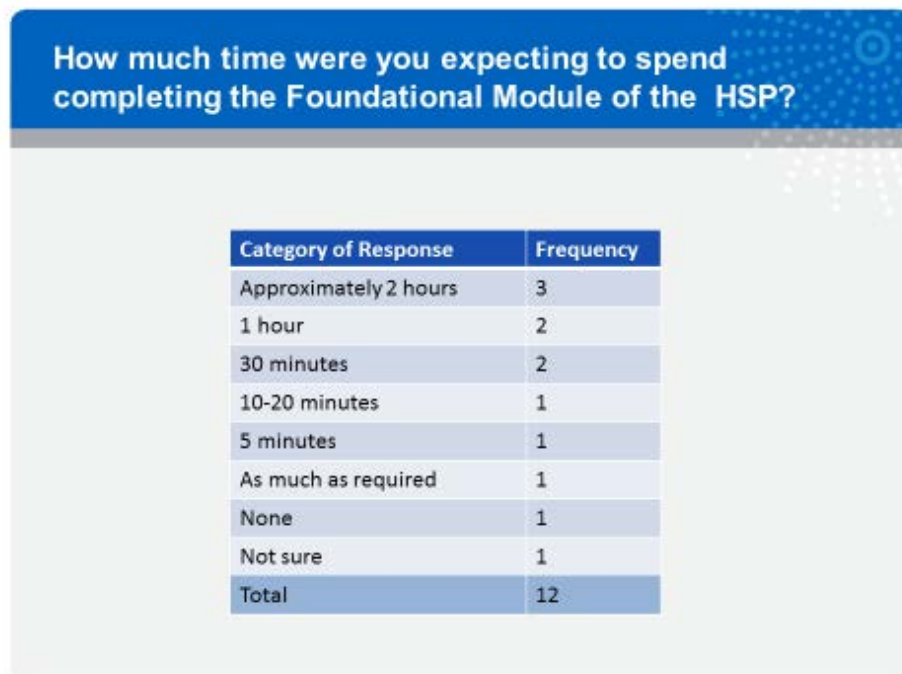
Most respondents (64%) initially found out about the HSP as a recommendation from someone in their school board/district.

Where did you originally find out about the HSP?

Category	Percentage of Respondents
Recommendation from someone in my school board/district	64%
Online search for school health assessments	14%
Promotional video	7%
Recommendation from my provincial government School Health Coordinator	7%
Part of an application for funding	7%
Part of a research/evaluation project	0%

n=14

Accessing the HSP Platform

Half of the respondents indicated that they had accessed one or more of the features of the HSP. Four of these respondents (50%) had watched the promotional video, three (38%) previewed the questionnaire and one (13%) accessed the how-to-web seminar.
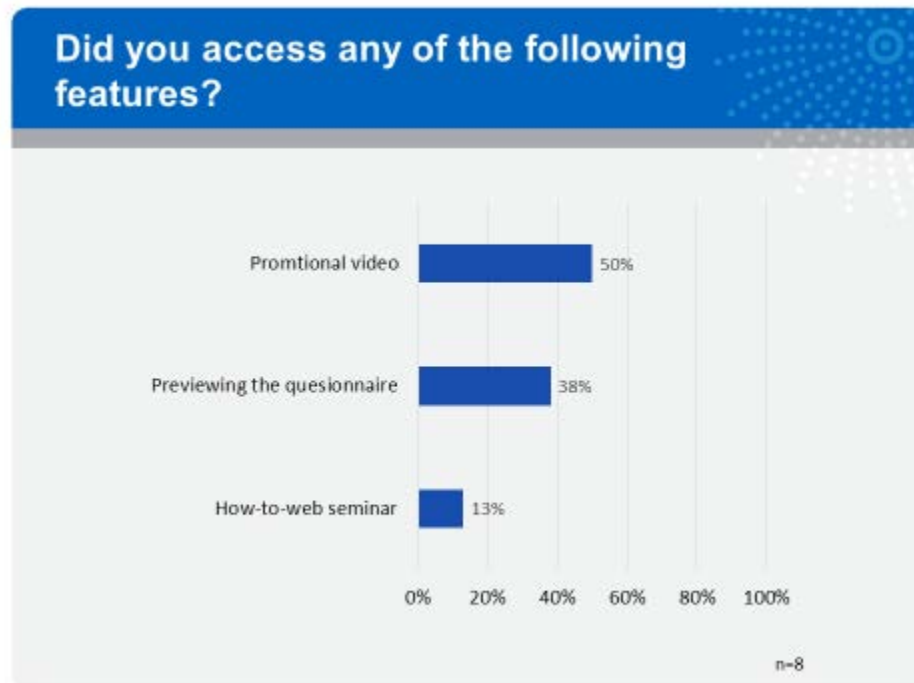
Only one respondent experienced a technological problem when working with the HSP and that problem was that the internet connection was too slow. Thirteen respondents said that none of the factors listed were a problem.

Concerns about the HSP

A number of concerns and general comments about the HSP were made by some of the respondents including the following:

- *"I did complete the survey at one time although for some reason I couldn't send it back completed."*
- *"It is a very daunting process when trying to work alone. A team approach is needed."*
- *"Not having a solid committee makes filling the form out difficult. My school needs to work on a clearer picture."*
- *"Too cumbersome, we went with a much more informal process."*
- *"I am glad it is there as a baseline."*

Potential Changes to the HSP

A number of suggestions were made by seven respondents regarding changes that could be made to the HSP to make it more enticing to complete. They are as follows:

- *"A Starbucks coffee coupon!"*
- *"Check box format."*
- *"I always want more specifics about mental health. For example, the average age of onset for anxiety is 12 years old. What is happening? How are we monitoring that in schools across Canada?"*
- *"Less wordy."*
- *"More direct."*
- *"Less time demanding."*
- *"More relevant areas/questions for elementary schools (some parts were irrelevant). Design different questionnaires for elementary, middle and high schools."*
- *"Reminders of forms that need to be completed."*
- *"Call for proposal dates."*

See Appendix E for tables providing frequency counts for all questions from the Online Questionnaire for HSP Non-Users.

4.2   Interviews

Responses from the five semi-structured interviews are summarized and grouped into the following sections: Overall experience with the HSP; feedback on the assessment tool; feedback on the report; barriers to using the HSP; and suggestions for improvement from respondents. Since responses are from such a small sample, results should be interpreted with caution. For a point form summary of the responses by question, including quotes, refer to Appendix F.

Overall Experience with the HSP

Respondents generally found the HSP to be a helpful tool that was accessible, well laid out, with clear questions and answers, grouped in logical categories. Completing the HSP allowed respondents to identify their strengths and weaknesses and to make action plans for school improvement.

In general, people seemed to have an easier time completing the assessment when they had someone, such as a comprehensive school health representative from the board of education, guide them through the process, as opposed to attempting to do it on their own. In one situation the board rep actually worked with the small group of teachers, staff and principal to complete the assessment together.

One respondent felt strongly that the HSP needs to be central to what schools are doing rather than on the periphery. It needs to be in front of principals so they can act on it.

The Assessment Tool

User experience with the assessment tool was mostly positive. The majority of respondents found the HSP to be very user friendly and easy to follow, with clear, specific and concise instructions.

Generally, the questions were considered to be comprehensive and easy to understand. However, some questions were found to be a bit ambiguous, not relevant or difficult to answer, particularly when respondents were completing the assessment for elementary and secondary grades at the same time. As well, the wording and concepts were not always geared to the student level which may have discouraged student input. In some cases, the response options for the questions didn't quite fit and there was no opportunity to type in personalized responses.

One respondent had some difficulty responding to the questions because they were completing the assessment on their laptop under time constraints without easy access to the data they required to answer some of the questions. This respondent was unaware that printed versions of the questionnaires were available. The interviewer clarified how to access these resources on the website.

When asked to identify questions or topics that were missing from the modules the only area identified was Positive Mental Health. Specifically, suggestions were made to include questions on relationships with children, how to communicate and how to cooperate.

The Report

Two of the five respondents did not print a report because they didn't receive one or didn't know how to access it. However, both of these respondents said that completing the assessment tool was valuable in and of itself. These respondents were informed by the interviewer how to access the reports and other resources available on the HSP website.

The respondents who did receive a report said that the report helped them to focus their efforts in specific areas. They said the reports were very clear and very extensive; perhaps too extensive. Because they are so extensive, the reports are less likely to be read by everyone.

Engaging the community and accessing support from local people and businesses outside of the school community was identified as an area for improvement by all three respondents who received and reviewed their reports. Respondents felt it would be really helpful if the HSP could include lists of resources and organizations in local communities surrounding the schools.

Barriers

Time, money and technology constraints were the three things identified as potential barriers to completing the HSP. It was unclear to some users how to access the versions of the questionnaires to print as well as the reports themselves, suggesting the need to make some revisions to the HSP website.

Suggestions for Improvement from Respondents

A number of recommendations for improvement to the HSP <u>as suggested by the interviewees</u>, are as follows:

Promotion:

- Ensure that the HSP is promoted to schools from higher level organizations such as Ministries of Education and Health, Boards/Districts/Divisions of Education and Regional Health Authorities, so that it becomes central to schools' assessment and planning.

- Have key people such as principals and others with school health expertise assist with promotion and completion of the tool.

Functionality and user experience improvements:

- Revise the HSP home page to clearly indicate how to print questionnaires and access reports and tailor the assessment to the appropriate grades and developmental stages.

- Make the system simpler and more flexible with greater access to support from JCSH in the form of a 1-800 number and regularly scheduled check-ins.

Content improvements:

- Review the content for grade applicability.

- Enhance content of the mental health module.

- Include lists of local resources and organizations that could provide support to schools.

5.0   Implications of Findings

The information gathered from these online questionnaires and follow-up interviews provides insight into the functionality, usability and satisfaction with the HSP as it currently exists. These findings can help guide improvements to the HSP ensuring that it continues to meet the needs of its users and that it continues to be a resource that appeals to all schools across the country.

The HSP has proven to be a useful tool that many school teams have found to be relatively easy to use and helpful in promoting healthy school environments. However, the HSP will never satisfy the needs of every school community. Some schools will want more detail; some will want less. Some schools will have a robust planning team while others will be completing the HSP alone. Some schools will need a lot of support, while others will complete the HSP with no outside support. Questions have been tailored to specific grades (e.g., elementary and secondary), but if a school has all grades, some questions will seem irrelevant or repetitive. The language of the HSP has been simplified for school stakeholders including students, but students in the lowest grades will need support to properly interpret the questions. Since the HSP is ideally intended to be completed as a team rather than by individuals, younger students who are part of a team discussion, will naturally be supported through the process by other team members.

While every effort should be made to make the HSP the best it can be and useful to the majority of schools, some respondent recommendations identified in this report may not be feasible with the limited resources available. With this caveat in mind, a number of important implications of these findings are listed below:

1. Enlisting the help of school health contacts at the Ministry and Board/District/Division level to promote the HSP and to encourage schools to make it central to their assessment and planning is an important motivator for schools to use the HSP. Additional promotion and encouragement from those with school health expertise from public health and education sectors may also prove beneficial.

2. Schools who use the HSP tend to be motivated to do so because of their interest in the school health environment as well as the opportunity to build partnerships with others in their community. Efforts to promote the HSP should consider these motivators.

3. Perceived length of time to complete the assessment appears to be the greatest deterrent from participating in the HSP. However, respondents reported that there is value in taking the time to complete the assessment as a team even though this generally takes longer than completing it as an individual. Future promotion of the HSP might describe the benefits of incorporating a team-based approach and acknowledge that the process takes time but that it is well worth it.

4. Content of the assessment tool and the report could be simpler, with fewer questions. Language should be appropriate for all age levels of individuals taking part in the process.

5. Website instructions could be improved to ensure clarity with regard to how to access versions of the questionnaires to print and the reports.

Appendix A: Online Questionnaire for HSP Users

Thank you for your interest in the Healthy School Planner (HSP) evaluation. This brief questionnaire seeks your input to improve the HSP. We value your input. It is important for you to know that any information that you provide will be confidential. All of the data will be summarized and no individual could be identified from these summarized results. As you complete this questionnaire, it would be valuable to reference the Healthy School Planner website. Go to www.healthyschoolplanner.uwaterloo.ca

If you have any questions, contact Wendy Cressman Zehr (Project Manager, University of Waterloo) at (519) 888-4567 ext. 32255 or wczehr@uwaterloo.ca.

1. Where did you originally find out about the HSP? (yes/no response)

    a. Promotional video

    b. Online search for school health assessments

    c. Recommendation from someone in my school board / district

    d. Recommendation from my provincial government School Health Coordinator

    e. Part of a research / evaluation project

    f. Part of an application for funding

    g. Other:

2. How much time were you <u>expecting</u> to spend completing the Foundational Module of HSP?

    a. 0-15 minutes

    b. 16-30 minutes

    c. 31-60 minutes

    d. Over 1 hour

3. How much time did you <u>actually</u> spend completing the HSP?

    a. 0-15 minutes

    b. 16-30 minutes

    c. 31-60 minutes

    d. Over 1 hour

4. What motivated you to use / try to use HSP? (Yes/no response)

    a. Interested in our school health environment

    b. Completed as a requirement of a funding application

    c. To build a partnership with a group outside the school (e.g., public health)

    d. Other (please specify): For example, encouraged by the province or school district/division/board to complete. _____

5. Rate the <u>clarity of the instructions</u> in the following sections of the HSP website:

	Clear	→		Unclear		
Registration	1	2	3	4	5	Didn't complete
Support materials to help you use the HSP	1	2	3	4	5	Didn't read
HSP module questionnaire	1	2	3	4	5	Didn't complete
Report generation and review	1	2	3	4	5	Not sure

6. Rate the <u>questions</u> within the HSP **Foundational Module**: For each pair of words below, rate it using the 1-5 scale

Did not use	O					
Unclear	1	2	3	4	5	Understandable
Boring	1	2	3	4	5	Engaging
Not relevant	1	2	3	4	5	Relevant
Lacks detail	1	2	3	4	5	Too detailed

7. Did you complete any modules (e.g., **Physical Activity, Healthy Eating, Tobacco Control, Positive Mental Health**) in addition to the Foundational Module?

   a. Yes

   b. No

   c. Which ones?

8. The additional modules are separated into Express and Detailed modules. Did this format meet your needs?

9. Do you think you might complete one of the Detailed modules at some point in the future?

10. Are there other topic areas that would be of interest to include as Express or Detailed modules in the HSP? If so, what are they?

11. Did you generate a report of your results?

   a. yes
   b. no

If NO:

12. Why didn't you generate a report?

   a) didn't know how to generate the report
   b) didn't realize a report was available
   c) other (please describe)

If YES:

13. Rate the information provided in the <u>report</u>:

Unclear	1	2	3	4	5	Understandable
Boring	1	2	3	4	5	Engaging
Not relevant	1	2	3	4	5	Relevant
Lacks detail	1	2	3	4	5	Too detailed
Not helpful	1	2	3	4	5	Helpful
Low quality	1	2	3	4	5	High quality

14. How much did the HSP help you prioritize topics for your school to address?

1 (not at all helpful)	2	3	4	5 (completely helpful)
O	O	O	O	O

O don't know

15. How much did the HSP help you increase your understanding of how to build a healthy school?

1 (not at all helpful)	2	3	4	5 (completely helpful)
O	O	O	O	O

O don't know

16. What did you do with the information you gained from the HSP and/or report? (Yes/No response)

   a) read it myself
   b) shared it among school staff
   c) shared it beyond school staff
   d) used it to make plans
   e) used to demonstrate progress to the school district/division/board
   f) used to evaluate progress
   g) other (please specify)
   h) nothing

17. What 3 changes would you make to the HSP to improve it?

18. Do you plan to use the HSP again? Yes/No.

   Please provide a short reason for your answer.

19. Can we contact you for a short 15-minute follow-up telephone interview?

      c. yes
      d. no

If YES:

Please provide us with contact information so we can follow-up with you.
Your name:
Email address:
Phone number to reach you at for interview:
Preferred time for interview (time will be mutually agreed upon before confirming but we would appreciate knowing what time would be best i.e., before school, lunch time, after school):

Appendix B: Online Questionnaire for HSP Non-Users

Thank you for your interest in the Healthy School Planner (HSP) evaluation. This brief questionnaire seeks your input to improve the HSP. We value your input. It is important for you to know that any information that you provide will be confidential. All of the data will be summarized and no individual or school could be identified from these summarized results. As you complete this questionnaire, it would be valuable to reference the Healthy School Planner website. Go to www.healthyschoolplanner.uwaterloo.ca.

If you have any questions, contact Wendy Cressman Zehr (Project Manager, University of Waterloo) at (519) 888-4567 ext. 32255 or wczehr@uwaterloo.ca.

1. How important is completing an assessment of your school health environment for your school?

   a) not at all important
   b) somewhat important
   c) very important
   d) I don't know

2. What motivated you to register to use the HSP? (check all that apply)

   a) as a means of better understanding the school environment
   b) as a requirement for applying for a program
   c) as a requirement for applying for a grant
   d) as a requirement for applying for another incentive
   e) other (please specify)

3. Why did you register for the HSP and then not continue? (Check all that apply)

   a) registration procedures were too complicated
   b) lack of time
   c) forgot
   d) assessment modules were too complicated
   e) used another assessment and planning tool
   f) topic areas for assessment were not relevant
   g) other (please specify)

4. Did any of the following factors influence your decision to not use the HSP?

   a) time needed to complete the HSP is too long
   b) the HSP would provide little value for my school
   c) lack of commitment from team / no team in place
   d) lack of technical support
   e) other (please specify)

5. How much time were you <u>expecting</u> to spend completing the Foundational Module of HSP?

6. Did you access any of the following features of the HSP? (Select all that apply)

   a) previewing the questionnaires
   b) printing the results
   c) promotional video
   d) how-to webinar

7. Did you experience any of the following when working with the HSP? (Select all that apply)

   a) internet connection too slow
   b) could not find the link to the HSP on the Joint Consortium for School Health website
   c) graphics did not load properly
   d) a firewall from the school or district restricted access to the site or content on it
   e) none of the above

8. Do you have any other concerns about the HSP?

9. If we were to make 3 changes to the HSP, what changes would entice you to complete it?

10. Where did you originally find out about the HSP? (yes/no response)

   a) Promotional video

   b) Online search for school health assessments

   c) Recommendation from someone in my school board / district

   d) Recommendation from my provincial government School Health Coordinator

   e) Part of a research / evaluation project

   f) Part of an application for funding

   g) Other:

Appendix C: HSP Interview Guide

Thank you for completing the questionnaire that will guide our efforts to improve the Healthy School Planner. And thanks for agreeing to join me today. Before we begin, I need to review the consent information with you and then we'll get into the real content of our discussion.

First, I want to assure you that everything you say will be kept confidential.

Once we're done, we'll combine your input with other interviews plus the results from the online questionnaire. Any reports that summarize the results will not identify you or your school.

You can choose not to respond to questions if you wish and can withdraw from participation at any time, just let me know. We want you to be very candid throughout the interview. Our goal is to find ways to improve the Healthy School Planner in order to make it more useful for schools.

Our purpose in wanting to have this discussion is to help us dig deeper into your responses from the questionnaire. We're trying to improve the format, the content, and the approach of the Healthy School Planner. So, feel free to be direct.

With full knowledge of what I have just described, do you agree, of your own free will, to participate in this study?
(Yes / No)

Second, to help me track what you say, I plan to record our talk.

Do you agree to have this interview audio recorded?
(Yes / No)

Do you agree to the use of anonymous quotations in any publication that comes of this study?
(Yes / No)

Can I proceed with the first question?
Okay, let's get started.

Overall

1. Please describe your overall experience with the HSP.

    Prompt: For example, can you describe when you completed it, who completed it with you (if anyone), what your overall impression was. Can you say a bit more about any encouragement or support you may have had from your school district/division/board or your province to complete the assessment?

2. Was this the first time you completed the HSP?

    Follow-up if answer is no: Did you have any difficulty using the HSP for a second time? For example, how clear were the instructions for re-assessing? What suggestions can you give us to improve the experience for schools completing the HSP after the first time?

3. What, if anything, happened as a result of completing the HSP and getting the scores for your school? Did the HSP help you become a healthier school? In what way? What was it about the HSP content or process that contributed to this outcome? (Personalize this question for the participant e.g in your survey response you stated this___. Can you build on what you stated?)

4. What did you learn from your experience using the HSP?
   Prompt: Did you use this information to inform your school improvement plan/school planning/school development? How did you use this information in your plans?

5. Referring back to the online survey you completed for us, you mentioned that your top 3 improvements for the HSP were: [responses from q#14]

   1)

   2)

   3)

   I'd like to explore your response in more detail. Please describe what you meant by …. (In advance, develop prompts for the specific priorities listed).

Next I'd like you to think about the different sections of the HSP:

The questions:

6. Overall, did the questions in the HSP modules help you to think critically about your school environment?

7. Were there any questions (or sections) that stood out to you as particularly difficult to complete?

8. Were there any questions/topics that you thought were missing from the module(s)?

The report:

9. Once you answered the questions, you received a report with how your school ranked on each of the "indicators". In your opinion, how could the report be improved?

   Prompt: list more resources? Tailored more for your specific province, type of school? More recommendations on how to create change within your school?

The planning process:

10. In what ways did you use the results from the HSP assessment to guide planning at your school? I'm especially interested in your thoughts about how the information was provided to your school in the report. For example, was it clear, engaging, relevant, detailed, etc?

    Prompts: Did you know what to do with the results? Who was involved? How did you go about deciding what to work on? Did you actually access the planning information from the HSP? Did you access any support from others to interpret and/or make use of your results? e.g., Propel staff, Public Health, School District/Division/Board, Provincial level contacts. Was anyone else involved in the process?

    Did completing the foundational module lead you to completing some of the other modules, tools, and resources available to you?

Barriers

11. What might prevent you from completing the HSP another time?

Conclusion

12. Finally, do you have any additional ideas or thoughts related to improving the Healthy School Planner?

This concludes our discussion for today. On behalf of Propel and the Joint Consortium for School Health I want to thank you for taking the time today to be part of this evaluation. The information you provided today will be helpful as we plan revisions to the Healthy School Planner.

Appendix D: Frequency Tables for HSP Users Online Questionnaire

Q1.

Q1 Where did you originally find out about the HSP?		
	Frequency	**Percent**
Recommendation from someone in my school board/district	44	63.77
Recommendation from my provincial government School Health Coordinator	7	10.14
Part of a research/evaluation project	4	5.80
Part of an application for funding	4	5.80
Online search for school health assessments	3	4.35
Promotional Video	0	0
Other (please specify)	7	10.14
TOTAL	**69**	**100**

Q1 Other Responses	Frequency
Apple School	1
we are utilizing this document in our health promoting school project	1
district project	1
colleague	1
our School Nurse	1
through a friend	1
the facilitator of the Wellness group I belong to	1
Total	**7**

Q2.

Q2 How much time were you expecting to spend completing the Foundational Module of HSP?		
	Frequency	**Percent**
16-30 minutes	26	38.24
0-15 minutes	16	23.53
31-60 minutes	16	23.53
Over 1 hour	10	14.71
TOTAL	**68**	**100.01***

* Does not add to 100 due to rounding

Q3.

Q3 How much time did you <u>actually</u> spend completing the HSP?		
	Frequency	**Percent**
31-60 minutes	25	38.46
16-30 minutes	20	30.77
Over 1 hour	13	20.00
0-15 minutes	7	10.77
TOTAL	**65**	**100**

Q4.

Q4 What motivated you to use / try to use HSP? (Yes/No response)		
	Frequency*	**Percent**
Interested in our school health environment	59/63	93.65
Completed as a requirement of a funding application	22/59	37.29
To build a partnership with a group outside the school (e.g., public health)	39/60	65.00
Other (please specify)	41/46	89.13

*Denominator varies for each question because of the response options.

Q5.   **Rate the clarity of the instructions on a scale of 1 to 5 in the following sections of the HSP website:**

Q5a Rate the clarity of the instructions in the Registration section		
	Frequency	**Percent**
5 Clear	32	49.23
4	19	29.23
3	7	10.77
2	3	4.62
1 Unclear	1	1.54
Didn't Complete	3	4.62
TOTAL	65	100.01[*]

[*]Does not add to 100 due to rounding

Q5b Rate the clarity of the instructions of the Support Materials to help you use the HSP		
	Frequency	**Percent**
5 Clear	23	35.38
4	21	32.31
3	15	23.08
2	1	1.54
1 Unclear	1	1.54
Didn't Read	4	6.15
TOTAL	65	100

Q5c Rate the clarity of the instructions of the HSP Module Questionnaire		
	Frequency	**Percent**
5 Clear	25	38.46
4	24	36.92
3	13	20.00
2	2	3.08
1 Unclear	0	0
Didn't Complete	1	1.54
TOTAL	65	100

Q5d Rate the clarity of the instructions of the <u>Report generation and review</u>		
	Frequency	**Percent**
5 Clear	28	43.75
4	17	26.56
3	11	17.19
2	1	1.56
1 Unclear	0	0
Not Sure	7	10.94
TOTAL	**64**	**100**

Q6   **Rate the <u>questions within the HSP Foundational Module</u>: For each pair of words below, rate it using the 1-5 scale.**

Six respondents indicated that they did not use the HSP Foundational Module.

Q6a Unclear to Understandable		
	Frequency	**Percent**
5 Understandable	12	25.00
4	20	41.67
3	12	25.00
2	4	8.33
1 Unclear	0	0
TOTAL	**48**	**100**

Q6b Boring to Engaging		
	Frequency	**Percent**
5 Engaging	6	12.24
4	21	42.86
3	18	36.73
2	3	6.12
1 Boring	1	2.04
TOTAL	**49**	**99.99***

* Does not add to 100 due to rounding

Q6c Not Relevant to Relevant

	Frequency	Percent
5 Relevant	6	12.50
4	26	54.17
3	14	29.17
2	2	4.17
1 Not Relevant	0	0
TOTAL	**48**	**100.01**[*]

*Does not add to 100 due to rounding

Q6d Lacks Detail to Too Detailed

	Frequency	Percent
5 Too Detailed	1	2.04
4	22	44.90
3	22	44.90
2	4	8.16
1 Lacks Detail	0	0
TOTAL	**49**	**100**

Q7 **Did you complete any modules (e.g. Physical Activity, Healthy Eating, Tobacco control, Positive Mental Health) in addition to the Foundational Module?**

Q7a Physical Activity

	Frequency	Percent
Yes	30	56.60
No	23	43.40
Total	**53**	**100**

Q7b Healthy Eating

	Frequency	Percent
Yes	34	62.96
No	20	37.04
Total	**54**	**100**

Q7c Tobacco Control		
	Frequency	**Percent**
Yes	8	15.69
No	43	84.31
	51	**100**

Q7d Positive Mental Health		
	Frequency	**Percent**
Yes	29	53.70
No	25	46.30
Total	**54**	**100**

Q8

Q8 The additional modules are separated into Express and Detailed modules. Did this format meet your needs?		
	Frequency	**Percent**
Yes	38	76.00
No	12	24.00
Total	**50**	**100**

Q9

Q9 Do you think you might complete one of the Detailed modules in the future?		
	Frequency	**Percent**
Yes	39	72.22
No	15	27.78
Total	**54**	**100**

Q10

Q10 Are there any other topic areas that would be of interest to include as Express or Detailed modules in the HSP? If so, what are they?	
	Frequency
No	1
Non, c'est déjà assez exigeant *Translation: No, it's already quite demanding*	1
Not that I can think of	1
Total	**3**

Q11

Q11 Did you generate a report of your results?		
	Frequency	**Percent**
Yes	40	74.07
No	14	25.93
Total	**54**	**100**

Q12

Q12 Why didn't you generate a report?		
	Frequency	**Percent**
Didn't realize a report was available	11	73.33
Didn't know how to generate the report	3	20.00
Other (please specify)	1	6.67
Total	**15**	**100**

Q12 Other (please specify)	Frequency
No computer access at school	1
Total	**1**

Q13   **Rate the information provided in the report**

Q13a Unclear to Understandable		
	Frequency	**Percent**
5 Understandable	11	28.21
4	17	43.59
3	10	25.64
2	1	2.56
1 Unclear	0	0
TOTAL	**39**	**100**

Q13b Boring to Engaging		
	Frequency	**Percent**
5 Engaging	8	20.51
4	18	46.15
3	9	23.08
2	4	10.26
1 Boring	0	0
TOTAL	**39**	**100**

Q13c Not Relevant to Relevant		
	Frequency	**Percent**
5 Relevant	7	18.42
4	18	47.37
3	11	28.95
2	1	2.63
1 Not Relevant	1	2.63
TOTAL	**38**	**100**

Q13d Lacks Detail to Too Detailed	Frequency	Percent
5 Too Detailed	0	0
4	20	51.28
3	15	38.46
2	3	7.69
1 Lacks Detail	1	2.56
TOTAL	39	99.99*

*Does not add to 100 due to rounding

Q13e Not Helpful to Helpful	Frequency	Percent
5 Helpful	11	28.21
4	17	43.59
3	7	17.95
2	3	7.69
1 Not Helpful	1	2.56
TOTAL	39	100

Q13f Low Quality to High Quality	Frequency	Percent
5 High Quality	8	20.51
4	21	53.85
3	8	20.51
2	1	2.56
1 Low Quality	1	2.56
TOTAL	39	99.99*

*Does not add to 100 due to rounding

Q14.

Q14 How much did the HSP help you prioritize topics for your school to address? (On a scale from 1 to 5 where 1 is not at all Helpful and 5 is Completely Helpful)		
	Frequency	**Percent**
5 Completely Helpful	6	10.91
4	26	47.27
3	14	25.45
2	4	7.27
1 Not at all Helpful	0	0
I Don't know	5	9.09
TOTAL	**55**	**99.99***

*Does not add to 100 due to rounding

Q15

Q15 How much did the HSP help you increase your understanding of how to build a healthy school? (On a scale from 1 to 5 where 1 is not at all Helpful and 5 is Completely Helpful)		
	Frequency	**Percent**
5 Completely Helpful	4	7.41
4	28	51.85
3	13	24.07
2	6	11.11
1 Not at all Helpful	0	0
I Don't know	3	5.56
TOTAL	**54**	**100**

Q16   **What did you do with the information you gained from the HSP and/or report?**

Three respondents indicated that they did not use the HSP report at all.

Q16a I read it myself		
	Frequency	**Percent**
Yes	50	96.15
No	2	3.85
Total	**52**	**100**

Q16b I shared it among school staff	Frequency	Percent
Yes	37	69.81
No	16	30.19
Total	**53**	**100**

Q16c I shared it beyond school staff	Frequency	Percent
Yes	17	33.33
No	34	66.67
Total	**51**	**100**

Q16d I used it to make plans	Frequency	Percent
Yes	46	86.79
No	7	13.21
Total	**53**	**100**

Q16e I used it to demonstrate progress to the school district/division/board	Frequency	Percent
Yes	19	36.54
No	33	63.46
Total	**52**	**100**

Q16f I used it to evaluate progress	Frequency	Percent
Yes	31	58.49
No	22	41.51
Total	**53**	**100**

Q16g Other, please specify	
	Frequency
C'était notre première année d'existence, donc je n'ai pas utilisé le PES pour voir les progrès... nous partions de 0. *Translation: It was our first year, so I did not use the HSP to see progress…we went from 0.*	1
I used it somewhat in Farm to School planning but needs to be used by Admin	1
I used it to celebrate our school's progress within the school community, i.e., students, staff and parents. I also used it to reinforce to our funders/partners, the significant impact their involvement has made, and encouraged their future commitment	1
Will be used to develop PLWEP plan	1
Total	**4**

Q17.   **What 3 changes would you make to the HSP to improve it?**

Twenty-one respondents provided one or more responses to this question. Of the 21 respondents, 5 provided 3 responses to the question and 1 respondent provided 2 responses. In total, 32 responses were provided.

Q17 What 3 changes would you make	
(Responses grouped by themes)	**Frequency**
Feedback on Questions/Assessment Tool	
a tad shorter	1
clearer questions with another option to type in your answers	1
Make it kid friendly. More succinct	1
Make some of the questions more pointed	1
Make the planner less of a burden - too wordy	1
Different categories for age appropriate students. eg. Division 1/ Division 2	1
Difficile de donner une réponse lorsque nous ne sommes pas certains où ont se situe. (Choix de réponse) *Translation: Difficult to give an answer since we are not sure what they are (Answer choices)*	1
Have the prompts/questions in a printable form to follow for answering questions	1
less questions	1
shorter	1
Le simplifier *Translation: make it simpler*	1
simpler	1

some questions ambiguous	1
Broken down into more categories.	1
Total for category	**14**
General/Overall	
Be more accessible	1
Be more flexible	1
participer à plusieurs formations comme individu et comme groupe du personnel de l'école *Translation: Participate in several trainings such as individual and as a group of staff team*	1
We completed this a year ago in a group setting. The report came back to the administration- I did not see it. So I am having difficulty remembering. I should have been answering these questions within a month of completing the questionnaire	1
Le rendre plus efficace à court terme *Translation: Make it more efficient in the short term*	1
Total for Category	**5**
Feedback on the Report	
make the report a little clearer	1
Some of the evaluation statements were not on point with our school community ie asked us to involve more students in the planning, however, while our school health promotion team only has 3 students who attend the meeting, they first meet with their peer groups, about 220 students, and represent their voices at the table.	1
One document does not meet all age levels.	1
L'expliquer plus clairement au niveau de son utilité. J'ai l'impression de remplir quelque chose qui rapporte aux autres mais pas à l'école. *Translation: To more clearly explain it in terms of its usefulness. I felt like some responses related to others but not the school.*	1
more specific per detail	1
Total for Category	**5**
Time Constraints	
incorporer du temps de APQ à l'horaire *Translation: incorporate enough time to do the APQ (OPHEA?) on time*	1
More Implementation Time	1
time is the biggest limitation	1
Not do it all in one day. Except this was the best way to get everybody together. Multiple absences from responsibilities would be difficult to plan	1
Total for Category	**4**
None/other	

None	1
I personally found it interesting and showed things we were not/ could be doing as a school to promote healthy changes. Don't really see any changes.	1
chef de file en santé *Translation: Chief health file* (note: not sure what this means or if translation is correct)	1
We got some new ideas of activities to help our school to be healthier	1
Total for Category	**4**
Total Responses	**32**

Q18

Q18 Do you plan to use the HSP again?		
	Frequency	**Percent**
Yes	38	79.17
No	10	20.83
Total	**48**	**100**

Q18(text) Please provide a short reason for your answer		
	Frequency	**Response** **Yes/No/Maybe**
bon outil *Translation: good tool*	1	yes
Continual improvement in the areas of nutrition and mental wellness specifically	1	yes
help inform planning	1	yes
helps to develop a year plan	1	yes
i am a new principal to the school and have been working with the school division to understand where they and my school is at in terms of using the HSP... I plan to use it again --- this will probably happen in the planning for 16-17	1	yes
I think it will be easy to refine the second time.	1	yes
If required to come up with another and new goal	1	yes
It allowed us to self-reflect on our practices current realities.	1	yes
It is a requirement and is helpful	1	yes
It is comprehensive, and provides an opportunity to recap successes, misses, and future planning with the school team	1	yes
It was helpful to see where the holes were!	1	yes
Maybe if I change schools, I would use the HSP to assess the needs at my new school	1	yes

meets our need	1	yes
Obligation du Conseil *Translation: Mandated by the school board*	1	yes
Offre un bon portrait de l'école et appuie nos décision / choix au niveau de la planification et de notre plan éducatif *Translation: Offers a good portrait of the school and supports our decision-making/choices when lesson planning and overall school planning.*	1	yes
Plan to do a detailed report	1	yes
Pour évaluer à nouveau notre situation comme école avec le plan d'action actuel pour s'améliorer. *Translation: To reassess our situation as a school with the current Action Plan to improve.*	1	yes
Pour voir nos progrès, pour avoir une continuité. *Translation: To see our progress, to ensure sustainability.*	1	yes
To help with school planning	1	yes
To monitor changes, stay on top of progress	1	yes
We would like to start a healthy schools team.	1	yes
Does not meet the needs of younger children.	1	no
It feels like it adds to the work load	1	no
Not relevant	1	no
Answer is Maybe. This was part of farm to School Pilot. Up to admin if we do it again	1	maybe
Possibly - I want to use it with PALS leaders, but I find the language above their heads	1	maybe
Total	**26**	

Q19

Q19. Can we contact you for a short 15-minute follow-up interview?		
	Frequency	**Percent**
Yes	8*	14.81
No	46	85.19
Total	**54**	**100**

*One respondent provided their contact information but did not select yes to this response.

Appendix E: Frequency Tables for HSP Non-Users Online Questionnaire

Q1.

Q1 How important is completing an assessment of your school health environment for your school?		
	Frequency	**Percent**
Very Important	8	50.00
Somewhat Important	7	43.75
Not at all Important	1	6.25
I don't know	0	0
TOTAL	**16**	**100**

Q2.

Q2 What motivated you to register to use the HSP? (Select all that apply)	
	Frequency
As a means of better understanding the school environment	13
As a requirement for applying for another grant	2
As a requirement for applying for another incentive	1
Other, please specify	1
As a requirement for applying for a program	0
TOTAL	**17**

Q2 Other Responses	Frequency
I was registered by another person	1
Total	**1**

Q3.

Q3 Why did you register for the HSP and then not continue? (Select all that apply)	Frequency
Lack of time	8
Other, please specify	4
Forgot	2
Registration procedures were too complicated	1
Assessment Modules were too complicated	1
Used another assessment and planning tool	1
Topic areas for assessment were not relevant	1
TOTAL	18

Q3 Other Responses	Frequency
at the time, and finding time to do it with colleagues is the best way to do it.	1
I'm not teaching this year. I'm in leave.	1
Lack of time and a less formal approach was taken	1
negotiation restrictions	1
Total	1

Q4.

Q4 Did any of the following factors influence your decision to not use the HSP? (Select all that apply)	Frequency
Time needed to complete the HSP is too long	8
Lack of commitment from team/no team in place	5
Other, please specify	4
The HSP would provide little value to my school	1
Lack of technical support	0
TOTAL	18

Q4 Other Responses	Frequency
I am no longer part of that team	1
negotiations restrictions	1
On leave	1
The HSP would value to my school if it was give the regard it could deserve.	1
Total	**1**

Q5.

Q5 How much time were you expecting to spend completing the Foundational Module of HSP?	
	Frequency
As much as required	1
2-3 hours with extended staff, ongoing with students	1
I had done it before....about 2 hours	1
Around 2 hours	1
1 hour	1
1 hr	1
1/2 an hour	1
30 minutes	1
10-20 minutes	1
5 minutes	1
none	1
not sure.	1
Total	**12**

Q6.

Q6 Did you access any of the following features? (Select all that apply)	
	Frequency
Promotional video	4
Previewing the questionnaires	3
How-to web seminar	1
TOTAL	**8**

Q7.

Q7 Did you experience any of the following when working with the HSP? (Select all that apply)	
	Frequency
None of the above	13
Internet connection too slow	1
Could not find the link to the HSP on the Joint Consortium for School Health Website	0
Graphics did not load properly	0
A firewall from the school or district restricted access to the site or content on it	0
TOTAL	14

Q8.

Q8 Do you have any other concerns about the HSP?	
	Frequency
No/none	4
I did complete survey at one time although for some reason I couldn't send it back completed.	1
It is a very daunting process when trying to work alone. A team approach is needed.	1
not having a solid committee makes filling the form out difficult. My school needs to work on a clearer picture.	1
Too cumbersome, we went with a much more informal process.	1
Nope. I am glad it is there as a base line.	1
Total	9

Q9.

Q9 If we were to make 3 changes to the HSP, what changes would entice you to complete it?	
	Frequency
A starbucks coffee coupon!	1
Check box format.	1
I always want more specifics about mental health. For example the average age of onset for anxiety is 12 years old....what is happening? How we are monitoring that in schools across Canada?	1
Less wordy	1
More direct	1
Less time demanding	1
-more relevant areas/questions for elementary schools - some parts were irrelevant	1
-design different questionnaires for elementary, middle and high schools	1
reminders of forms that need to be completed	1
Call for proposal dates	1
The HSP was completed from our School. Perhaps another site that was part of our group did not complete it?	1
Total	**11**

Q10.

Q10 Where did you originally find out about the HSP?		
	Frequency	**Percent**
Recommendation from someone in my school board/district	9	64.29
Online search for school health assessments	2	14.29
Promotional video	1	7.14
Recommendation from my provincial government School Health Coordinator	1	7.14
Part of an application for funding	1	7.14
Part of a research/evaluation project	0	0
Other (Please specify)	0	0
TOTAL	**14**	**100**

Appendix F: Responses to Questions for HSP Follow-up Interviews

Findings are summarized below for each question discussed during the telephone interviews, with illustrative quotes, as appropriate.

1. Please describe your overall experience with the HSP.

   Prompt: For example, can you describe when you completed it, who completed it with you (if anyone), what your overall impression was. Can you say a bit more about any encouragement or support you may have had from your school district/division/board or your province to complete the assessment?

   Responses:

   i. In general, the questions were clear and related to the subject. It was great and it helped them move forward.

   ii. Completed it as a staff. Respondent previewed it ahead of time so she was prepared and could speak to some of the questions. The department of education suggested they use the tool.

   iii. "It is accessible. It reinforces, informs, motivates, directs and it reaffirms the importance and significance of the healthy school plan for our school". Respondent completed it with his principal.

   iv. Overall impression of the HSP was initially very good. It was very well organized and laid out; grouping questions and answers into the four different areas. The school nurse encouraged them to complete it and 5 people participated: herself, 2 teachers, the lunch room supervisor, and a rep from the Calgary Board of Education.

   v. He doesn't remember! This should be more central to what schools are doing but it was really on the periphery. This is why he participated in this evaluation; to let us know that we should somehow make it more central. If it was central to the agenda (at a higher level such as the board of ed or health or a multi-departmental group) it would be helpful. And they should bring this to the schools earlier in the school year i.e., NOT May or June, because that's when all these other people want to know what was done during the school year. "It just makes a lot of sense day in, day out, season by season, year by year to re-visit these pieces" i.e., the elements included in the HSP. So bring it to them in January, February or March.

   In general, people seemed to do better when they had someone walk them through the process.

2. Was this the first time you completed the HSP?

   Follow-up if answer is no: Did you have any difficulty using the HSP for a second time? For example, how clear were the instructions for re-assessing? What suggestions can you give us to improve the experience for schools completing the HSP after the first time?

   i. Yes

   ii. No, but she doesn't really remember what else she did, maybe the Physical activity module? They had no trouble using it a second time.

   iii. No, I did it last year as well. No difficulty using it a second time. "It's extensive. It's detailed. It took me approximately an hour and a half to do it." The instructions were clear, specific and concise. It was hands on. It was not ambiguous or uncertain. It was direct.

   iv. Yes, I believe so

   v. Yes

3. What, if anything, happened as a result of completing the HSP and getting the scores for your school? Did the HSP help you become a healthier school? In what way? What was it about the HSP content or process that contributed to this outcome? (Personalize this question for the participant e.g in your survey response you stated this____. Can you build on what you stated?)

i. Hard to say because they just opened so don't have a comparison. But it has allowed them to make an action plan and it has helped.

ii. "It certainly showed us where we were strong and where we were weak; and areas that we needed to work on". They identified a couple areas they wanted to work on and put it into their school improvement plan.

iii. "It reaffirmed that what we are doing is worthy." They added education activities. They set up plans for more physical activity. It reaffirmed the need to focus on good nutrition and physical activity.

iv. "[The HSP] was so laid out and so neatly organized – effectively organized – that we were very quick to find out the areas that we needed growth were unhealthy relationships and positive mental health at our school." Some things are changing now. They are moving forward with a program that they are still designing and implementing. It helped them to identify areas where they needed growth.

v. It brought this stuff to the forefront but not to any depth. He would have preferred to have a report like CRAYS provided. (They had not been able to generate a report. It would appear that the website is not clear enough)

4. What did you learn from your experience using the HSP?
   Prompt: Did you use this information to inform your school improvement plan/school planning/school development? How did you use this information in your plans?

i. That school health touches many domains and areas. Not just healthy eating, but other factors. It also allowed us to focus on one thing at a time.

ii. It was very user friendly. It led us through very easily; the questions were worded well. I guess what we learned was where we excel and where we don't and what we needed to work on. They used this tool to help inform their school improvement plan and improve overall school planning. They are trying to do more "whole school" activities as a result.

iii. Used the information to inform the school improvement plan and planning for school development. They implemented a few changes in the organization of their school. They formed a "Character Committee". They created 2 short surveys and they are developing a program or approach that is custom designed for their school vs adopting someone else's program. They want a program that attends to the developmental stages, cognitive and emotional of children, across grades but is fairly consistent in all their schools.

5. Referring back to the online survey you completed for us, you mentioned that your top 3 improvements for the HSP were: [responses from q#14]

I'd like to explore your response in more detail. Please describe what you meant by …. (In advance, develop prompts for the specific priorities listed).

i. There were a few questions that were a little ambiguous we felt. They weren't as direct as we would have like them. And some of the choices just didn't fit our K-8 school. We're a small rural school. We have about 200 students and some of the questions didn't really pertain to us. So we were looking for another option to type in our own answers.

ii. 1) Make it more accessible. E.g., include an 800 number. 2) Simpler. I.e., regular check-ins (monthly) rather than spreading it out over such a long period of time. Note for 1 and 2: I think he was referring to

> support from Comprehensive School Health vs from the HSP itself. 3) Flexible. Every school has idiosyncrasies, peculiarities so some of the questions might be a bit too general so try to recognize the uniqueness of a school. He wants constant feedback.

   iii. Recommended having prompts and the questions in a printable form in order to follow that for answering the questions. Completing the tool on the fly was a bit complicated. He would have liked to have been able to refer to printed material but he wasn't aware that the printed versions were available.

Next I'd like you to think about the different sections of the HSP:

The questions:

6. Overall, did the questions in the HSP modules help you to think critically about your school environment?

   i. Because we were a new school a lot of the questions weren't relevant to us, but that was pretty rare.

   ii. They did and they certainly opened up questions from the staff. That day they had their EAs and custodians with them when they reviewed the findings so it was neat to have their perspective on how they felt things are going in the building. It encouraged dialogue amongst the staff.

   iii. Yes it did. It helped me to get a perspective of the whole school: safety in the gym; safety in the classrooms; nutrition; the needs of the community and contact with parents; educating parents.

   iv. Yes they did. Not in-depth questions. They were more like yes/no responses. But more in-depth questions were not really needed at that point in time.

   v. Yes.

7. Were there any questions (or sections) that stood out to you as particularly difficult to complete?

   i. No, I found it really, really complete.

   ii. No, I don't think so.

   iii. No, I wouldn't say overwhelmingly difficult to complete. Thought provoking.

   iv. No, having their rep from the School Board there to do it with them really helped them she basically orchestrated the whole process.

   v. Doesn't really remember. Doesn't think they were difficult. But ones that asked for data were a bit trickier because he had to go back to get the information he needed so it was harder to complete it on the spot.

8. Were there any questions/topics that you thought were missing from the module(s)?

   i. I don't have much to say about improving it but one little comment about the whole questionnaire, I think it would be useful to separate Elementary and Secondary schools from one another. For example, questions about drugs and alcohol don't really implicate our school because we're an elementary school, so it would be useful to separate them.

   ii. No. Interestingly, as they were going through it they sometimes thought "oh they're not going to ask about this" and then the next question or the one after that asked that very thing!

   iii. 1) Relationships with children. 2) How to communicate, how to talk e.g. teaching children to be active listeners. To cooperate. That's part of health; emotional Health

   iv. No. It actually is really quite comprehensive.

v. I would need to look at them. NOTE: Even during the interview he was looking at the site and he couldn't find a spot where he could go to look at them. After interviewer helped him find the modules he thought that maybe Mental Health could use more emphasis.

The report:

9. Once you answered the questions, you received a report with how your school ranked on each of the "indicators". In your opinion, how could the report be improved?

    Prompt: list more resources? Tailored more for your specific province, type of school? More recommendations on how to create change within your school?

i. In the report we really looked at healthy eating. We noticed that nutrition is an issue we really need to focus on. The report helped us focus our efforts in this area this year.

ii. It was pretty clear cut! "It showed us where we excelled and where we really needed work." I think it was very clear to everybody. No one rebuked the results at all. "…we need to put this in our School Improvement Plan; now we need to more forward; how are we going to do it? And so then we made plans. It was a perfect lead up into what we needed to do to make ourselves better."

iii. Didn't get a report but completing the tool itself helped them to recognize strengths and weaknesses and opportunities for growth. It helped them to feel less isolated knowing that other people are involved and want to help change things and are supportive; it's very motivating.

iv. 1) Report is maybe too extensive. "Now the report is a different thing! It IS extensive. I think because of how extensive it is, not all the teachers read it. Every person in the committee now has read it but not everybody in the school read it. 2) The colour coding is good; helps make it easier to read. 3) Graphs are good. "The minute we see the graphs, the information is so visual that it hooks you up and you engage in conversation right away."

v. Respondent didn't print a report because it wasn't clear how to do that! He still found the process valuable even if he couldn't print a report because it got him thinking and acting. For example, he has talked to their breakfast program people to see how they can improve their program. Also, he started to think more about potential partnerships that could be formed.

The planning process:

10. In what ways did you use the results from the HSP assessment to guide planning at your school? I'm especially interested in your thoughts about how the information was provided to your school in the report. For example, was it clear, engaging, relevant, detailed, etc?

- "I think because we were all kind of in the wellness mode and that has been added not only to our improvement plan but our school improvement plan needs to reflect the district improvement plan which also has a wellness component that is similar to the next, but then we tweak it to suit our needs." Wellness plans need to be consistent across School, District and Provincial jurisdictions. They realized through this process that they could do better at establishing links with the broader community.
- They got the results of the survey and are organizing activities as a result. They have categorized them in four areas. It has really informed their practice as to next steps to become a healthier school.

Prompts: Did you know what to do with the results? Who was involved? How did you go about deciding what to work on? Did you actually access the planning information from the HSP? Did you access any support from others to interpret and/or make use of your results? e.g., Propel staff, Public Health, School District/Division/Board, Provincial level contacts. Was anyone else involved in the process?

- Did not access support from others e.g. Propel staff, Public Health etc but she does write a lot of letters to businesses and companies in their region.
- They had a lot of help from their School Board rep but now it is up to them to find additional support. It would help if we could provide a list of resources and organizations in their area that they could reach out to for further support. She has realized that they need to develop a network of support and they should also reach out to parents because they do have a very active school community.

Did completing the foundational module lead you to completing some of the other modules, tools, and resources available to you?

- It's my goal to use them again.
- Not yet. But we have a PD day coming up. But we are only allotted one wellness day per year.
- Yes, he completed a number of them. He thought they were very important.
- No, completing the foundational module did not entice them to do more. Some of the areas were not relevant to their school.

Barriers

11. What might prevent you from completing the HSP another time?

 i. Nothing

 ii. Time constraints

 iii. Technology

 iv. Time and money but having said that, they do actually have the means and the encouragement!

 v. Time

Conclusion

12. Finally, do you have any additional ideas or thoughts related to improving the Healthy School Planner?

 i. Something for elementary and secondary would be really useful. It was long but none of the questions were useless. She plans on doing it again.

 ii. The option to put in their own answers. Being able to see results quickly with the rubric was really good. They are positive about future involvement.

 iii. 1) Monthly contact so they can provide feedback on what's going on and how it's going. More opportunity to communicate. More consistent, continual time to communicate. 2) Resources e.g., money.

 iv. Planner doesn't take into account different grade levels and developmental stages. It would be helpful if it did. "This is a wonderful initiative that we really need to see grow in our country." I think this is an outstanding beginning. If she hadn't had those conversations with her school nurse she would not have heard about it, so maybe more promotion would be helpful. Having it more in front of administrators' faces.

 v. Make it more central. Reach out to the umbrella groups that oversee the schools would be the most useful way to get it in front of principals and to get them acting on it.