

Report on Evaluation of the Healthy School Planner

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Joint Consortium for School Health

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Table of Contents

Introduction & Purpose.....	3
Methods.....	3
Questionnaire	4
Confidentiality	4
Sample Selection and Recruitment.....	4
Sample Size, Information About Participants.....	5
Evaluation Results	5
Highlights.....	5
Functionality	6
Barriers.....	7
Time	7
Module Content	8
Promotion & Incentives	8
Improvements	9
Ideas for Future Versions of the HSP	9
Additional Topic Areas	9
Other Additions to HSP Website.....	9
Considerations From Theory	10
Recommendations.....	11
Conclusion	12
Appendices.....	13
Appendix A: Technical report of results.....	13
User Experience	22
Planning Section.....	30
Feedback Report.....	30
Overall	32
Value of HSP	35
Appendix B: Evaluation Questionnaires.....	43
HSP Users Questionnaire.....	43
HSP Non-users Questionnaire	49
HSP School Facilitator Questionnaire	51

Introduction & Purpose

After considerable planning and background work, the Joint Consortium for School Health (JCSH) launched the Healthy School Planner (HSP) in May 2009. This online assessment tool was the first available in Canada to freely support schools in assessing their school health environment. The Healthy School Planner enables schools to document current policies, identify gaps, and plan initiatives based on gaps and characteristics of the student body. The Propel Centre for Population Health Impact at University of Waterloo (Propel) completed development work including a pilot test and refinement of the tool, and hosts the HSP on behalf of JCSH.

Since 2009, 383 HSP assessments have been completed^{1,2}. The bulk of these schools were distributed in two provinces (Alberta and British Columbia). Three provinces/territories had no participation, two other provinces/territories had less than 10 assessments completed and an additional four provinces/territories had only 10-20 assessments completed. This participation by schools is less than anticipated for a free, nationally accessible resource on an important topic. In addition, both JCSH School Health Coordinators and the Propel staff have had anecdotal feedback that the HSP does not fully meet user needs.

The purpose of the HSP evaluation was to gather information from user perspectives to guide improvements to Healthy School Planners in order to increase the participation across provinces/territories and to ensure that the tool is asking questions to meet the needs of its users. A combination of quantitative (questionnaire) and qualitative (interview) methods were used to better understand how to improve the HSP. By systematically collecting and examining responses to the survey and interviews, it will be possible to more specifically understand what areas need revision, in addition to providing insight into barriers of using the tool.

Methods

We employed a mixed methods approach to collect information from Healthy School Planner users, potential users and individuals who facilitate school usage of the HSP.

Key issues on which responses to the Healthy School Planner might vary were presumed to include the following:

- whether the participant was from the elementary or secondary school panel;
- what Canadian jurisdiction the participant was situated in; and
- whether the participant actually had experience completing HSP, was a potential user but had chosen not to complete it or was not aware of it before the evaluation.

Respondents representing each of the categories above were included in the evaluation. In addition, two jurisdictions have people in positions to help schools become more health promoting (e.g., Health Promotion Coordinator, School Health Facilitator, Public Health Nurse). Individuals who reflected this perspective could add unique perspective to the evaluation and were surveyed and/or interviewed.

Information about the HSP was gathered through two methods: an online questionnaire and individual interviews. The questionnaire captured responses regarding content, format (e.g., ease

¹ 199 HSP assessments have been completed as part of research project.

² This does not represent individual schools, as some schools may have completed more than one module.

of use), barriers and possible solutions to address the barriers. To obtain adequate response rates, the overall survey was relatively a reasonable length. The questionnaire responses were complemented by a telephone interview that allowed selected respondents to offer greater depth in their answers.

Questionnaire

The questionnaire was intended to capture reactions to the Healthy School Planner. There were separate versions of the questionnaire for each of the groups listed above.

The questionnaire for HSP-users contained items on user experience (including time spent on different tasks, navigation, clarity of instruction, usefulness of support materials, functionality), the planning section, the feedback report, value of the HSP, overall questions (including team representation, first impressions, time spent completing HSP), as well as basic demographic questions about the respondents.

The questionnaire for school facilitators was very similar to the one used for HSP-users but contained a few additional questions on how the HSP could better address comprehensive school health, access to HSP results and experience working with schools to complete the HSP.

The questionnaire for non-users was significantly shorter and contained overall questions (including first impressions, barriers to use, and reasons for not completing the HSP) as well as basic demographic questions about the respondents. Appendix B contains the questionnaire.

Questionnaires were available in both paper and online formats, but online completion was encouraged, since “screen-shots” were presented to help jog participants’ memories about their previous experiences completing the HSP.

Confidentiality

Materials describing the evaluation ensured respondents that evaluators would hold their responses in confidence. Except where respondents provided contact information for the qualitative interview component, responses were anonymous.

Sample Selection and Recruitment

A purposeful sample was identified in two ways. First, JCSH School Health Coordinators (SHC) from each province and territory were asked to invite schools from their respective jurisdiction to participate in the HSP evaluation. The SHCs recommended participants from the groups identified above:

1. HSP users (schools that had previously completed the HSP);
2. HSP non-users (schools that had decided not to use the HSP or someone completing the HSP for the first time); and,
3. School facilitators (someone who works with the school to complete the HSP).

Some provinces and/or territories (6) felt that they could not recommend schools to participate in the evaluation for several reasons. Some jurisdictions did not have any schools that were aware of the HSP so could not offer input, while others felt that they could not promote the use of the HSP before revisions were made.

Second, all schools that had completed at least one module of the HSP between November 1, 2009 and December 10, 2010 were sent an invitation to participate.

Participants were asked if they would be willing to participate in a 20-minute follow-up interview at a mutually agreed upon time. A purposeful sample was selected to reflect the breadth of jurisdictions of respondents and the different user types. Propel contacted 10 participants for a follow up interview.

Sample Size, Information About Participants

Recruitment strategy 1 resulted in 32 recommended participants from 7 jurisdictions. Of these 32 recommended participants, 24 began the evaluation questionnaire (75% response rate). The second strategy resulted in a general invitation being sent to 115 previous users of HSP. Of these 115 schools, 23 started the online evaluation questionnaire (20% response rate). Several evaluation questionnaires were started but provided no usable data. In summary, 42 questionnaires (29% of those recruited) included usable data (28 HSP users; 6 HSP non-users; 8 school facilitators). While not an ideal response rate, it is not unusual for a mailed survey.

For the qualitative component of the evaluation, 19 of the 42 participants said that they would be willing to be interviewed, although three did not provide a phone number. Of those selected, we were not able to arrange interviews for two participants due to scheduling conflicts. We were unable to reach one participant after 6 attempts during a 3-week period. A trained interviewer conducted a total of seven interviews with participants representing all three groups and five jurisdictions.

Evaluation Results

Respondent characteristics are outlined in Table 1. For the HSP user group (n=29) respondents to the questionnaire, the majority of participants were administrators (n=14) or teachers (n=12). Eighteen (n=18) participants represented elementary schools, while 9 participants represented secondary schools. Among the HSP non-user group participants were also primarily administrators or teachers (n=3 for each). School facilitators primarily described their role as ‘school health facilitator’ (n=3) or ‘health promotion coordinator’ (n=3).

Table 1: Respondent characteristics

Participant type	Questionnaire			Interview		
	HSP Users	HSP Non-Users	School Facilitators	HSP Users	HSP Non-Users	School Facilitators
Administrator	14	3		1	1	
Teacher	12	3			1	
Other	3	1	9			4
Jurisdiction	AB (19) BC (8) PE (2) ON (2)	PE (3) YK (2) AB (1)	AB (6) YK (2) NB (1)	BC (1)	YK (1) PE (1)	AB (2) YK (1) NB (1)

Highlights

The majority of HSP users (20 of 25) mentioned that the HSP is a useful tool when assessing the school health environment. Terms respondents used to describe the HSP included: “very comprehensive”, “evidence based”, “interesting”, “beneficial”, and “informative”. On-the-other

hand, some users did not value aspects of the HSP. Descriptions of the support materials and questionnaire items were generally rated as clear, accessible and understandable, but only somewhat engaging and cutting edge. The users felt there was some redundancy, and some questions were difficult to answer.

At a high level, comparing two user groups, school users' first impressions tended to be more positive (16 of 25 respondents offered only positive comments). School facilitators were more likely to offer mixed (positive & negative) comments (5 of 9 respondents).

The remainder of the results proceed through the different sections of the questionnaire using a descriptive style, and noted differences across user type (user, non-user, facilitator) and school type (elementary, secondary). We found limited evidence of differences across jurisdiction for the quantitative results. Where differences were seen, they are noted in the text. Appendix A contains a description of questionnaire responses separated by the each group.

Functionality

- Time spent on different sections:
 - o Registration takes approximately 5 minutes to complete. Respondents who had completed the registration process prior to our changes reported longer times based on having to wait to be confirmed.
 - o Typically users spend between 30 and 60 minutes reading the support materials prior to starting the assessment.
 - o The questionnaire takes on average 59 minutes (mode = 30 minutes). In some cases, respondents indicated external factors limited the time spent completing HSP. The difference between the average and modal response indicates that a small number of very large times raised the average.
 - o Discussions among school respondents regarding their responses to the HSP questionnaire on average took just over an hour (63 minutes) but the most common response (n=5) was 0 minutes indicating that for several schools there were no discussions regarding responses.
 - o The action planning portion on average was the section that took the longest to complete (107 minutes) while some respondents mentioned that they had not completed it yet (n=3)
- The majority (10 of 13) of respondents indicated that they previewed the questionnaires prior to completing the online version.
- Most respondents (8 of 19) did not encounter any problems when using the HSP. Problems that were reported included:
 - o Several users (5 of 19) reported that the graphics did not load properly on their computer.
 - o A similar proportion (5 of 19) had trouble finding the link to the HSP from the JCSH website. This may have been prior to revisions made to the JCSH website to make this a more obvious link.
- Most users (9 of 16) did not use the planning portion of the HSP or did not complete it (3 of 16). Just four reported using the planning tool. The most common response regarding why they did not use it was that they used another tool or came up with their own planning tool (6/13). See Table 50 in Appendix A for a list of other tools used by schools.
- Navigation: Ratings for initial navigation are good, but respondents rate planning and feedback report generation slightly lower.

Barriers

Time

- Questions probed both the actual time taken to complete HSP and what users expected to spend on the assessment. On average, actual time taken was about double that which participants expected to spend. A third item probed what time the respondent felt was realistic. The average response was slightly higher than the time respondents “expected” to spend. The meaning of this reversal is unclear. Does this mean they felt it was worthwhile investing some extra time?
- Overall elementary & secondary schools expect to spend around the same amount of time completing the HSP (58 vs. 53 minutes), while school facilitators expected schools to spend quite a bit more time completing the HSP (92 minutes). The most common response from users and facilitators was 30 minutes (users n=5; facilitators n=3)
 - o Comments from interviews shed further light on questionnaire responses:
 - “The people that did the HSP ... found the whole process quite laborious but the process was really helpful in seeing how hypocritical they can be. You know, we’re teaching health and encouraging physed and yet here we are having vending machines full of crap. It was helpful looking at hot lunches and what they are bringing in from fast food places. They are seeing that maybe this isn’t the best way to go about it and looking for other options.” (Respondent #1)
 - “It’s amazing what I’ve seen happen in the last year. Once people have used it once they realize that it’s not so bad. I’m hoping that they will go back to it and try it again to see if there are improvements. That would be the ultimate goal – to see how much they have all improved – and I think they all have just by doing the process.” (Respondent #1)
 - “As far as I know, it’s the time commitment. The length of the tool is daunting, and forming yet another committee can be a hard sell in our schools. That being said, this tool or comprehensive school health as a whole is not mandated from the Department of Education. I believe this makes a difference to the schools.” (Respondent #2)
- Time spent on sections of the HSP. In addition to asking overall time spent completing the HSP (mean reported above as 82 minutes), evaluation items asked time taken for each section of the HSP to determine if there was a particular roadblock in the path to completion. Responses summed across the sections added to 200 minutes, more than twice respondents’ estimates for time taken for the entire process. So, we need to interpret the individual estimates with caution, though their relative time can still be instructive.
 - o We note that some responses to the time spent registering likely referred to the “old” process that required verification of the validity of the school. Currently, registration seems to be fairly efficient.
 - o Participants likely expect to spend the greatest amount of time answering questions, without too much “fuss” navigating and understanding what needs to be done. Navigating the website takes about one third the time of navigating the questionnaire for both users and facilitators. The feedback report generating process takes considerably longer for (first time) users (32 minutes) as compared to facilitators (7 minutes), who presumably have gone through the process more than once. It would likely be helpful to examine how to make the navigation process for feedback report more obvious.

- Respondents spent considerable time researching responses to the questionnaire. Facilitators appear to allocate more time for this exercise, but are more efficient at entering information. In total, both groups spend about the same amount of time on these activities. Unfortunately, interviews did not explore why these differences were reported.
- Consensus building times were also fairly high, though relatively few respondents offered their answer to this, most likely because most did not do it. The results are also skewed, making the mean for both users and facilitators higher than the mode.
- Time taken for “familiarizing self

Module Content

The questionnaire asked participants what modules (among physical activity, healthy eating, tobacco) they completed and why. Relatively fewer respondents chose the tobacco module, especially among elementary school respondents. Respondents indicated that tobacco control is not an issue for elementary schools. There may be value in revisiting how the content of the tobacco module is presented. For example, having no effective smoking policies applies to all schools. CSH suggests that other prevention activities are needed to ensure students have a strong foundation when they get to the point of making a decision about smoking even though they may not be facing the decision while in the school.

Qualitative responses from the questionnaire and interviews shed light on this issue:

- “I felt that the assessment was long and that some topics (Tobacco) did not really meet my schools needs. As well as some questions were geared for Secondary School not Primary Schools.” (Respondent #3)
- “The whole tobacco strand was pretty much a null point at the elementary level unless you are dealing with staff.” (Respondent #4)
- “I think one of the things we found is that we don’t talk about tobacco a lot of the elementary level until grades 4-6. We do talk about teaming up for tobacco reduction but I think for a lot of schools they really don’t touch that until later on. You just need to really gear it towards elementary schools and recognize that they aren’t going to be working on the tobacco reduction part as much. It’s a great module for some of the junior high schools and high schools but it’s just not a focus for elementary.” (Respondent #5)

Promotion & Incentives

- Promotion of the HSP: The most common way of learning about HSP was through the school district (i.e., the school district promoted it). On the other hand, perhaps the most significant issue, however, relates to the provinces / territories from which no responses were obtained. There appears to be a general lack of awareness of HSP in those jurisdictions. Beyond the actual HSP, this will require consideration of various means to promote HSP. While Principal’s meetings are one venue to accomplish this, there needs to be higher level promotion as well. Representation at relevant conventions / conferences (e.g., Shaping the Future; Canadian Principal’s Association) is one mechanism.
- Based on responses to questions other than “how did you find out about HSP”, there appear to be more who completed it as part of a survey or research project. This may be another means of “promoting” the tool. Ditto for the grant programs that require use. (Ontario, for example, has given \$ to schools for health programs. Could we encourage them to make HSP a requirement?)

- When asked what schools would need in order to completed the HSP ...
 - o “Our schools probably would not have completed the HSP without the incentive from the Health Champions workshop. They have the curriculum, the day to day stuff that they have to do and unless there is that incentive – probably not.” (Respondent #1)
 - o “Unless the schools could link them [their results] to what they have to do on their plate right now they won’t be doing it. If it can be linked to the [grants] or linked to school improvement plans that would be the reason to do it. They can apply for funding with the [grant].” (Respondent #6)
 - o “I think people like myself would encourage schools to use it and help move this forward as long as was linked and helped schools do what they are doing now in a more effective way and certainly not above and beyond what they are already doing. If we could make that link it would definitely help.” (Respondent #6)
 - o “It would all depend on whether it was voluntary or mandated. Certainly mandated has its pros and cons in that if its mandated people tend to grumble a little bit more but I think in this case it would be a useful thing to mandate. It would be more difficult to get schools to complete it if it wasn’t mandated.” (Respondent #7)

Improvements

Ideas for Future Versions of the HSP

Additional Topic Areas

HSP users suggested that the HSP include modules on social/emotional/mental health and social responsibility / student connectedness. School facilitators echoed the need for a module on social/emotional/mental health but added that the inclusion of modules on sexual health and anti-bullying would also be helpful.

Having modules for additional groups (parents and students) was also a common request by both HSP users and school facilitators.

- “Perhaps you could make an area or a separate version for parents or for kids just because there will be some stuff that the teachers or support staff will know more specifically about and sometimes it’s just not relevant to those other groups.” (Respondent #5)

Other Additions to HSP Website

There were several suggestions made to enhance the HSP with additional features including an area on the website for schools to share success stories, resources, templates or useful tips for creating action plans.

- “Having exemplars from other schools – stories from schools that have done well in that particular area, how they framed their question, and what some of their action plans looked like. We do that through the network – they have created a bank of exemplars that first time users can go in and look at. You still have to tweak it to meet your environment, but something to give schools an idea of where to go and what it should look like.” (Respondent #4)
- “Perhaps an area for schools to share resources and their stories. Each school is so unique but just having ideas to work from can be helpful.” (Respondent #5)

- “When we asked them to do the HSP and then draw up their action plans. Before they started their action plans we gave them some hand out that had healthy eating tips, physical activity tips that they could do within their school so that they could start brainstorming and give them a little extra juice to get the ideas started. A lot of times they see an idea and modify it to suit their school but at least it’s a start and then they don’t have to start from scratch or not re-invent the wheel. So success stories, promising practices are key.”
(Respondent #1)

Considerations from Theory

HSP is a tool that has powerful potential to assist schools in documenting healthy school policies/environments, identifying needs/gaps, planning improvements and sharing evidence-based ideas for making the school environment healthier. As a secondary purpose, the data from the tool may also be useful for a variety of research purposes. To capitalize on its value, widespread adoption of its use is important. In a systematic review of the literature, a conceptual model was developed for the determinants of diffusion, dissemination and implementation of innovations in health service delivery and organization (Greenhalgh and colleagues (2004)³). Applying this model to the context of the adoption of HSP across different jurisdictions and schools may be helpful to consider next steps. Three components were considered important for adopting an innovation:

- Preadoption stage – Adopters need to be aware of the innovation, have enough information about why it is important and how to use it, understand how the innovation would impact them (costs).
- Early use – Adoption is more probable if the adopters have ongoing information about the innovation, in addition to training and support regarding its use.
- Established users – Adoption is more likely to be sustained if feedback is provided to the adopters about the benefits of adoption, and if there is ability to adapt and refine the innovation.

An organization or system may be more likely to adopt an innovation if:

- Innovation-System Fit: The innovation fits with the organization’s/system’s values, norms, strategies, goals, skill mix, supporting technologies and ways of working
- Assessment of Implications: The implications of the innovation have been evaluated and anticipated
- Support and Advocacy: Supporters of the innovation outnumber the opponents.
- Dedicated Time and Resources: Allocation of resources is adequate and continuous
- Capacity to Evaluate: Systems and knowledge are in place to monitor and evaluate the innovation.

Evidence from Greenhalgh and colleagues’ (2004) systematic review may provide an additional lens in thinking about recommendations and next steps in the evolution and adoption of HSP.

³ Greenhalgh, T, Robert, G., MacFarlane, F., Bate, P., Kyriakidou, O. (2004). Diffusion of innovations in service organizations: systematic review and recommendations. *The Milbank Quarterly*, 82(4),581-629.

Recommendations

Below is a list of several recommendations to guide improvements to the HSP ensuring that the Planner is meeting the needs of its users and to increase school participation across the country.

1. Reduce time needed to complete HSP by:
 - Simplifying language
 - Making process more intuitive / easier / streamlined
 - Reducing length of questionnaires
 - Analyze existing HSP data to refine each assessment
 - Improving navigation, especially through the questionnaire, planning sections and feedback report generation
2. Refine promotion by:
 - Taking advantage of more opportunities to publicly promote HSP (conferences, principal / teacher meetings)
 - Engaging SHC in all provinces and territories to promote use of HSP
 - Partnering with researchers to use HSP as part of their work
 - Establishing new partnerships (e.g., HSFC) to get greater buy-in from schools
 - Marketing/promotion strategy
 - Key messages for SHC to promote it
 - Webinars
 - Focus on value to schools / finding out what is valuable to schools (incentives, making it a part of something else (e.g., grants – how do we get this on their agenda?))
 - have a promotional package to send to schools
3. Revise structure / website by:
 - Having a ‘foundational’ module first (school connectedness, resiliency, positive mental health) followed by topic-specific modules
 - Having ‘core’ questions for each topic area to keep length short
 - Revising overall ‘look’ (work with graphic design company)
4. Consider additional topic areas including:
 - Mental fitness
 - Anti-bullying
 - Sexual health
5. Consider having an area for schools to share stories, resources, examples of action plan
6. Consider including a version for students or parents to complete
7. Better understand the needs of the different jurisdictions
 - Has implications for recommendations and resources
 - Language used throughout the HSP
 - Some fresh terms were brought up during the evaluation
 - Inquiry: presume it relates to the status of the school (BC)
 - Diagnostic tool: a way of referring to the assessment (BC)

Conclusion

This evaluation has contributed to better understanding of what might contribute to improving the Healthy School Planner. While there is a generally positive response to the HSP once respondents spend the time required to complete it, and especially once they are more familiar with the mechanics of the site, the evaluation identified some clear points for improvement. The results and recommendations can help guide conversations on how to proceed with improvements.

Appendices

Appendix A: Technical report of results

Table 2			
Question: Please describe how you first found out about the HSP.			
Q# (NA= Not asked)	Users: #5	Non-Users: #6	Facilitators: #5
Respondents	n=26	n=6	n=9
Summary of Responses			
	School district = 9	JCSH / SHC = 3	JCSH / SHC = 4
	School colleague = 7	School / board staff = 3	School Health Manager = 1
	Healthy Schools Network (BC) = 5	School Health Facilitator = 1	APPLE schools = 1
	Online / Email = 2	Health Promotions Unit = 1	
	YSS = 1		
	Ever Active Schools = 1		
	Alberta Health Services = 1		

Table 3			
Question: Have you ever looked at the HSP prior to completing these questions?			
Q# (NA= Not asked)	Users: NA	Non-Users: #7	Facilitators: NA
Respondents		n=5	
		Yes = 4	
		No = 2	

Table 4			
Question: What were your first impressions of the HSP?			
Q# (NA= Not asked)	Users: #6	Non-Users: #8	Facilitators: #6
Respondents	n=25	n=5	n=9
Summary of Responses			
	Overall good tool / positive = 13	Overall good tool = 2	Long / time consuming = 4
	Useful = 7	Useful / valuable = 2	Not relevant to particular group = 3
	Time consuming = 4	Interesting = 1	Good format (online, easy) = 3
	Repetitive (questions) = 3		Well done = 2

	Confusing = 2		Good data/report / assessment = 1
	Comprehensive = 1		Confusing = 1
	Easy to use = 1		Comprehensive = 1
	Evidence based = 1		Visually needs work = 1
Overall Summary			
	Only positive responses = 16	Only positive responses = 4	Only positive responses = 2
	Only negative responses = 6		Only negative responses = 2
	Mixed responses = 3	Mixed responses = 1	Mixed responses = 5

Notable differences by User Groups

- School facilitators provided fewer positive responses compared to the other 2 groups

Notable Quotes

“Seemed like a good tool to help us direct where we needed to move our school in terms of healthier living learning opportunities for our students.”

“We completed the first one as a team, about 12 teachers. We split the sections and each group completed one section. It was very thorough but time consuming. We did not understand why all the questions were asked. It seemed like the same question was asked several times. The section that was the lowest score was not what we thought was important to work on as a school.”

“That although it provided a lot of information, the questions were quite wordy.”

“Questions for survey are repetitive and too broad. Many questions do not apply to elementary schools”

Table 5

Question: What as the basis for these first impressions?			
Q#	Users: #7	Non-Users: #9	Facilitators: #7
(NA= Not asked)			
Respondents	n=25	n=5	n=9
Summary of Responses			
	Referral / promotional material = 7	Referral / promotional material = 1	Referral / promotional material = 4
	Referral / suggestion from colleague = 7	Referral / suggestion from colleague = 1	Referral / suggestion from colleague = 1
	HSP website = 9	HSP website = 2	HSP website = 4
	Other = 2	Other = 1	Other = 0

Table 6			
Question: Did you register to use the HSP prior to being asked to do this survey?			
Q# (NA= Not asked)	Users: NA	Non-Users: #10	Facilitators: NA
Respondents		n=5	
Summary of Responses			
		No = 2	
		Yes = 3	

Table 7			
Question: What motivated you to register to use the HSP?			
Q# (NA= Not asked)	Users: NA	Non-Users: #11	Facilitators: NA
Respondents		n=5	
Summary of Responses			
		Requirement for program = 2	
		Requirement for grant = 2	
		Other = 3	

Notable quotes

“To see if the tool would meet the needs of the schools that I work with”

Table 8			
Question: Why did you register for the HSP and then not continue?			
Q# (NA= Not asked)	Users: NA	Non-Users: #12	Facilitators: NA
Respondents		n=5	
Summary of Responses			
		Registration too complex = 0	
		Lack of time = 3	
		Forgot = 1	
		Assessment too complicated = 0	
		Used another tool = 1	
		Topics not relevant = 0	
		Other = 1	

Table 9			
Question: When did you last use the HSP?			
Q# (NA= Not asked)	Users: #8	Non-Users: NA	Facilitators: #7
Respondents	n=24		n=9
Summary of Responses			
	This school year = 13		This school year = 3
	Last school year = 9		Last school year = 5
	I don't remember = 2		I don't remember = 1

Table 10			
Question: Have you completed the HSP?			
Q# (NA= Not asked)	Users: #9	Non-Users: NA	Facilitators: #7
Respondents	n=24		n=9
Summary of Responses			
	Fully = 10		Fully = 2
	Partially = 11		Partially = 3
	Considered but decided not to complete it = 0		Considered but decided not to complete it = 0
	Other = 3		Other = 4

Table 11			
Question: With whom did you complete the HSP?			
Q# (NA= Not asked)	Users: #10	Non-Users: NA	Facilitators: NA
Respondents	n=24		
Summary of Responses			
	A team = 11		
	One other person = 5		
	On my own = 7		
	Other = 1		

Table 12			
Question: If more than one person completed the HSP, who was represented?			
Q# (NA= Not asked)	Users: #11	Non-Users: NA	Facilitators: NA
Respondents	n=20		
Summary of Responses			
	Administrator(s) = 12		
	Teacher(s) = 12		
	Representative from		

school division = 0		
Students = 2		
Parents / guardians = 2		
Representative from community organization = 0		
Completed on own = 2		
Other = 5		

Notes

Other individuals listed – secretary, student teacher, education assistant

Table 13

Question: What motivated you to use / try to use HSP?			
Q# (NA= Not asked)	Users: #12	Non-Users: NA	Facilitators: NA
Respondents	n=20		
Summary of Responses			
	Requirement (grant, to be part of network, research project) = 8		
	Seeking feedback / recommendations to start action plan = 11		
	District initiative = 1		

Notable quotes

“Our Healthy U team was looking for input to decide which areas to focus on for the coming school year. We thought that using the HSP would give us a comprehensive look at what we've been doing.”

“- We applied for a small grant to change our school store through the Alberta Coalition for School Health. We used the HSP as evidence for the need to change.”

“Money- the second time we used it was to qualify for a grant”

“We are a brand new school with no formal comprehensive school plan in place.”

Table 14

Question: Did you complete the HSP as a requirement for applying for a program, grant or other incentive? If yes, which one?			
Q# (NA= Not asked)	Users: #13	Non-Users: NA	Facilitators: NA
Respondents	n=22		
Summary of Responses			

	Yes = 13	
	No = 9	
Listed programs, grants, incentives	Healthy School Network= 4	
	Ever Active = 1	
	PEI Breakfast for Learning = 1	
	Healthy Choices for Healthy Learners = 1	
	Alberta Coalition for School Health = 1	
	Youth Smoking Survey = 1	

Table 15

Question: How much time were you expecting to spend completing the HSP?			
Q#	Users: #14	Non-Users: NA	Facilitators: #11
(NA= Not asked)			
Respondents	n=18		N=9
Summary of Responses			
	Range		Range
	Low = 10 minutes		Low = 20 minutes
	High = several days		High = 90 minutes
	Mean = 46 minutes		Mean = 56 minutes
	Mode		Mode
	20 minutes = 4		30 minutes = 3
	30 minutes = 4		1 hour = 3
	1 hour = 4		

Table 16

Question: How much time did you actually spend completing the HSP?			
Q#	Users: #15	Non-Users: NA	Facilitators: #12
(NA= Not asked)			
Respondents	n=16		n=8
Summary of Responses			
	Range		Range
	Low = 20 minutes		Low = 30 minutes
	High = several days		High = 180 minutes
	Mean = 82 minutes		Mean = 88 minutes
	Mode		Mode
	1 hour = 3		180 minutes = 2

Notable quotes

“What I found was that you needed a lot of different types of information. Unless we were sitting together it was difficult to compile this information. In a school setting you never have a large amount of time to sit and do these types of surveys. If we were given a professional

development morning to work as a team without any other worries it would have worked but because we didn't it was very time consuming trying to get the responses from various people.”

“Completing it myself took around 70 to 80 minutes. In order to ensure that it was a successful tool I also helped others complete the assessment.”

“My schools were asked to complete the Healthy Eating and Physical Activity Modules. The feedback I received was that it took more like 4 to 6 hours to complete two modules.”

Table 17

Question: Realistically, how much time would you and your team be willing to spend completing the HSP?			
Q# (NA= Not asked)	Users: #16	Non-Users: #18	Facilitators: #13
Respondents	n=18	n=3	n=8
Summary of Responses			
	Range	As much time as necessary = 2	Range
	Low = 15 minutes	1-2 weeks = 1	Low = 15 minutes
	High = several days		High = 180 minutes
	Mean = 57 minutes		Mean = 92 minutes
	Mode		Mode
	30 minutes = 5		30 minutes = 3
	1 hour = 4		

Notable quotes

“I order to get more staff on board no more than 30 minutes. Less would be better.”

“It depends on the situation. If you are able to get a team together and set time aside for school assessment, I could see a team being able to spend up to 3 hours. Realistically, I think it would be easier to get more schools to complete the assessment tool if it took one hour to complete.”

“30 minutes. Schools do not have much time (and the people you are asking to complete the survey). Schools have many priorities, comprehensive school health hopefully being one of them, so we need to be conscious of time. If committee meetings at a school take a maximum of 90 minutes you can't have the tool you are using take up that whole time.”

“To just complete the assessment probably 20-30 minutes.... but then to talk about it you need more time for the planning process...”

Table 18

Question: If you started the HSP but did not complete it, how far did you get?			
Q# (NA= Not asked)	Users: #17	Non-Users: NA	Facilitators: NA
Respondents	n=18		
Summary of Responses			

Completed questionnaire = 2		
Completed 1 module = 3		
Completed 2 modules = 3		
N/A = 6		
Other = 4		

Table 19

Question: What caused you to stop where you did?			
Q#	Users: #18	Non-Users: NA	Facilitators: NA
(NA= Not asked)			
Respondents	n=16		
Summary of Responses			
	Time = 2		
	Competing Priorities = 2		
	Confused = 1		
	Not relevant = 3		
	N/A = 5		
	Other = 3		

Notable quotes

“We are pretty isolated here and I felt by the time I completed what I did, that the program probably wouldn't be that helpful.”

“Time. Our school doesn't have a committee and I was asked to do it as our administration didn't have the time. We follow health policies as directed by the Ministry. [BC]”

“Report cards and other urgent matters”

Table 20

Question: The HSP includes modules focusing on environments for physical activity, healthy eating and tobacco control.			
Q#	Users: #19	Non-Users: NA	Facilitators: NA
(NA= Not asked)			
Respondents	n=19		
Summary of Responses			
How many modules did you complete?	Mode 2 modules = 8 3 modules = 7		
Did you plan to complete more than one module when you first started?	No = 12 Yes = 9		
Why did you decide	Required to complete it = 2		

to complete the module(s)?	Provides important information = 4 Relevant / useful for schools = 4 Wanted to assess school environment = 3 As part of YSS = 3 N/A = 3
Why did you decide not to complete additional module(s)?	Tobacco not an issue = 3 Time = 4 Not useful = 4 May complete more in future = 1 N/A = 3

Notable quotes

“Our school was doing many things in the physical activity areas, but our school district had just adopted a new healthy eating policy, and we wanted to see what we could do in our school to support that policy.”

“We wanted to assess our overall school health - we wanted to see in which area we needed to improve.”

“We did the tobacco control module two years ago as a favor to someone at our Division. It was interesting but didn't give us any info we didn't already know. WE did the other two as a requirement for a grant last year. WE really only wanted to do the physical activity one as that is the one that was linked to our project.”

“Tobacco - not a large factor with younger students, although it is included in our gr. 6 health curriculum to a minor degree.”

“Our school is an elementary school, so smoking is not yet something with which we have to deal on a daily basis. We also already have a "tobacco free kids" program as part of our health program.”

“When it became too time consuming amid: Christmas concert, budget preparation and 3 year plans.”

Table 21

Question: Have you worked with schools to complete the HSP?			
Q#	Users: NA	Non-Users: NA	Facilitators: NA
(NA= Not asked)			
Respondents			n=7
Summary of Responses			Yes = 3
			No = 4

Notable quotes

“Yes. At my school we have used many different tools in order to do school assessments and planning around school health. We used the HATS tool as well as the HSP.”

“No, although this fits closely to the NB province’s Wellness Grant forms”

User Experience

Table 22			
Question: Approximately how much time did you spend on the following tasks?			
Q#	Users: #20	Non-Users: NA	Facilitators: #14
(NA= Not asked)			
Respondents	n=19		n=8
Summary of Responses			
Reading support materials before you started	Range 0 minutes – 1 day Mean 55 minutes Mode 30 minutes = 3 60 minutes = 3		Range 5 minutes – 90 minutes Mean 52 minutes Mode 30 minutes = 2 10 minutes = 2
Registering	Range 0 minutes – 60 minutes Mean 15 minutes Mode 5 minutes = 5		Range 0 minutes – 20 minutes Mean 7 minutes Mode 5 minutes = 5
Navigating the HSP website	Range 0 minutes – 60 minutes Mean 18 minutes Mode 5 minutes = 6		Range 2 minutes – 120 minutes Mean 23 minutes Mode 2 minutes = 3
Navigating the questionnaire	Range 5 minutes – 180 mins Mean 59 minutes Mode 30 minutes = 5		Range 10 minutes – 150 mins Mean 53 minutes Mode 10 minutes = 2
Navigating the feedback report generating process	Range 0 minutes – 120 mins Mean 32 minutes Mode 5 minutes = 3		Range 0 minutes – 15 mins Mean 7 minutes Mode 0 minutes = 2
Researching responses	Range 0 minutes – 60 mins Mean 22 minutes Mode 60 minutes = 4		Range 0 minutes – 150 mins Mean 41 minutes Mode No mode
Answering the	Range		Range

question (data entry)	5 minutes – 150 mins Mean 62 minutes Mode 30 minutes = 4	5 minutes – 150 mins Mean 49 minutes Mode No mode
Discussing with your team to come to consensus	Range 0 minutes – 1 day Mean 63 minutes Mode 0 minutes = 5	Range 5 minutes – 150 minutes Mean 51 minutes Mode No mode
Writing your action plan	Range 0 minutes – 1 day Mean 107 minutes Mode 0 minutes = 3 Not complete = 3	Range 5 minutes – 120 minutes Mean 33 minutes Mode 0 minutes = 2
Reviewing the results	Range 0 minutes – 2 day Mean 122 minutes Mode 15 minutes = 2	Range 15 minutes – 60 minutes Mean 35 minutes Mode No mode

Table 23

Question: Rate the ease of navigating the following sections of the HSP website?

Q#	Users: #21	Non-Users: NA	Facilitators: #15
(NA= Not asked)			
Respondents	n=19		n=8
Summary of Responses	1 (Completely confusing) – 5 (no problems at all)		
Registration	Range 3-5 Mean 4.41 Mode 5 (out of 5) = 10		Range 4-5 Mean 4.63 Mode 5 (out of 5) = 5
Support materials to help you use the HSP	Range 1-5 Mean 3.89 Mode 4 (out of 5) = 10		Range 4-5 Mean 4.25 Mode 4 (out of 5) = 6
HSP module questionnaire	Range 1-5		Range 2-5

	Mean 4.00 Mode 4 (out of 5) = 8		Mean 4.00 Mode 4 (out of 5) = 4
Goal and action planning	Range 2-5 Mean 3.79 Mode 4 (out of 5) = 6 3 (out of 5) = 6		Range 3-4 Mean 3.63 Mode 4 (out of 5) = 5
Report generation and review	Range 1-5 Mean 3.61 Mode 4 (out of 5) = 7 3 (out of 5) = 7		Range 3-5 Mean 4.17 Mode 5 (out of 5) = 3

Table 24

Question: Rate the clarity of the instructions in the following sections of the HSP website?

Q# (NA= Not asked)	Users: #22	Non-Users: NA	Facilitators: #16
Respondents	n=19		n=8
Summary of Responses	1 (Clear) – 5 (Unclear)		
Registration	Range 1-5 Mean 2.36 Mode 1 (out of 5) = 9		Range 1-4 Mean 2.71 Mode 4 (out of 5) = 3
Support materials to help you use the HSP	Range 1-5 Mean 2.78 Mode 1 (out of 5) = 5		Range 1-4 Mean 2.78 Mode No mode
HSP module questionnaire	Range 1-5 Mean 2.65 Mode 1 (out of 5) = 5 2 (out of 5) = 5		Range 1-4 Mean 2.44 Mode 1 (out of 5) = 3 2 (out of 5) = 3
Goal and action planning	Range 1-5 Mean 2.94		Range 1-4 Mean 2.71

	Mode 3 (out of 5) = 6		Mode 2 (out of 5) = 3 4 (out of 5) = 3
Report generation and review	Range 1-5 Mean 2.82 Mode 3 (out of 5) = 6		Range 1-4 Mean 2.57 Mode No mode

Table 25

Question: Rate the support materials that were provided on the HSP website to help you use the HSP.

Q# (NA= Not asked)	Users: #23	Non-Users: NA	Facilitators: #17
Respondents	n=13		n=8
Summary of Responses	Did not use = 6		Did not use = 2
Unclear (1) / Clear (5)	Range 1-5 Mean 3.92 Mode 4 (out of 5) = 6		Range 3-5 Mean 4.14 Mode 4 (out of 5) = 4
Incomprehensible (1) / Understandable (5)	Range 3-5 Mean 4.27 Mode 4 (out of 5) = 6		Range 3-5 Mean 4.0 Mode 4 (out of 5) = 5
Boring (1) / Engaging (5)	Range 2-5 Mean 3.54 Mode 4 (out of 5) = 5		Range 2-5 Mean 4.0 Mode 4 (out of 5) = 4
Not relevant (1) / Relevant (5)	Range 1-5 Mean 3.73 Mode 4 (out of 5) = 6		Range 4-5 Mean 4.43 Mode 4 (out of 5) = 4
Lacks detail (1) / Too detailed (5)	Range 3-5 Mean 3.7 Mode 4 (out of 5) = 5		Range 3-5 Mean 3.57 Mode 3 (out of 5) = 5
Inaccessible (1) /	Range		Range

Accessible (5)	2-5 Mean 4.0 Mode 4 (out of 5) = 4 5 (out of 5) = 4	3-5 Mean 4.14 Mode 4 (out of 5) = 4
Low quality (1) / High quality (5)	Range 3-5 Mean 3.91 Mode 3 (out of 5) = 4 4 (out of 5) = 4	Range 3-5 Mean 4.14 Mode 4 (out of 5) = 4
Nothing new (1) / Cutting-edge (5)	Range 2-4 Mean 3.09 Mode 3 (out of 5) = 8	Range 3-5 Mean 4.0 Mode 4 (out of 5) = 5

Table 26

Question: Rate the questions within the HSP assessment modules.

Q# (NA= Not asked)	Users: #24	Non-Users: NA	Facilitators: #18
Respondents	n=16		n=8
Summary of Responses	Did not use = 2		Did not use = 1
Unclear (1) / Clear (5)	Range 2-5 Mean 4.0 Mode 5 (out of 5) = 5		Range 3-5 Mean 4.13 Mode 4 (out of 5) = 3 5 (out of 5) = 3
Incomprehensible (1) / Understandable (5)	Range 3-5 Mean 4.0 Mode No mode		Range 3-5 Mean 4.25 Mode 4 (out of 5) = 4
Boring (1) / Engaging (5)	Range 2-5 Mean 3.27 Mode 3 (out of 5) = 5		Range 2-4 Mean 3.5 Mode 4 (out of 5) = 5
Not relevant (1) / Relevant (5)	Range 1-5 Mean		Range 2-4 Mean

	3.2 Mode 3 (out of 5) = 5		3.5 Mode 4 (out of 5) = 5
Lacks detail (1) / Too detailed (5)	Range 2-5 Mean 3.33 Mode 3 (out of 5) = 9		Range 3-5 Mean 3.63 Mode 3 (out of 5) = 4
Inaccessible (1) / Accessible (5)	Range 1-5 Mean 3.62 Mode 4 (out of 5) = 8		Range 3-4 Mean 3.75 Mode 4 (out of 5) = 6
Low quality (1) / High quality (5)	Range 2-5 Mean 3.93 Mode 4 (out of 5) = 7		Range 2-4 Mean 3.5 Mode 4 (out of 5) = 5
Nothing new (1) / Cutting-edge (5)	Range 2-5 Mean 3.26 Mode 3 (out of 5) = 10		Range 2-4 Mean 3.13 Mode 3 (out of 5) = 5

Table 27

Question: On a scale from 1 to 5, how many questions seemed			
Q#	Users: #25	Non-Users: NA	Facilitators: #19
(NA= Not asked)			
Respondents	n=17		n=8
Summary of Responses	None (1) – All (5)		
Redundant?	Range 1-4 Mean 2.88 Mode 4 (out of 5) = 6		Range 1-4 Mean 2.5 Mode 3 (out of 5) = 4
Relevant to your school?	Range 1-4 Mean 2.83 Mode 3 (out of 5) = 10		Range 2-5 Mean 3.13 Mode 2 (out of 5) = 3
Impossible / difficult to answer	Range 1-4		Range 1-4

accurately?	Mean 2.82 Mode 3 (out of 5) = 6		Mean 3.0 Mode 3 (out of 5) = 3 4 (out of 5) = 3
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Table 28

Question: Did you access any of the following features of the HSP?			
Q# (NA= Not asked)	Users: #26	Non-Users: #14	Facilitators: #20
Respondents	n=13	n=5	n=8
Summary of Responses			
	Previewing the questionnaires = 10	Previewing the questionnaires = 2	Previewing the questionnaires = 4
	Printing the results = 6	Printing the results = 1	Printing the results = 4
	Promotional video = 2	Promotional video = 1	Promotional video = 6
	How-to video = 3	How-to video = 1	How-to video = 5
	Registering as a guest = 4	Registering as a guest = 3	Registering as a guest = 6

Table 29

Question: Did you experience any of the following when working with the HSP?			
Q# (NA= Not asked)	Users: #27	Non-Users: #15	Facilitators: #21
Respondents	n=19	n=5	n=9
Summary of Responses			
	Internet connection too slow = 4	Internet connection too slow = 2	Internet connection too slow = 0
	Couldn't find link to the HSP on the JCSH website = 5	Couldn't find link to the HSP on the JCSH website = 0	Couldn't find link to the HSP on the JCSH website = 2
	Graphics didn't load properly = 5	Graphics didn't load properly = 0	Graphics didn't load properly = 2
	A firewall from school or district restricted access to the site or content on it = 3	A firewall from school or district restricted access to the site or content on it = 0	A firewall from school or district restricted access to the site or content on it = 2
	None of the above = 8	None of the above = 3	None of the above = 4

Table 30			
Question: Do you have any other concerns about the Planner?			
Q# (NA= Not asked)	Users: NA	Non-Users: #16	Facilitators: NA
Respondents	n=5		
Summary of Responses			
	No = 2		
	Don't know = 2		
	Module too limiting = 1		
	No student module = 1		

Notable quotes

“the concept is good - most of the teachers and schools that I work with are looking at character education or injury prevention as the main focus for their health promotion efforts - they score well in physical activity and nutrition, and have fairly comprehensive plans in place to combat smoking, drug, and alcohol abuse. The modules seem to be too limiting for most of them to derive benefit from in comparison to the checklist that we use. In addition, CESD has focused its comprehensive School Health approach into student led projects. This tool is not meant to be utilized by students. The tools that we have developed and are in the process of refining are. My role is to mentor with the teachers as they work with these student groups - they utilize the whole comprehensive school health process to create a tailor made plan for their school. The principals are now incorporating these plans into the three year educational plans, and are supported in this by the Division's Wellness Education Policy. The Division is currently developing procedures and rubrics that will be used by the staff in the schools to supplement the assessments done by the students. Parental and community involvement are also sought before priorities are chosen and planning is underway. At present, focus groups are the method of choice for this consultation.”

Table 31			
Question: What characteristics would be most important to you when looking for an assessment?			
Q# (NA= Not asked)	Users: NA	Non-Users: #17	Facilitators: NA
Respondents	n=4		
Summary of Responses			
	Ease of interpreting data = 2		
	Ease of use = 2		
	Broadness of focus = 1		
	Concise wording = 1		
	Used by all members of school community = 1		
	Schools approve and use it consistently = 1		

Planning Section

Table 32			
Question: Following completion of the assessment, the HSP offers a process to guide planning. Did you use the planning section of the HSP?			
Q# (NA= Not asked)	Users: #28	Non-Users: NA	Facilitators: #22
Respondents	n=16		n=7
Summary of Responses			
	Yes = 4		Yes = 0
	No = 9		No = 7

Table 33			
Question: If not, why did you not use the planning section of the HSP?			
Q# (NA= Not asked)	Users: #29	Non-Users: NA	Facilitators: #23
Respondents	n=13		n=7
Summary of Responses			
	Didn't know it was available = 0		Didn't know it was available = 0
	Too complex = 2		Too complex = 1
	I didn't get that far = 2		I didn't get that far = 2
	I used a different tool = 4		I used a different tool = 2
	Other = 5		Other = 2

Notable quotes

“Came up with our own plan”

“Not relevant”

“Became too time consuming to complete the questionnaire - it wouldn't accept some of my answers”

Feedback Report

Table 34			
Question: Did you generate a feedback report of your assessment module results?			
Q# (NA= Not asked)	Users: #30	Non-Users: NA	Facilitators: #24
Respondents	n=19		n=9
Summary of Responses			
	Yes = 12		Yes = 5
	No = 7		No = 4

Table 35

Question: If you didn't generate a feedback report, why not?			
Q# (NA= Not asked)	Users: #31	Non-Users: NA	Facilitators: #25
Respondents	n=19		n=9
Summary of Responses			
	Didn't know how to generate the report = 1		Didn't know how to generate the report = 12
	Didn't realize a report was available = 0		Didn't realize a report was available = 7
	Other =6		Other = 12

Notable quotes

“It wouldn't ever say I was completed.”

“Not finished”

Table 36

Question: Rate the information provided in the feedback report			
Q# (NA= Not asked)	Users: #32	Non-Users: NA	Facilitators: #26
Respondents	n=11		n=6
Summary of Responses			
Unclear (1) / Clear (5)	Range 1-5 Mean 3.69 Mode 5 (out of 5) = 4		Range 2-5 Mean 4.0 Mode 5 (out of 5) = 3
Incomprehensible (1) / Understandable (5)	Range 2-5 Mean 3.82 Mode 4 (out of 5) = 4		Range 3-5 Mean 4.17 Mode 5 (out of 5) = 3
Boring (1) / Engaging (5)	Range 2-5 Mean 3.27 Mode 3 (out of 5) = 6		Range 3-5 Mean 3.83 Mode 4 (out of 5) = 3
Not relevant (1) / Relevant (5)	Range 2-5 Mean 3.17		Range 3-5 Mean 4.0

Table 38**Question: Would you like access to their results? Under what conditions might you seek access?**

Q# (NA= Not asked)	Users: NA	Non-Users: NA	Facilitators: #28
Respondents	n=8		
Summary of Responses	Yes = 8		
Conditions	Support schools = 3		
	Do planning = 1		
	Compare to baseline = 1		
	Understand perceptions of school = 1		
	Monitor level of implementation = 1		

Notable quotes

“Yes. I use it to help do planning and writing of a three year plan.”

“Access to these results would allow me to see where support is required and be able to offer it to schools. It is difficult for schools to request certain resources if they don't even know they exist. My job is to cross pollinate best and promising practices and link schools to supportive resources to fill the gaps.”

“Yes - but only with their permission. We would want to see the results of a school in order to support them in their planning and defining of goals and objectives. It would be under the terms of collaboration and partnership that we would be looking at their results - with them!”

Table 39**Question: What dissuades your schools from completing the HSP?**

Q# (NA= Not asked)	Users: NA	Non-Users: NA	Facilitators: #29
Respondents	n=9		
Summary of Responses	Time = 9		
	Need to have q's for elementary / secondary = 1		
	Complete HATS instead = 3		
	Complicated = 1		

Notable quotes

“Time. School staff already have a full plate in terms of fulfilling their curriculum. This is definitely an add on to their programs. Some feedback that I received was that although the process was very time consuming it was helpful in identifying practices in their schools which do not support healthy eating and physical activity.”

“As far as I know, it's the time commitment. The length of the tool is daunting, and forming yet another committee can be a hard sell in our schools. That being said, this tool or comprehensive school health as a whole is not mandated from the Department of Education - I don't know where school health sits in terms of priorities for the Department of Education. I

believe this makes a difference to the schools. There are also certain schools that may not be aware of this tool as of yet. We would like to wait until the tool is revised before promoting it to all of the schools.”

Table 40			
Question: Did any of the following factors influence the extent to which you completed the HSP?			
Q# (NA= Not asked)	Users: #33	Non-Users: #13	Facilitators: NA
Respondents	n=22	N=5	
Summary of Responses			
	Time needed to complete the HSP is too long = 8	Time needed to complete the HSP is too long = 1	
	The HSP would provide little value for my school = 3	The HSP would provide little value for my school = 0	
	Lack of commitment from team / no team in place = 8	Lack of commitment from team / no team in place = 1	
	Lack of technical support = 1	Lack of technical support = 0	
	Other = 2	Other = 4	

Notable quotes

“Schools that were shown the tool chose to use a different tool”

“I would like to use it with more in-school admin support”

Table 41			
Question: Did you need help in completing the HSP?			
Q# (NA= Not asked)	Users: #34	Non-Users: NA	Facilitators: NA
Respondents	n=16		
Summary of Responses			
	Yes = 4		
	No = 12		

Table 42			
Question: If you needed help, where did you get it?			
Q# (NA= Not asked)	Users: #35	Non-Users: NA	Facilitators: NA
Respondents	n=7		
Summary of Responses			
	Online information = 2		

Contacting tech support by email = 1
Contacting tech support by phone = 2
Another colleague who has already used the HSP = 1
Was not able to get help = 2
Other = 2

Notable quotes

“Another colleague, we worked through together”

Table 43

Question: Are there additional topic areas for the HSP that would be of interest to your school?			
Q# (NA= Not asked)	Users: #36	Non-Users: NA	Facilitators: #30
Respondents	n=3		n=7
Summary of Responses			No = 2
	Social responsibility / student connectedness = 1		Student version = 2
	Social / emotional health = 1		Parent version = 1
	Mental well-being = 1		Mental health = 3
			Sexual health = 1
			Anti-bullying = 1

Notable quotes

“Mental well-being (inclusivity, hobbies, self-esteem)”

“Yes.. having a kid friendly version would be very helpful, even a parent survey would help.”

“Rather than the Tobacco Reduction Module a topic that would fit better would be positive social environments or mental health.”

“Sexual health, mental health and anti-bullying.”

“Mental Fitness and resiliency would be a top priority.”

Value of HSP

Table 44

Question: Did the HSP help you become a healthier school? If yes, how?			
Q# (NA= Not asked)	Users: #37	Non-Users: NA	Facilitators: NA
Respondents	n=16		
Summary of Responses			
	No (not really / not yet) = 6		
	Increased awareness = 4		
	Provided new ideas /		

suggestions = 2
Helped start new program = 2
It's ongoing = 1
Used another tool = 1

Notable quotes

- “Increases the awareness of highs and lows”
- “Some schools found new ideas they can add to help their schools”
- “This tool helped us at the system level become aware and more informed about healthy school planning.”
- “We are working on implementing some of the suggestions and finalizing a comprehensive school plan.”
- “Not really. We have been moving in that direction for a few years”
- “we used another healthy planner for the last 3 years and improved quite a bit” [AB]
- “no. It just helped us clarify the areas that we're working on”

Table 45

Question: Describe how schools you worked with used the HSP to become healthier schools.			
Q# (NA= Not asked)	Users: NA	Non-Users: NA	Facilitators: #31
Respondents	n=6		
Summary of Responses			
			Identify gaps = 1
			Used it for planning = 4
			Used it to assess current state of school = 1
			To identify new ideas = 1

Notable quotes

- “We used it to see where the gaps were within our school. That information was then used for planning activities and creating goals to create a healthier school community.”
- “We use the tool to assess where we are, and then adjust our plan based on any areas of weakness. It's nice to have a tool to measure how we are doing.”

Table 46

Question: Did the HSP help you prioritize topics for your school to address?			
Q# (NA= Not asked)	Users: #38	Non-Users: NA	Facilitators: #32
Respondents	n=17		n=8
Summary of Responses			
		Yes = 4	Yes = 3
		No = 0	No = 0
		Somewhat = 10	Somewhat = 2
		Don't know = 3	Don't know = 3

Table 47			
Question: Did the HSP help you increase your understanding of how to build a healthy school?			
Q# (NA= Not asked)	Users: #39	Non-Users: NA	Facilitators: #33
Respondents	n=19		n=8
Summary of Responses			
	Yes = 6		Yes = 3
	No = 2		No = 0
	Somewhat = 8		Somewhat = 2
	Don't know = 2		Don't know = 3

Table 48			
Question: What elements of completing the HSP did you find valuable to your school?			
Q# (NA= Not asked)	Users: #40	Non-Users: NA	Facilitators: #34
Respondents	n=16		n=6
Summary of Responses			
	The process of bringing people together to complete the HSP = 10		The process of bringing people together to complete the HSP = 2
	Ideas generated through team discussions = 6		Ideas generated through team discussions = 3
	The resources and recommendations = 5		The resources and recommendations = 1
	The planning process = 5		The planning process = 0
	Other = 3		Other = 0

Notable quotes

“Inclusion of others who may not have become involved”

“Awareness of all the elements”

“Sharing it with the PAC” [BC]

Table 49			
Question: What did you do with the information you gained from the HSP and/or feedback report?			
Q# (NA= Not asked)	Users: #41	Non-Users: NA	Facilitators: #35
Respondents	n=18		n=6
Summary of Responses			
	Read it myself = 11		Read it myself = 1
	Shared it among school staff = 10		Shared it among school staff = 4

	Shared it beyond school staff = 6		Shared it beyond school staff = 2
			Used it to make plans = 4
	Other = 4		Other = 1
	Nothing = 6		Nothing = 1

Notable quotes

“Schools were asked to share with the School Division to give an overall picture of what is happening in the entire division.”

Table 50

Question: If you use other healthy school assessment and/or planning tools in your school (e.g., currently, in the past), please name them.			
Q# (NA= Not asked)	Users: #42	Non-Users: #20	Facilitators: #36
Respondents	n=15	N=4	n=7
Summary of Responses			
	I have not used other tools = 8	I have not used other tools = 2	I have not used other tools = 0
	I have used other tools =7	I have used other tools =3	I have used other tools =7
Other tools listed	Healthy Schools Network Assessment tool = 2	CSH Checklist = 1	CSH assessment tool (David Thompson Health Region = 1
	Survey Monkey = 1	CSAL Student questionnaire = 1	School Wellness Grants = 1
	Performance standards and school generated surveys = 1	Tell them from me = 1	HATS = 4
	HATS = 2		
	NSTEP = 1		

Table 51

Question: Please rate the HSP compared to other school assessment and/or planning tools you have used.			
Q# (NA= Not asked)	Users: #43	Non-Users: NA	Facilitators: NA
Respondents	n=14		
Summary of Responses			
Requires more time to complete (1) /	Range		
Requires less time to complete (5)	1-5		
	Mean		
	1.93		
	Mode		

	1 (out of 5) = 7		
Less useful to become a healthier school(1) / More useful to become a healthier school (5)	Range 1-5 Mean 3.14 Mode 3 (out of 5) = 7		
More difficult to use (1) / Easier to use (5)	Range 1-4 Mean 2.43 Mode 3 (out of 5) = 7		

Table 52

Question: Rate the importance of the following characteristics when looking for an assessment and planning tool.

Q# Users: #44 Non-Users: NA Facilitators: NA
(NA= Not asked)

Respondents n=19

Summary of Responses

Time it takes to complete Not at all important = 0
Somewhat important = 5
Very important = 14

Ease of use Not at all important = 0
Somewhat important = 1
Very important = 18

Scientifically rigorous Not at all important = 2
Somewhat important = 6
Very important = 10

Immediate technical support when needed Not at all important = 1
Somewhat important = 10
Very important = 7

Integrated planning features Not at all important = 0
Somewhat important = 8
Very important = 11

Other Relevance
Being able to print off and do at a staff meeting

Table 53

Question: Among the schools that you work with, are there common problems or common barriers to use that you encounter?

Q# Users: NA Non-Users: NA Facilitators: #37
(NA= Not asked)

Respondents n=9

Summary of

Responses	
	Time = 4
	Bringing people together = 3
	Finances = 1
	Questions didn't apply = 1
	Complicated / too detailed = 1
	None = 1
	N/A = 1

Notable quotes

“Obstacles to forming committees, lack of time.”

“Finances, time, and community engagement (parents)... Teachers struggling with a lot on their plate.”

Table 54			
Question: List your top 3 improvements for the HSP.			
Q# (NA= Not asked)	Users: #45	Non-Users: NA	Facilitators: 38
Respondents	n=13		n=7
Summary of Responses			
	Shorten length = 6		Reduce length / time = 6
	Reduce repetitive questions = 4		Grade specific questions = 1
	Separate versions for elementary / secondary = 2		Versions for parents / students = 3
	Make 'n/a' response options = 2		More relevant = 1
	Add area for other input (e.g., student, parent) = 1		Reduce tobacco questionnaire = 2
	Include comparisons to other schools = 1		Combine PA & HE = 1
	Add content around social responsibility = 1		Reduce # questions asking % or how many = 1
	More questions per page to reduce loading time = 1		Reformat website / questionnaire design = 1
	Clarification in questions = 1		Make language more concise = 1
	Quicker registration time = 1		Include mental fitness = 1
	Allow people to work on multiple computers at same time = 1		

Table 55			
Question: If we could make 3 changes to the HSP, what changes would entice you to complete it?			
Q# (NA= Not asked)	Users: NA	Non-Users: #19	Facilitators: NA
Respondents	n=4		
Summary of Responses			
More comprehensive = 1			
Don't know = 2			
No change = 1			

Table 56			
Question: How can the HSP be changed to better address comprehensive school health?			
Q# (NA= Not asked)	Users: NA	Non-Users: NA	Facilitators: #39
Respondents	n=8		
Summary of Responses			
Target question = 2			
Include mental fitness = 3			
No changes = 1			
Feedback more specific and linked to research = 1			
Include entire staff = 1			
Include sexual health = 1			

Table 57			
Question: Would you prefer an assessment that covers topic areas individually (e.g., physical activity separate from healthy eating) or an assessment that combines multiple topic areas (using a comprehensive school health approach)?			
Q# (NA= Not asked)	Users: #46	Non-Users: NA	Facilitators: #40
Respondents	n=13	n=7	
Summary of Responses			
Individual = 9		Individual = 3	
Combined = 6		Combined = 2	
		Either = 2	

Notable quotes

“Multiple topic areas, gives you a better idea of the big picture. Comprehensive school health is not created in isolated areas.”

“I liked how it was broken out into modules, because it got me thinking around the different areas individually”

“I would prefer an assessment that covers topic areas individually - but perhaps a second option would be beneficial where one can also choose to do an overall assessment that

combines multiple topic areas in less detail than the individual modules and where it is at least of similar length as one of the modules.”

“I prefer them being separate as your school goal may focus on a specific area. You would use this feedback in writing your goal, plan, objectives, etc.”

“I think it's easier for schools to look at the areas separately and generate feedback when they can assess the areas separately. I think combining the areas can be explored more when looking at solutions and creating plans of action.”

Table 58			
Question: Do you plan to use the HSP again?			
Q# (NA= Not asked)	Users: #47	Non-Users: NA	Facilitators: NA
Respondents	n=17		
Summary of Responses			
	Yes = 7		
	No = 5		
	Maybe = 3		
	If I have to = 2		

Notable quotes

“Not now, until I can assess its impact on our school properly”

“We will wait for at least a year before we use it again.”

Table 59			
Question: Would you recommend the HSP to another school?			
Q# (NA= Not asked)	Users: #48	Non-Users: NA	Facilitators: #41
Respondents	n=18		n=9
Summary of Responses			
	Yes = 11		Yes = 5
	No = 4		No = 0
	Not yet = 2		After revisions = 4

Notable quotes

“Yes. I really liked the specificity of the questions and responses. It stirred ideas amongst the group.”

“Yes I would but only if the recommendations that I have shared were implemented. In its current state it is seen as a painful, long process by teaching staff.”

“I like the concept, but I would not recommend it until it has been simplified and improved.”

“I'm constantly recommending it, with no schools wanting to dedicate time to its completion.”

Appendix B: Evaluation Questionnaires

HSP Users Questionnaire

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. If you have any questions, feel free to contact Dana Zummach (Project Manager, University of Waterloo) at (519) 888-4567 ext. 37701 or dmzummach@uwaterloo.ca.

1. With full knowledge of all previously described confidentiality procedures, I agree, of my own free will, to participate in this study.
 - a. I agree to participate.
 - b. I do not wish to participate.
2. Name (optional):
3. Province or Territory:
4. Role at school
 - a) principal
 - b) teacher
 - c) parent
 - d) other (Please specify)
5. Please describe how you first found out about the HSP.
6. What were your first impressions of the HSP?
7. What was the basis for these first impressions?
 - a) referral / promotional material
 - b) referral / suggestion from colleague
 - c) HSP website
 - d) other (please specify)
8. When did you last use the HSP?
 - a) this school year
 - b) last school year
 - c) prior to last school year
 - d) I don't remember
9. Have you completed the HSP?
 - a) fully
 - b) partially
 - c) considered but decided not to complete it
 - d) other (please specify)
10. With whom did you complete the HSP?
 - a) a team
 - b) one other person
 - c) on my own
 - d) other (please specify):
11. If more than one person completed the HSP, who was represented? (check all that apply)
 - a) administrator(s)
 - b) teacher(s)

- c) representative(s) from the school division/board
- d) student(s)
- e) parent(s)/guardian(s)
- f) representative(s) from community organization(s)
- g) I completed the HSP on my own
- h) other (please specify):

12. What motivated you to use / try to use HSP?

13. Did you complete the HSP as a requirement for applying for a program, grant or other incentive? If yes, which one?

14. How much time were you expecting to spend completing the HSP?

15. How much time did you actually spend completing the HSP?

16. Realistically, how much time would you and your team be willing to spend completing the HSP?

17. If you started the HSP but did not complete it, how far did you get?

18. What caused you to stop where you did?

19. The HSP includes modules focusing on environments for physical activity, healthy eating and tobacco control.

- a. How many modules did you complete?
- b. Did you plan to complete more than one module when you first started?
 - i. yes
 - ii. no
- c. Why did you decide to complete the module(s)?
- d. Why did you decide not to complete additional module(s)?

User Experience

20. Approximately how much time did you spend on the following tasks?

- a) reading support materials before you started ____
- b) registering ____
- c) familiarizing yourself with and navigating
 - i. the HSP web site ____
 - ii. the questionnaire ____
 - iii. the feedback report generating process ____
- d) researching responses ____
- e) answering question (data entry) ____
- f) discussing with your team to come to consensus ____
- g) writing your action plan ____
- h) reviewing the feedback ____

21. Rate the ease of navigating the following sections of the HSP website:

	Completely confusing	→	No problems at all			
Registration	1	2	3	4	5	Not sure
Support materials to help you use the HSP	1	2	3	4	5	Not sure
HSP module Questionnaire	1	2	3	4	5	Not sure

Goal and Action planning	1	2	3	4	5	Not sure
Report generation and review	1	2	3	4	5	Not sure

22. Rate the clarity of the instructions 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	
Goal and Action planning	1	2	3	4	5	Didn't complete	
Report generation and review	1	2	3	4	5	Not sure	

23. Rate the support materials that were provided on the HSP website to help you use the HSP:

Did not use	O					
Unclear	1	2	3	4	5	Clear
Incomprehensible	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
Inaccessible	1	2	3	4	5	Accessible
Low quality	1	2	3	4	5	High quality
Nothing new	1	2	3	4	5	Cutting-edge

24. Rate the questions within the HSP assessment modules:

Did not use	O					
Unclear	1	2	3	4	5	Clear
Incomprehensible	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
Inaccessible	1	2	3	4	5	Accessible
Low quality	1	2	3	4	5	High quality
Nothing new	1	2	3	4	5	Cutting-edge

25. On a scale from 1 to 5, how many questions seemed

	None		→			All
Redundant?	1	2	3	4	5	
Relevant to your school?	1	2	3	4	5	
Impossible / difficult to answer accurately?	1	2	3	4	5	

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

- previewing the questionnaires
- printing the results
- promotional video
- how-to video
- registering as a guest

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

- internet connection too slow
- could not find the link to the HSP on the Joint Consortium for School Health web site

- c. graphics did not load properly
- d. a firewall from school or district restricted access to the site or content on it
- e. none of the above

Planning Section

28. Following completion of the assessment, the HSP offers a process to guide planning. Did you use the planning section of the HSP?

29. If not, why did you not use the planning section of the HSP?

- a) did not know it was available
- b) too complex
- c) I didn't get that far
- d) I used a different planning tool
- e) other (please describe)

Feedback Report

30. Did you generate a feedback report of your assessment module results?

- a. yes
- b. no

31. If you didn't generate a feedback report, why not?

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

32. Rate the information provided in the feedback report:

Unclear	1	2	3	4	5	Clear
Incomprehensible	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
Nothing new	1	2	3	4	5	Cutting-edge

Overall

33. Did any of the following factors influence the extent to which you completed 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 describe)

34. Did you need help in completing the HSP?

- a. yes
- b. no

35. If you needed help, where did you get it: (Check all that apply)

- a. online information
- b. contacting tech support by email
- c. contacting tech support by phone
- d. another colleague who has already used the HSP

- e. was not able to get help
- f. other (please specify):

36. Are there additional topic areas for the HSP that would be of interest to your school?

Value of HSP

37. Did the HSP help you become a healthier school? If yes, how?

38. Did the HSP help you prioritize topics for your school to address?

- a) yes
- b) no
- c) somewhat
- d) don't know

39. Did the HSP help you increase your understanding of how to build a healthy school?

- a) yes
- b) no
- c) somewhat
- d) don't know

40. What elements of completing the HSP did you find valuable to your school? Check all that apply.

- a) the process of bringing people together to complete the HSP
- b) ideas generated through team discussions
- c) the resources and recommendations
- d) the planning process
- e) other (please describe)

41. What did you do with the information you gained from the HSP and/or feedback report? Check all that apply.

- a) read it myself
- b) shared it among school staff
- c) shared it beyond school staff
- d) used it to make plans
- e) other (please describe)
- f) nothing

42. If you use other healthy school assessment and/or planning tools in your school (e.g., currently, in the past), please name them.

- a. have not used other tools
- b. name(s) of tools used

43. Please rate the HSP compared to other school assessment and/or planning tools you have used.

Requires more time to complete	1	2	3	4	5	Requires less time to complete
Less useful to become a healthier school	1	2	3	4	5	More useful to become a healthier school
More difficult to use	1	2	3	4	5	Easier to use

44. Rate the importance of the following characteristics when looking for an assessment and planning tool?

- a. Time it takes to complete
 - i. not at all important
 - ii. somewhat important
 - iii. very important
- b. Ease of use
 - i. not at all important
 - ii. somewhat important

- iii. very important
 - c. Scientifically rigorous
 - i. not at all important
 - ii. somewhat important
 - iii. very important
 - d. Immediate technical support when needed
 - i. not at all important
 - ii. somewhat important
 - iii. very important
 - e. Integrated planning features
 - i. not at all important
 - ii. somewhat important
 - iii. very important
 - f. Other (please specify):
45. List your top 3 improvements for the HSP.
46. Would you prefer an assessment that covers topic areas individually (e.g., physical activity separate from healthy eating) or an assessment that combines multiple topic areas (using a comprehensive school health approach)?
47. Do you plan to use the HSP again?
48. Would you recommend the HSP to another school?
49. Can we contact you for a short 15-minute follow-up telephone interview?
- a. yes
 - b. no
50. Please provide the best phone number to reach you.

HSP Non-users Questionnaire

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, feel free to contact Dana Zummach (Project Manager, University of Waterloo) at (519) 888-4567 ext. 37701 or dmzummac@uwaterloo.ca.

1. With full knowledge of all previously described confidentiality procedures, I agree, of my own free will, to participate in this study.
 - a) I agree to participate.
 - b) I do not wish to participate.
2. Name (optional):
3. Province/territory
4. Role at school:
 - a) principal
 - b) teacher
 - c) parent
 - d) other
5. 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
6. Please describe how you first found out about the HSP?
7. Have you ever looked at the HSP prior to completing these questions?
8. What were your first impressions of the HSP?
9. What was the basis for these first impressions?
 - a) referral / promotional material
 - b) referral / suggestion from colleague
 - c) actual HSP website
 - d) other
10. Did you register to use the HSP prior to being asked to do this survey? When?
11. What motivated you to register to use the HSP? (check all that apply)
 - a) as a requirement for applying for a program
 - b) as a requirement for applying for a grant
 - c) as a requirement for applying for another incentive
 - d) other (please describe)
12. Why did you register for the HSP and then not continue? (Check all that apply)
 - a) registration procedures too complicated
 - b) lack of time
 - c) forgot

- d) assessment modules too complicated
 - e) used another assessment and planning tool
 - f) topic areas for assessment not relevant
 - g) other (please describe)
13. 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 describe)
14. Did you access any of the following features of the HSP? (Check all that apply)
- a) previewing the questionnaires
 - b) printing the results
 - c) promotional video
 - d) how-to video
 - e) registering as a guest
15. Did you experience any of the following when working with the HSP? (check 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
16. Do you have any other concerns about the Planner?
17. What characteristics would be most important to you when looking for an assessment tool?
18. If you and your team were to complete the HSP in the future, realistically, how much time would you be willing to spend completing the HSP?
19. If we could make 3 changes to the HSP, what changes would entice you to complete it?
20. If you have used other healthy school assessment and/or planning tools in your school (e.g., currently or in the past), please name them.
- a) have not used other tools
 - b) name(s) of tools used
21. Can we contact you for a short 15-minute follow-up telephone interview?
- a) yes
 - b) no
22. What is the best phone number to reach you at?

HSP School Facilitator Questionnaire

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. If you have any questions, feel free to contact Dana Zummach (Project Manager, University of Waterloo) at (519) 888-4567 ext. 37701 or dmzummach@uwaterloo.ca.

1. With full knowledge of all previously described confidentiality procedures, I agree, of my own free will, to participate in this study.
 - a) I agree to participate.
 - b) I do not wish to participate.
2. Name (optional):
3. Province/Territory:
4. Role:
5. Please describe how you first found out about the HSP.
6. What were your first impressions of the HSP?
7. What was the basis for these first impressions?
 - a) referral / promotional material
 - b) referral / suggestion from colleague
 - c) HSP website
 - d) other (please specify)
8. When did you last use the HSP?
 - a) this school year
 - b) last school year
 - c) prior to last school year
 - d) I don't remember
9. Have you personally completed the HSP (either completely or partially)?
 - a) fully
 - b) partially
 - c) considered but decided not to complete it
 - d) other (please specify)
10. Have you worked with schools to complete the HSP?
11. When completing the HSP for yourself, how much time were you expecting to spend?
12. How much time did you actually spend completing the HSP?
13. Realistically, how much time would a school be willing to spend completing the HSP?

User Experience

14. Approximately how much time did you spend on the following tasks?
 - a) reading materials before you started ____
 - b) registering ____
 - c) familiarizing yourself with and navigating
 - i. the site ____
 - ii. the questionnaire ____
 - iii. the feedback report generating process ____

- d) researching responses ____
- e) answering question (data entry) ____
- f) discussing with your team to come to consensus ____
- g) writing your action plan ____
- h) reviewing the feedback ____

17. Rate the ease of navigating the following sections of the HSP website:

	Completely confusing → No problems					
	1	2	3	4	5	
Registration	1	2	3	4	5	Not sure
Information pages to help you use the HSP	1	2	3	4	5	Not sure
HSP module Questionnaire	1	2	3	4	5	Not sure
Goal and Action planning	1	2	3	4	5	Not sure
Report generation and review	1	2	3	4	5	Not sure

18. Rate the clarity of the instructions in the following sections of the HSP website:

	Clear → Unclear					
	1	2	3	4	5	
Registration	1	2	3	4	5	Didn't complete
Information pages to help you use the HSP	1	2	3	4	5	Didn't read
HSP Questionnaire	1	2	3	4	5	Didn't complete
Goal and Action planning	1	2	3	4	5	Didn't complete
Report generation and review	1	2	3	4	5	Not sure

19. Rate the support materials that were provided on the HSP website to help you use the HSP:

	O	1	2	3	4	5	
Did not use	O						
Unclear	1	2	3	4	5		Clear
Incomprehensible	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
Inaccessible	1	2	3	4	5		Accessible
Low quality	1	2	3	4	5		High quality
Nothing new	1	2	3	4	5		Cutting-edge

20. Rate the questions within the HSP:

	O	1	2	3	4	5	
Did not use	O						
Unclear	1	2	3	4	5		Clear
Incomprehensible	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
Inaccessible	1	2	3	4	5		Accessible
Low quality	1	2	3	4	5		High quality
Nothing new	1	2	3	4	5		Cutting-edge

16. On a scale from 1 to 5, how many questions seemed

	None → All				
	1	2	3	4	5
Redundant?	1	2	3	4	5
Relevant to your school?	1	2	3	4	5
Impossible / difficult to answer accurately?	1	2	3	4	5

21. Did you access any of the following features of the HSP? (Check all that apply)
- a) previewing the questionnaires
 - b) printing the results
 - c) promotional video
 - d) how-to video
 - e) registering as a guest
22. Did you experience any of the following when working with the HSP? (Check 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

Planning Section

23. Following completion of the assessment, the HSP offers a process to guide planning. Did you use the planning section of the HSP?
24. If not, why did you not use the planning section of the HSP?
- f) did not know it was available
 - g) too complex
 - h) I didn't get that far
 - i) I used a different planning tool
 - j) other (please describe)

Feedback Report

25. Did you generate a feedback report for your assessment module?
- a) Yes
 - b) No
26. If you didn't generate a report, why not?
- d) didn't know how to generate the report
 - e) didn't realize a report was available
 - f) other (please describe)
27. Rate the information provided in the feedback report:

Unclear	1	2	3	4	5	Clear
Incomprehensible	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
Nothing new	1	2	3	4	5	Cutting-edge

Overall

28. Do the schools with which you work share their results with you?
29. Would you like access to their results? Under what conditions might you seek access?
30. What dissuades your schools from completing the HSP?

31. Are there additional topic areas that would be of interest to your school(s)?

Value of HSP

32. Describe how schools you worked with used the HSP to become healthier schools.

33. Did the HSP help the schools you worked with prioritize topics for the school to address?

- a) yes
- b) no
- c) somewhat
- d) don't know

34. Did the HSP help the schools you worked with increase understanding of how to build a healthy school?

- a) yes
- b) no
- c) somewhat
- d) don't know

35. What elements of completing the HSP were valuable to the schools you worked with?

- e) the process of bringing people together to complete the HSP
- f) ideas generated through team discussions
- g) the resources and recommendations
- h) other (please describe)

36. What did the schools you worked with do with the information gained from the HSP and/or feedback report?

- g) read it
- h) shared it among school staff
- i) shared it beyond school staff
- j) used it to make plans
- k) other (please describe)
- l) nothing

37. If the schools you work with use other healthy school assessment and/or planning tools, please name.

- a) have not used other tools
- b) name(s) of tools used

38. Among the schools that you work with, are there common problems or common barriers to use that you encounter?

39. List your top 3 improvements for the HSP.

40. How can the HSP be changed to better address comprehensive school health?

41. Would you prefer an assessment that covers topic areas individually (e.g., physical activity separate from healthy eating) or an assessment that combines multiple topic areas (using a comprehensive school health approach)?

42. Would you recommend the HSP to schools?

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

- a) yes
- b) no

44. What is the best phone number to reach you at?