

# **Ever Active Schools Annual Membership Report**

**September 2006 – June 2007**

**Prepared by**



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## Executive Summary

### Background

The Ever Active Schools program was first introduced on a voluntary basis for Alberta school communities in September 2000. In the 2006/07 academic year, there were 117 participating schools.

### Collecting Feedback from Participating Schools

To better meet the needs of its membership, and to assess the outcomes of program participation, Ever Active Schools created an online report template during the 2006/07 year. The new template replaced the previous annual growth report. Two representatives from each school (one teacher and one administrator) were asked to provide feedback regarding the past year using the online report template.

### Response Rate and Participant Demographics

In total, 32% of all potential respondents (n=74) and 49% of schools (n=57) completed the online report. In most cases, feedback was provided by only one representative per school. The majority of reports were completed by teachers (66%). Only 16 schools submitted two or more reports (i.e., reports completed by two or more representatives).

Responses were received from a broad geographic base (57 schools across 29 different municipalities in the province).

The majority of schools (86%) had been involved with Ever Active Schools for two or more years.

### Participant Satisfaction

Representatives from participating schools reported very high levels of satisfaction with the Ever Active Schools program.

Respondents rated the program as valuable to their work in creating and sustaining a healthy active school community. Aspects of the program perceived to be working well included the following:

- availability of resources, information, ideas, workshops, Energizer Days, symposiums, activities, and events;
- communication, support, and motivation from Ever Active Schools staff;
- the process of developing the Game Plan (provides focus for the school year);
- having a school champion; and
- the increased awareness and emphasis on the 4Es (education, everywhere, everyone, environment).

## Program Impact

All school representatives (100%) reported that the Ever Active Schools program had made a difference at their school.

Reported benefits of being an Ever Active School included the following:

- access to resources, ideas, events, and workshops;
- support, communication, and motivation from program staff; and
- increased awareness/increased physical activity.

In addition, the majority of respondents reported that their school environment had become more supportive (68%) or somewhat more supportive (31%) of physical activity and/or other health behaviours as a result of participating in the Ever Active Schools program. The most commonly reported changes to the school environment included new equipment and new programming.

School representatives (39%) also reported, in some cases, that their schools had made policy changes as a result of participating in the program. The most common policy changes related to daily physical education, creating more opportunities for physical activity, and access to healthy food choices.

Reasons for not making policy changes included the following:

- policy change not required (e.g., either healthy policies were already in place, or were not considered necessary);
- challenges getting buy-in from the school community (e.g., other teachers, administration not supportive of the proposed policy changes); and
- space and time limitations.

School representatives were asked to consider other influences, in addition to the Ever Active Schools program, on becoming a healthy active school. Other influences/contributors included provincial policy (e.g., daily physical activity); supportive school communities (e.g., staff, administration, parent councils, etc.); and a variety of other programs and initiatives (e.g., Project Link, Alberta Coalition for Healthy School Communities, Alberta Initiative for School Improvement, Character Education, Comprehensive School Health).

## Developing the Ever Active Schools Game Plan

A broad range of stakeholders (including teachers, students, administrators, parents and regional health authorities) provided input into the development of the Ever Active Schools Game Plans. The majority of respondents were satisfied both with the process of developing their game plan (77%) and with the assistance received for completing their game plan (69%).

## Suggested Improvements

School representatives were asked to consider “what aspects of the Ever Active Schools program could be improved to better meet the needs of your school community?”

The most commonly suggested improvements included “more resources, activities, and ideas”; “school visits”; “more community involvement”; and “more time”.

### **Support Needed from Ever Active Schools**

School representatives, in response to the question “how can Ever Active Schools support you most as you develop your healthy active school community” emphasized that the program should continue in its current direction. Representatives reiterated their appreciation for the following aspects of the Ever Active Schools program: the availability of information, resources, suggestions, ideas, events, and workshops, and the support, encouragement, and motivation provided by program staff. A few representatives suggested that school visits from Ever Active Schools would be helpful, as well as even more resources, ideas, and suggestions (in addition to those already provided).

### **Closing Comments**

School representatives expressed appreciation for the support, resources, and information received from Ever Active Schools and reported that participation in the program was making a difference in their school communities.

## 1.0 Introduction

### 1.1 Overview of the Ever Active Schools Program

“The **Ever Active Schools** program, in partnership with Alberta school communities, contributes to the development of children and youth by fostering social and physical environments that support healthy active lifestyles. This membership-based program is supported by the Health and Physical Education Council of the Alberta Teachers' Association. Ever Active Schools recognizes and rewards schools that focus on physical activity and well-being in their school communities. Ever Active Schools also provides resources to critically reflect and measure current practices, policies and environments.”<sup>1</sup>

The Ever Active Schools program has been in place since September 2000. In the 2006/07 academic year, there were **117 participating schools**. Each school registration is valid for two years.

### 1.2 Collecting Feedback from Participating Schools

To better meet the needs of its membership, and to assess the outcomes of program participation, Ever Active Schools created an **online report template** during the 2006/07 year<sup>2</sup>. The new template replaced the previous annual growth report.

Two representatives from each school (one teacher and one administrator) were asked to provide feedback regarding the past year using the online report template. An e-mail request to complete the report was sent to all participating schools in May 2007. Additional reminders were sent in June 2007.

### 1.3 Response Rate

The number of potential respondents was 234 (117 x 2 representatives per school). As of June 30, 2007, a total of 74 representatives from 57 schools had completed the report. This represents **32% of all potential respondents** (74 out of 234) and **49% of participating schools** (57 out of 117).

See Appendix A for a complete list of participating schools and the number of respondents per school.

<sup>1</sup> Source: Ever Active Schools website [www.everactive.org](http://www.everactive.org)

<sup>2</sup> To view the online report template: <http://www.surveymonkey.com/s.asp?u=909643719694>

## 2.0 Results

### 2.1 Demographics

Although two representatives (one teacher and one administrator) were asked to complete the annual report from each school, in most cases, feedback was provided by only one representative per school. **The majority of reports were completed by teachers** (n=49, 66%, see Table 1). Only 16 schools submitted two or more reports (i.e., reports completed by two or more representatives).

Responses were received from **57 schools across 29 different municipalities** in the province (see Table 2).

**Table 1. Respondents by Professional Role Category**

Professional Role Category	Number of respondents	Percent of total respondents
Teacher	49	66%
Administrator	17	23%
Both teacher and administrator	5	7%
Other or not stated	3	4%
<b>Total</b>	<b>74</b>	<b>100%</b>

**Table 2. Participating Schools by Municipality**

Municipality	Number of responding schools (i.e., schools with at least one completed annual report)
Calgary	12
Red Deer	6
Edmonton	5
Camrose	4
Beaumont	3
Forestburg	2
Peace River	2
St. Albert	2
Airdrie	1
Ardrossan	1
Banff	1
Beaverlodge	1
Bonnyville	1
Bruderheim	1
Devon	1
Elmworth	1
Fort Saskatchewan	1
Holden	1
Innisfail	1
Manning	1
Mayerthorpe	1
New Sarepta	1
Okotoks	1
Olds	1
Rolling Hills	1
St Paul	1
Strathmore	1
Not stated	2
<b>Total</b>	<b>57</b>

The majority of schools (n=49, 86%) had been involved with Ever Active Schools for **two or more years** (see Table 3).

**Table 3. Length of involvement with Ever Active Schools**

In what academic year did your school first join Ever Active Schools?	Number of responses (one response counted per school)	Percent of schools
2000/01	10	18%
2001/02	8	14%
2002/03	8	14%
2003/04	7	12%
2004/05	2	4%
2005/06	14	25%
2006/07	4	7%
Not stated	4	7%
<b>Total</b>	<b>57</b>	<b>100%</b>

## 2.2 Participant Satisfaction

As illustrated in Table 4, school representatives reported very high levels of satisfaction with the Ever Active Schools program. The majority of respondents were “satisfied” or “very satisfied” with the following aspects of the program:

- Information provided through the Ever Active Schools bulletin (92% satisfied or very satisfied);
- Information provided on the Ever Active Schools website (91%);
- The cost of membership (91%);
- Resource package (Ever Active Schools binder) (91%);
- Information provided in the "Promising Practices" resource (89%);
- E-mail communication with Ever Active Schools (89%);
- Banners (81%);
- The process of filling out the membership application (80%);
- The renewal process (80%);
- The process for developing the "game plan"(77%);
- Assistance received completing the "game plan" (69%);
- Personal contacts (e.g., phone calls) with Ever Active Schools (65%);
- The "Healthy Active School" (HAS) Symposium (59%);
- The "Energizer Days" (58%); and
- The "Physical Activity Tracker" (57%).

Approximately one third of respondents reported that they did not attend the Healthy Active School (HAS) Symposium (32%) or Energizer Days (36%). In addition, 30% of respondents did not access the Physical Activity Tracker.

The most common reasons for not attending the Energizer Days included “other commitments/scheduling conflicts/lack of time” and “unable to get a substitute teacher/lack of budget/unable to get time off”. In addition, a few respondents reported that they did not attend because they were not aware of the Energizer Days, because other staff members attended, or because the day was cancelled. Respondents described similar reasons (most frequently: lack of time and scheduling conflicts) for not attending the Healthy Active School Symposium. See Tables 5 and 6 for illustrative participant comments.

**Table 4. Participant Satisfaction**

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable*
The process of filling out membership application	1% (1)	1% (1)	12% (9)	<b>59%</b> (44)	<b>20%</b> (15)	5% (4)
The cost of membership	1% (1)	0% (0)	4% (3)	<b>53%</b> (39)	<b>38%</b> (28)	4% (3)
The process for developing the "game plan"	0% (0)	1% (1)	9% (7)	<b>59%</b> (44)	<b>18%</b> (13)	12% (9)
Assistance received completing the "game plan"	0% (0)	1% (1)	12% (9)	<b>47%</b> (35)	<b>22%</b> (16)	<b>18%</b> (13)
The renewal process	1% (1)	1% (1)	9% (7)	<b>51%</b> (38)	<b>28%</b> (21)	8% (6)
Information provided in the "Promising Practices" resource	0% (0)	0% (0)	4% (3)	<b>30%</b> (22)	<b>59%</b> (44)	7% (5)
The "Physical Activity Tracker"	0% (0)	0% (0)	14% (10)	<b>28%</b> (21)	<b>28%</b> (21)	<b>30%</b> (22)
Banners	1% (1)	0% (0)	4% (3)	<b>30%</b> (22)	<b>51%</b> (38)	14% (10)
Information provided on the Ever Active Schools website	0% (0)	0% (0)	3% (2)	<b>30%</b> (22)	<b>61%</b> (45)	7% (5)
Resource package (Ever Active Schools binder)	0% (0)	0% (0)	3% (2)	<b>32%</b> (24)	<b>58%</b> (43)	7% (5)
Information provided through the Ever Active Schools bulletin	0% (0)	0% (0)	4% (3)	<b>27%</b> (20)	<b>65%</b> (48)	4% (3)
E-mail communication with Ever Active Schools	1% (1)	0% (0)	3% (2)	<b>23%</b> (17)	<b>66%</b> (49)	7% (5)
Personal contacts (e.g., phone calls) with Ever Active Schools	0% (0)	0% (0)	9% (7)	<b>14%</b> (10)	<b>51%</b> (38)	<b>26%</b> (19)
The "Energizer Days"	0% (0)	0% (0)	5% (4)	<b>14%</b> (10)	<b>45%</b> (33)	<b>36%</b> (27)
The "Healthy Active School" (HAS) Symposium	0% (0)	0% (0)	8% (6)	<b>19%</b> (14)	<b>41%</b> (30)	<b>32%</b> (24)

\*Did not access or did not attend

**Table 5. Reasons for not attending Energizer Days**

Response Category	Illustrative Comments
Other commitments/scheduling conflicts/lack of time	<ul style="list-style-type: none"> <li>▪ Had administrative duties to attend to</li> <li>▪ Other Administrative Duties</li> <li>▪ Conflict in dates with another program</li> <li>▪ Conflicts in schedule</li> <li>▪ I attended the year before and other commitments.</li> <li>▪ No time - too much division PD</li> <li>▪ Not available during those times</li> <li>▪ Other commitments</li> <li>▪ Previous appointment</li> <li>▪ Scheduling conflict</li> <li>▪ Scheduling difficulties</li> <li>▪ The Everyone Jump Kids Changing Diabetes educational concert was scheduled for our school on the same day. We did a lot with this program and felt that students should attend.</li> <li>▪ Time factor and activities going on at school</li> <li>▪ Time restraints-couldn't place it as a priority at the time</li> <li>▪ Timing for our school did not work for Energizer Days</li> <li>▪ Too busy</li> <li>▪ Too much occurring in the department</li> <li>▪ Unable to work into schedule</li> <li>▪ On maternity leave at the time</li> </ul>

<b>Response Category</b>	<b>Illustrative Comments</b>
<b>Cannot afford sub costs / no money left in PD budget / could not get sub / couldn't get time off without it being a personal day</b>	<ul style="list-style-type: none"> <li>▪ <i>Cannot afford sub costs with our PD</i></li> <li>▪ <i>I have attended two energizer days in the past and they were very good. I went the first two years of the program. I find the HAS a better choice. I have to pay for a sub on the days I attend and I think the money is better spent at the HAS.</i></li> <li>▪ <i>No money left in my PD budget</i></li> <li>▪ <i>No sub</i></li> <li>▪ <i>Couldn't get time off without it being a personal day</i></li> <li>▪ <i>Funding, able to get away from the school</i></li> </ul>
<b>Did not know about them</b>	<ul style="list-style-type: none"> <li>▪ <i>Did not know about them</i></li> <li>▪ <i>Didn't know about it</i></li> <li>▪ <i>Late reading the information</i></li> <li>▪ <i>Not sure if I knew about them</i></li> </ul>
<b>Other staff members attended</b>	<ul style="list-style-type: none"> <li>▪ <i>Other staff members attended</i></li> <li>▪ <i>Other staff represented us</i></li> <li>▪ <i>Sent two staff members</i></li> </ul>
<b>Energizer Day was cancelled</b>	<ul style="list-style-type: none"> <li>▪ <i>It was cancelled.</i></li> <li>▪ <i>Our Energizer Day was cancelled and I was very disappointed. I look forward to this every year and thought that it should have taken place for those who wanted to attend.</i></li> </ul>

**Table 6. Reasons for not attending the Healthy Active School (HAS) Symposium**

<b>Response Category</b>	<b>Illustrative Comments</b>
<b>Other commitments/scheduling conflicts/lack of time</b>	<ul style="list-style-type: none"> <li>▪ <i>Administrator</i></li> <li>▪ <i>Conflicts in schedule</i></li> <li>▪ <i>Did not take the time</i></li> <li>▪ <i>Kids Changing Diabetes Program was scheduled on the same day</i></li> <li>▪ <i>No time</i></li> <li>▪ <i>No time, too much PD at school already</i></li> <li>▪ <i>Not available</i></li> <li>▪ <i>Other Administrative Duties</i></li> <li>▪ <i>Other commitments</i></li> <li>▪ <i>Other commitment</i></li> <li>▪ <i>Prior school commitments</i></li> <li>▪ <i>Same - pervious appointment</i></li> <li>▪ <i>Same as above: no time- too much division PD</i></li> <li>▪ <i>Same as above: time restraints-couldn't place it as a priority at the time</i></li> <li>▪ <i>Time constraints</i></li> <li>▪ <i>Timing conflicts with key personnel</i></li> <li>▪ <i>Timing did not work for me to attend</i></li> <li>▪ <i>Too busy</i></li> <li>▪ <i>Too difficult to get all parties to attend.</i></li> <li>▪ <i>Too much occurring in the department</i></li> <li>▪ <i>Unable to work into schedule</i></li> <li>▪ <i>Was on medical leave this year</i></li> </ul>
<b>Could not get substitute teacher/ lack of budget / couldn't get time off without it being a personal day</b>	<ul style="list-style-type: none"> <li>▪ <i>Ability to get substitute release time</i></li> <li>▪ <i>Couldn't get time off without it being a personal day</i></li> <li>▪ <i>Limited budget so I would rather send a phys ed teacher over me.</i></li> <li>▪ <i>No pd funding</i></li> </ul>
<b>Other staff members attended</b>	<ul style="list-style-type: none"> <li>▪ <i>Other staff members attended</i></li> <li>▪ <i>To allow others to get involved in the program as well.</i></li> </ul>
<b>Other reasons</b>	<ul style="list-style-type: none"> <li>▪ <i>Unable to have parent participation</i></li> <li>▪ <i>Didn't know about it</i></li> </ul>

### 2.3 Perceived Value

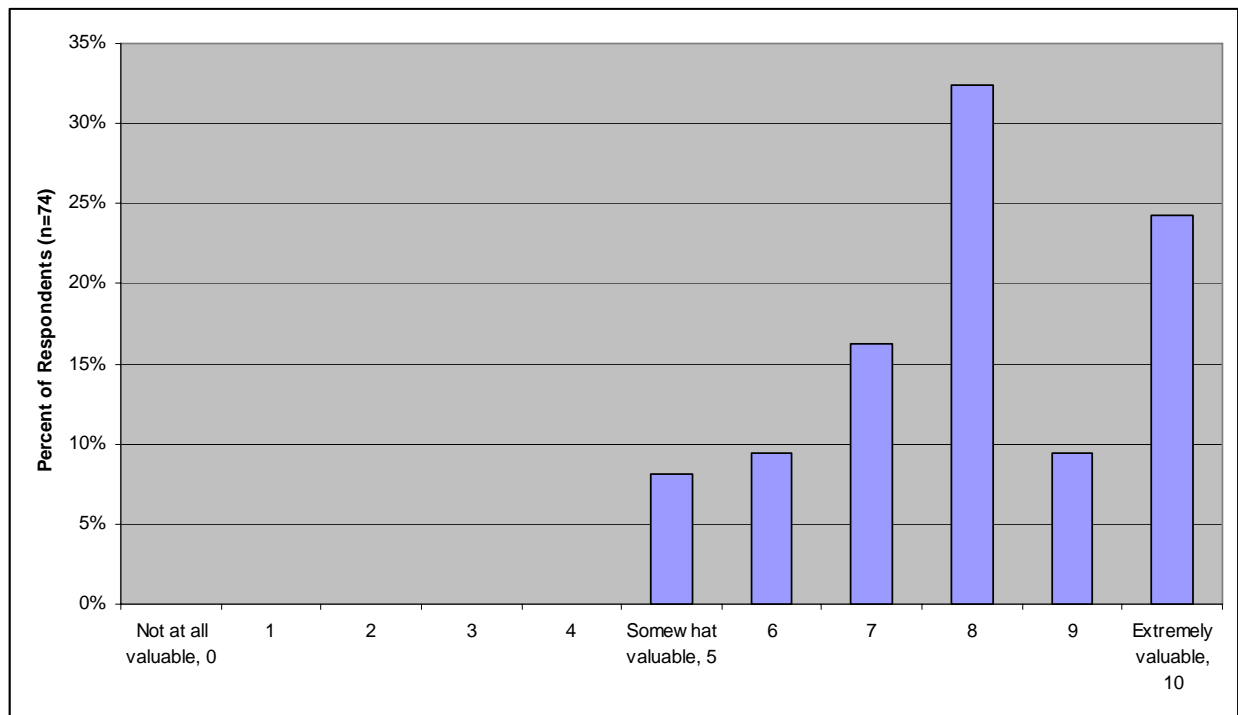
Respondents were asked to respond to the following question using a scale of 0 (“not at all valuable”) to 10 (“extremely valuable”): “Overall, how valuable do you feel that the Ever Active Schools program is to your work in creating and sustaining a healthy active school community?”

Respondents rated the program as valuable to their work in creating and sustaining a healthy active school community. All respondents provided ratings between 5 (“somewhat valuable”) and 10 (“extremely valuable”) (see Table 7 and Figure 1). See Table 8 for additional comments.

**Table 7. Perceived Value of the Ever Active Schools Program**

Response Category	Number	Percent
<b>Not at all valuable = 0</b>	0	0%
<b>1</b>	0	0%
<b>2</b>	0	0%
<b>3</b>	0	0%
<b>4</b>	0	0%
<b>Somewhat valuable = 5</b>	6	8%
<b>6</b>	7	9%
<b>7</b>	12	16%
<b>8</b>	24	32%
<b>9</b>	7	9%
<b>Extremely valuable = 10</b>	18	24%
	<b>74</b>	<b>100%</b>

**Figure 1. Perceived Value of the Ever Active Schools Program**



**Table 8. Perceived Value: Additional Comments**

Rating	Comments
<p><b>Somewhat valuable</b> <b>5</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Ever Active Schools is one component to the plan. We have daily physical education and strong intramural and extra curricular program</i></li> <li>▪ <i>I have tried to get the school involved in the tracker and other items but have not been very successful. I'm finding it hard to get others involved. My class is but....</i></li> <li>▪ <i>Most of the information is geared towards K-9. There is little information for grades 10-12</i></li> <li>▪ <i>Not all partners in the school always promote the program and remember things such as healthy food programs.</i></li> <li>▪ <i>The ideas gained have been helpful. Promising practices has been helpful. Have had a difficult time keeping our whole group engaged-members moved schools (2 out of 4 parents).We are doing great at DPA on a whole but have lost a little focus on our EAS goals. That I realize is not any fault to the program.</i></li> </ul>
<p><b>6</b></p>	<ul style="list-style-type: none"> <li>▪ <i>EAS is useful as one component of a healthy active school community.</i></li> <li>▪ <i>I believe Everactive is a great resource. I think our school in particular can commit to using more of the great material and ideas. We are taking it one step at a time and we have some good ideas for the next school year.</i></li> <li>▪ <i>It is a valuable tool to draw resources from to implement safe and effective practices.</i></li> <li>▪ <i>It is very difficult to have the support of everyone.</i></li> <li>▪ <i>Our school, for a very small school has many activities on the go throughout the year.</i></li> </ul>
<p><b>7</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Always gives me new information/ keeps me up to date.</i></li> <li>▪ <i>I believe we would have an active healthy school community even if we were not an ever active school. I feel the ever active membership gives us access to more ideas on how to be healthier and more active. I really appreciate the sharing/discussion times with other ever active schools at the energizer days.</i></li> <li>▪ <i>I feel that it is more applicable/ useful at an elementary and middle school age than it is at a high school age. It is also more inclined to be effective in a smaller school versus a large school.</i></li> <li>▪ <i>It is important to have a goal(s) to work towards and getting the information down on paper was beneficial to that process. I also find EAS a valuable resource to my classroom and school, whether it be for equipment and paper resources or for ideas (like the activity tracker).</i></li> <li>▪ <i>The program is great, it's just hard to be the only person really using it at this school. We have 5 different teachers teaching phys. ed., and we are still selling unhealthy food in the canteen at lunch. I have other commitments, and I just don't have the time to do a good job as school liaison.</i></li> <li>▪ <i>There are plenty of good ideas that can be used and accessed through EAS Program. It is nice to have the recognition and resources available to Ever Active Schools. I am just in the process of using the activity tracker and like the feedback that I am getting from students who are accessing it! The activity tracker is a great way to involve our school community and to use a part of the fitness component in phys.ed.</i></li> <li>▪ <i>We were already doing many of the things recommended but it made us clarify things and make them better, it also made us look at things that we had not looked at before.</i></li> </ul>
<p><b>8</b></p>	<ul style="list-style-type: none"> <li>▪ <i>A great resource for my staff. It gives them the support they need to teach effectively.</i></li> <li>▪ <i>Anything that provides an opportunity to increase the healthy lifestyles of our students is a plus.</i></li> <li>▪ <i>EAS provides tools to continue to build a healthy school community. Information, posters, banners etc. are a constant reminder of a healthy active school community.</i></li> <li>▪ <i>Ever Active Schools is a leader in the healthy active school framework. They are like a conduit of information and programs that they send to the schools. They are also a leader in organizing and the planning of many healthy active initiatives.</i></li> <li>▪ <i>Ever Active Schools offers many ideas for the school and the classroom.</i></li> <li>▪ <i>Great resources and ideas.</i></li> <li>▪ <i>Hard to fit it all in with everything else that goes on.</i></li> <li>▪ <i>Has made the school aware of nutrition habits and being consistently active. A variety of resources are available and are user friendly.</i></li> <li>▪ <i>I like the bulletins as they give great information and I like seeing what other schools are doing. I also like getting some new fresh ideas.</i></li> <li>▪ <i>I think it has caused me to look at the weaknesses in our program and address them. They are an excellent resource for information and creating fun new ideas to add to your physical education program.</i></li> <li>▪ <i>It gets us involved with our community!</i></li> <li>▪ <i>Past resources have been used by all teachers at our school for DPA. Ideas have helped to create school spirit and an awareness in the school community that active healthy living needs to be an important life style for all families.</i></li> </ul>

Rating	Comments
	<ul style="list-style-type: none"> <li>▪ <i>The thing that will affect the program in schools the most is lack of funding and losing a teacher to teach phys.ed. - thus putting all the phys. ed. back on the shoulders of the classroom teacher.</i></li> <li>▪ <i>We feel that this is a great program but we would like to see more staff involvement at our own school. We all know that these types of programs are crucial as we face a health crisis for our kids. The support is great as well as the new ideas. We thought that HAAS was great and next year we will do an even better job of organizing a quality group to attend.</i></li> <li>▪ <i>We use it as a guideline and then branch out with some of our own ideas.</i></li> <li>▪ <i>We were already doing quite a few things at the school to be a healthy and active school community. However, this program emphasizes how a school can improve on what they are doing so far. It is always nice to get some new ideas from other colleagues.</i></li> <li>▪ <i>With a new and less active generation emerging, each program is valuable in promoting the healthy active lifestyle.</i></li> </ul>
9	<ul style="list-style-type: none"> <li>▪ <i>A great program to follow as we struggle to keep on top of DPA with a population of 580 kids in grades k-6. Assistance has been valuable.</i></li> <li>▪ <i>It is always good to keep students as active as possible.</i></li> <li>▪ <i>It is important to have the support and guidance that EAS provides in developing and implementing a plan to facilitate a school wide focus on student wellness. EAS is an important network of best practices, ideas etc . . .</i></li> <li>▪ <i>Our school culture has changed due to the initiatives that our phys ed teacher has implemented at our school. Students know healthy from unhealthy actions and benefits of physical activity.</i></li> <li>▪ <i>The biggest problem I have is the time to implement the ideas set out in the program.</i></li> </ul>
Extremely valuable 10	<ul style="list-style-type: none"> <li>▪ <i>Ever Active and Healthy Community are really connected in many ways - one complements the other.</i></li> <li>▪ <i>Ever Active has given me and other staff members valuable PD to help foster a healthy lifestyle in our school. Through its resources and speakers our school has definitely benefited from this organization.</i></li> <li>▪ <i>Ever Active provides a clear focus for our school. We have set goals that are included in our 5 year plan. The instructional material and resources are first class!</i></li> <li>▪ <i>Ever Active provides ongoing opportunities to maintain your momentum and vision to keeping our school healthy &amp; active.</i></li> <li>▪ <i>I am a new PE teacher. You have offered me ideas and resources that have been invaluable. We are developing "leadership" programs here at our school, and the HASS was just perfect for us. Including the students was a great way to kick start my program this year!</i></li> <li>▪ <i>I believe it serves as a constant reminder to keep working at creating an environment that promotes physical activity and healthy lifestyle choices. It provides the ideas, resources and motivation to do so.</i></li> <li>▪ <i>It added a purpose and focus to our small rural community that does not have resources in the community that larger cities have.</i></li> <li>▪ <i>It is awesome to have a valuable resource at our finger tips when we need new ideas or clarification for things that we do for the love of Physical Activity!</i></li> <li>▪ <i>It is great to have a resource to help with activities. Any time I have a question I know and feel confident help is just a call or click away.</i></li> <li>▪ <i>Prepares students for their future.</i></li> <li>▪ <i>QEHS utilized the Ever Active Plan as a 3 year plan for improving the overall healthy activity of the entire school. This included intramurals, ever active initiatives, athletics, nutrition choices, fitness centre work, etc.</i></li> <li>▪ <i>Thanks for all your efforts, Doug and co. I am moving back to Calgary in July, so hopefully someone will take this on after I leave.</i></li> <li>▪ <i>The comprehensive school health framework and the analysis of where your school is strong and where it needs work are invaluable.</i></li> <li>▪ <i>The Ever Active material helps us promote our wellness focus. We have worked hard to get the message into our community and have been met with enthusiasm.</i></li> <li>▪ <i>This team provides the connection and the support to my school. Sometimes when I wonder what to do next I either call the office or call one of the other schools I've met through the Energizer days. At my school I am the only P.E. person (another girl is too but she is only .4 and not only a PE teacher). I get lots of ideas from the support network that Ever Active Schools has become. They always help out with prizes for students and ideas from Promising practices and School wide challenges etc.</i></li> <li>▪ <i>We all know the importance of creating a healthy, active school community. The Ever Active Schools Program "refreshes" and maintains enthusiasm for schools actively involved and encourages those schools initiating "active" programs.</i></li> </ul>

Rating	Comments
	<ul style="list-style-type: none"> <li>▪ <i>We have made some excellent sustainable change in regard to health and physical activity in our school setting. Being part of an organization and having an official theme for change, has helped to propel us forward and bring staff on board. There is power in the team and getting together to share ideas and resources is a wonderful way to feel connected and bring power to the concept of establishing a healthy active school community.</i></li> <li>▪ <i>We now have timetabled 55 min. of quality daily PE in our building along with a number of active, healthy initiatives.</i></li> </ul>

**Note:** Two respondents did not provide any further responses after this question. Thus, all remaining percentages are calculated out of the 72 respondents who provided more complete data.

## 2.4 Input into the Ever Active Schools Program “Game Plan”

Respondents reported that a range of stakeholders provided input into their Ever Active School “Game Plan”. The majority of respondents reported that input was received from teachers, administrators, and students (see Table 9). In addition, 46% of respondents reported that input was provided by parents, and 19% reported that input was provided by their regional health authority.

**Table 9. Input into the Ever Active School Game Plan**

Response Category	Number	Percent of Respondents (n=72)
Teachers	72	100%
Administrators	61	85%
Students	52	72%
Parents	33	46%
Regional Health Authority (RHA)	14	19%
Other*	4	6%

\*Other sources of input included “community member” (1), “business member” (1), “daycare provider” (1), and “FCSS” (1).

## 2.5 Suggestions for Improvement

Respondents provided the following comments (see Table 10) in response to the question: “What aspects of the Ever Active Schools program could be improved to better meet the needs of your school community?”

**Table 10. Areas for Improvement**

Category	Participant Comments
More resources/ activities/ ideas	<ul style="list-style-type: none"> <li>▪ <i>Have activities and ideas that will help high school kids stay active and appreciate active and healthy living. Right now, we spend most of our time trying to break extremely unhealthy habits.</i></li> <li>▪ <i>I would appreciate a resource that I could go to that had short health tips or fast facts that I could put in our school newsletter.</i></li> <li>▪ <i>If possible ideas to assist with DPA implementation.</i></li> <li>▪ <i>Miss the calendars that you used to provide to families, they had wonderful ideas and were really good PR.</i></li> <li>▪ <i>More hands on ideas for classroom teachers providing DPA. Ready to use, easy to setup. We have lots but always looking for new ideas.</i></li> <li>▪ <i>More PR.</i></li> </ul>

Category	Participant Comments
	<ul style="list-style-type: none"> <li>▪ <i>More resources available online (ideas, etc).</i></li> <li>▪ <i>More resources to help meet our goals. For example, financial and ideas for implementation including the specific resources to implement these activities.</i></li> <li>▪ <i>The Calendars put out a few years ago were outstanding. More of those would be exciting and invaluable.</i></li> <li>▪ <i>We really found the "Promising Practices" to be wonderful. I would say keep those great ideas and practical, quick, easy ways to keep positive spins on activity coming!</i></li> </ul>
<b>School visits</b>	<ul style="list-style-type: none"> <li>▪ <i>Come out on a planned visit and interact with the students. I'm always talking about the Ever Active team and my students would love to host an Activity day with/for them to join our school for a fun activity day.</i></li> <li>▪ <i>Having some school visits.</i></li> <li>▪ <i>Human resources to come into the school and work with the teachers and staff with the program -not just thru pd days but perhaps a full day or two consultation with EAS coordinators.</i></li> <li>▪ <i>I think that we need someone from the Ever Active Office to come out and do a presentation to the staff and/or students.</i></li> <li>▪ <i>It would be nice to have facilitators come into our schools to do in-services as we sometimes feel that our staff just don't want to listen to us anymore!! A new voice is good!! It would be great to have your expertise in the schools.</i></li> <li>▪ <i>Offer energizer type days that EAS representatives can come to our school and give to the students! healthy, active living messages that can be used in our newsletter</i></li> </ul>
<b>More community involvement</b>	<ul style="list-style-type: none"> <li>▪ <i>Building a stronger program out of the school boundaries.</i></li> <li>▪ <i>Continue to provide support for implementation of DPE, particularly in school that do not have PE specialists. Focus on other aspects of student wellness. More school and community partnerships.</i></li> <li>▪ <i>During Energizer Days it would be useful to share how getting the community involved could work. We do a great job within our school walls; it would be cool to share ideas of how to reach outside them.</i></li> <li>▪ <i>Work more with parents and the community...which we are already addressing for next year.</i></li> </ul>
<b>More time!</b>	<ul style="list-style-type: none"> <li>▪ <i>I need TIME or organize all the ideas I get. I need a separate prep time just for ACTIVE LIVING projects. I also need more people on board.</i></li> <li>▪ <i>Time to implement the program. We have daily physical education and that is a large step. We also have high school students run after school sports programs.</i></li> <li>▪ <i>Time, there never seems to be enough time to try and implement all the possible directives and plans. There are many demands on the school day from outside and inside influences.</i></li> </ul>
<b>Game Plan</b>	<ul style="list-style-type: none"> <li>▪ <i>Some revisions to the Game Plan may be helpful to make the document less overwhelming to new members.</i></li> <li>▪ <i>The Game Plan</i></li> </ul>
<b>Don't Know / Satisfied with Program</b>	<ul style="list-style-type: none"> <li>▪ <i>I'm not sure. We are a small rural school and it just is not feasible to have lots of teachers take time off for these conferences and special days.</i></li> <li>▪ <i>I'm satisfied with the program.</i></li> <li>▪ <i>Keep doing what you are doing!</i></li> <li>▪ <i>Not sure</i></li> <li>▪ <i>Nothing that comes to mind, I think that a great job is being done by this organization</i></li> <li>▪ <i>Nothing, continue doing what we are doing.</i></li> <li>▪ <i>satisfied with program</i></li> <li>▪ <i>We are very satisfied</i></li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ <i>More admin at meeting.</i></li> <li>▪ <i>Our administration has been changing yearly in the past four years so it has been hard to get any consistency in this program. It would be nice to have support from the administration. I would also like to get more support from the parents. Time is always an issue to get together and plan.</i></li> <li>▪ <i>Gym timetable with need to be improved or altered slightly.</i></li> <li>▪ <i>A better hot lunch program featuring healthier choices. Something we are starting to work on.</i></li> <li>▪ <i>We felt that more communication at the beginning of the school would have helped us with our goal setting. A calendar of special events (CAPHERD Challenge days, Alberta Winter walk days, health and wellness themes and campaigns etc.) would really help in setting up the school year. Thanks for the early invite to the Healthy Active School Symposium in Oct. The early invite means that we will not have another event planned on this date.</i></li> <li>▪ <i>We haven't kept up with our game plan since last year. I don't know what could be done to</i></li> </ul>

Category	Participant Comments
	<p>help us. Maybe sending out a reminder and an easy form to fill out on e-mail or something. We weren't getting a lot of the stuff for a while so... we may have missed some things.</p> <ul style="list-style-type: none"> <li>▪ Opening up the membership to allow other schools in our division to join.</li> <li>▪ Registration form initially was very intimidating.</li> <li>▪ To be consistent - I was the main promoter, so when I got a new teaching assignment (Gr. 3), my focus strayed from Ever Active stuff! Had I engaged more bodies (and minds), I think our school would have been stronger. Plus, our school went "Fine Arts" this year, which I felt was an enormous undertaking and filled many teachers' plates.</li> </ul>

## 2.6 Aspects of the Program that are Working Well

Respondents provided the following comments (see Table 11) in response to the question: "What aspects of the Ever Active Schools program are working well?"

**Table 11. Aspects that are Working Well**

Category	Participant Comments
<p><b>Resources/ information/ ideas/ workshops/ symposium/ activities/ events</b></p>	<ul style="list-style-type: none"> <li>▪ Activity Tracker promising practices resource</li> <li>▪ Good ideas, I like the bulletin. Keep them coming.</li> <li>▪ Great ideas through Summer Active like the posters banners are great looking in the school good sharing of resources</li> <li>▪ I love the news letter. I like that students are part of the decisions and love to hear their ideas.</li> <li>▪ I still promote items at staff meetings, with a DPA activity and hand out for teachers to use. I hope the person taking over for me at St. Philip will engage in this awesome program and I will be applying at my new school in Calgary.</li> <li>▪ Information on program old and new</li> <li>▪ Information on the website and in the bulletin</li> <li>▪ It is a calming influence in my curricular development knowing I have the support and resources to carry out an outstanding program.</li> <li>▪ Newsletter items</li> <li>▪ Nutrition suggestions and activities.</li> <li>▪ Resources and communication</li> <li>▪ Resources have been valuable</li> <li>▪ So many good resources and workshops. Any that have been attended by staff have been well received.</li> <li>▪ The activity suggestions are great. We are trying to be more active and to provide healthy choices for students.</li> <li>▪ The activity tracker, however you cannot go back a week and I forget to add my schedule weekly.</li> <li>▪ The Ever Active Cart full of activities for outside and in classes. We call our DPA "Ever Active time" The newsletter gets info out and the kids, staff and parents like the recognition and acknowledgment the Banners provide</li> <li>▪ The resources are great!</li> <li>▪ The resources that are provided, the encouragement and challenges work well to keep us working at it.</li> <li>▪ The use of resources on the website and through e-mail (the bulletins are useful).</li> <li>▪ A "resource base" is easily accessed by all schools -schools remain enthused and current through the two-way correspondence -provides ideas for "outside the gym" activities (DPA).</li> <li>▪ All the written materials you provide as well as the information provided on the website. I do think the HAS Symposium has to be the best idea! It provides an opportunity for parents, students and staff to share and be involved in the process of promoting healthy living.</li> <li>▪ Awesome workshops.</li> <li>▪ HASS The equipment &amp; ideas/ activities. The communication between Ever Active &amp; schools, especially informing us of upcoming activities.</li> <li>▪ The ongoing energizer days, meetings, resources available, being connected.</li> <li>▪ The PD opportunities are wonderful. Your publications are very useful and full of wonderful ideas. The posters and banners support us in what we are trying to take to our school community</li> </ul>

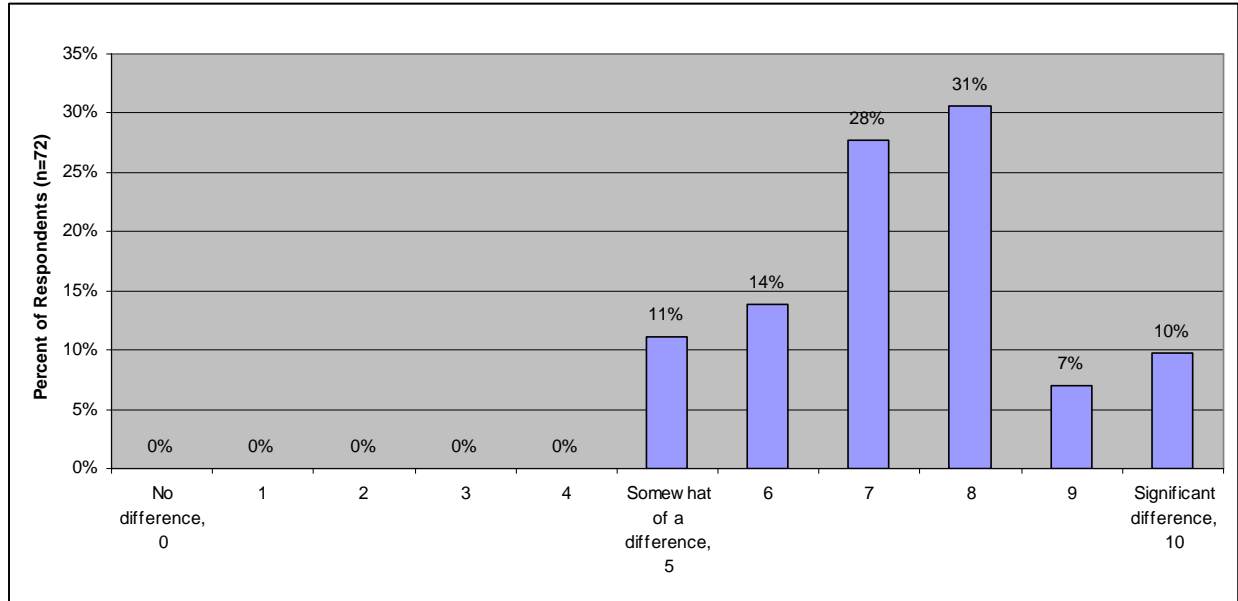
Category	Participant Comments
	<ul style="list-style-type: none"> <li>▪ You are always adding more to your program. I really enjoy both the energizer days and the HAS.</li> <li>▪ Staff, parent participation, students enjoy all of the activities.</li> <li>▪ Increased daily activity. School wide challenges and working towards involving the few at risk students.</li> <li>▪ Promoting Healthy Living - doing things in different environments, daily phys-ed.</li> <li>▪ We have had success with our initiatives this year...Terry Fox Run Day and Hoops for Hearts Day. Both went well and the students enjoyed the events, both for activity and helping important social causes.</li> </ul>
<b>Communication/ staff support/ motivation</b>	<ul style="list-style-type: none"> <li>▪ Doug is easy to talk to, communicates with everyone well and is more than willing to help people when they need it.</li> <li>▪ Communicate very well with members. Keeps most kids educated about being active and the benefits associated with that.</li> <li>▪ E-mail</li> <li>▪ Networking, communication</li> <li>▪ Ongoing support is very helpful</li> <li>▪ Support and PD</li> <li>▪ A reminding of a focus on importance of activity as a motivating factor when fatigue sets in.....for me as the Everactive person in our school</li> <li>▪ Great to hear what others around the province are doing. Very uplifting and motivating to be with like-minded people.</li> </ul>
<b>Game Plan</b>	<ul style="list-style-type: none"> <li>▪ Creating a plan helps us to focus and build on activities to improve the program. This can be a big thing or a little thing. I like the idea of looking at what happens in the phys. ed class and what happens outside of the class too. Looking at what we are doing and making improvements focuses on the process and not the product.</li> <li>▪ I like the two year plan format. It gives you enough time to follow through on your plan. I like the four areas education, everyone, environment, and everywhere.</li> <li>▪ The game plan gives the school focus for the year.</li> <li>▪ We likes the game plan that we created and we have met our goals that we set out last year. This process makes you look down the road a little and get a plan going.</li> </ul>
<b>School Champion</b>	<ul style="list-style-type: none"> <li>▪ DPE, having a school champion who knows and understands the program so well. EAS has become part of the school culture.</li> <li>▪ The ability and desire by myself to make the school active and continually use new ideas and focus on activity inside and outside school hours.</li> </ul>
<b>4 Es</b>	<ul style="list-style-type: none"> <li>▪ Awareness of the 4 E's.</li> <li>▪ The "Education" and "Everyone" aspects.</li> <li>▪ The 4 E's are a valuable tool for planning and developing our programs and sustaining professional growth with staff</li> </ul>
<b>All aspects</b>	<ul style="list-style-type: none"> <li>▪ All aspects are working well.</li> <li>▪ I'm pretty happy with all of it.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ Monthly Active Living Draws are a big hit in our school</li> <li>▪ Students and staff are very supportive.</li> <li>▪ The message to students to reinforce the lessons learned at school and to use them in their daily lives where ever they are. Family and community support is helping promote healthy active lifestyles. Parents understand that they must be active with their children, encourage them to play outside, turn off the boxes and model healthy eating.</li> <li>▪ The whole philosophy is still there. We are still working towards some of our goals, but may have tried to have too many to start. Less goals and more focus on them is what we need.</li> <li>▪ Good for student leadership in areas of health and physical activity. Allows for designated days to focus on the above themes.</li> </ul>

## 2.7 Program Impact

Respondents were asked to respond to the following question using a scale of 0 ("no difference") to 10 ("significant difference"): "What difference has your involvement with the Ever Active Schools program made at your school?"

All respondents reported that the program had made a difference at their school (see Figure 2). Respondents further described many benefits of being an Ever Active School (see Table 12).

**Figure 2. Program Impact**



**Table 12. Benefits of Being an Ever Active School**

Category	Participant Comments
<b>Access to resources, ideas, events, and workshops</b>	<ul style="list-style-type: none"> <li>▪ Resources for new ideas for being active</li> <li>▪ Access to new ideas, helpful people and resources.</li> <li>▪ Activities, awards, field trips are geared towards being a healthy active school. Ever Active Schools gives some great ideas. The symposium and energizer days are very motivating.</li> <li>▪ Again the resources are wonderful!</li> <li>▪ Being informed of resources, workshops, in-services and current events.</li> <li>▪ Better program because I'm more informed</li> <li>▪ Free resources and great ideas to use with kids!</li> <li>▪ Having a variety of resources and contacts made available to us.</li> <li>▪ Having resources available to help plan and carry out our mandate.</li> <li>▪ I receive lots of interesting and helpful information - lots of ideas!</li> <li>▪ Ideas, ideas, ideas. Teachers never feel left alone because they feel they have a place to find the answers.</li> <li>▪ Information supplied/questions answered -staying "current"/up-to-date -maintaining enthusiasm in the school setting</li> <li>▪ It allows us to use creative ways to keep the students active.</li> <li>▪ It is an information resource for teachers and students. And it has increased the awareness of the importance of daily physical activity.</li> <li>▪ It really helps to keep in touch with what other schools are doing and also accesses materials that we can use.</li> <li>▪ Keep us current on research and what other schools are doing to be active.</li> <li>▪ Keeping abreast of the latest developments and programs in health and physical education. The sharing of ideas in the promising practices. The self evaluation you do of your school and what it offers its students.</li> <li>▪ New ideas/resources, forming networks, being motivated and challenged to find ways to continue to improve.</li> <li>▪ Not to sound too repetitive but the ideas and resources gained from the sharing from</li> </ul>

Category	Participant Comments
	<p>colleagues</p> <ul style="list-style-type: none"> <li>▪ Our school rep is on top of what is available to us as resources</li> <li>▪ PD and support from people working in the same area</li> <li>▪ resource, a variety of ideas, helpful ideas</li> <li>▪ Resources - online, at HPEC, phone calls, conferences put on by Everactive, support.</li> <li>▪ Resources (people and otherwise) Connections to other school communities Energizer days whereby schools are brought together for PD and sharing Special events held at our school which help to give us profile in this area Support in all kinds of ways that we are on the right track</li> <li>▪ Resources!!!</li> <li>▪ resources, contacts, information on what is happening around the province</li> <li>▪ resources, provides more focus to the overall plan</li> <li>▪ See the previous page: The Ever Active Cart full of activities for outside and in classes. We call our DPA "Ever Active time" The newsletter gets info out and the kids, staff and parents like the recognition and acknowledgment the Banners provide</li> <li>▪ The information we receive and ideas are very useful.</li> <li>▪ The more information and assistance that I can get to the teachers the better. They are always needing new ideas.</li> <li>▪ The resources. The 4 E's clarify programming and delivery. The banners and certificates keep us motivated. Being able to call ourselves an Ever Active School is now part of our school identity and culture!</li> <li>▪ The students benefit from the program because I am trying to bring in new ideas and focus on healthy living. I have support from my administrator and I use the Promising Practices.</li> <li>▪ Use of EAS resources</li> <li>▪ E-mails regarding new resources and ideas that have been planned by EAS staff -It's a great tool to use for the planning of healthy/active ideas for our school year including the</li> <li>▪ We host a "You Go Girl" every 3 years and involve speakers from EA. We often do any activities that are promoted by EA. Many teachers use the resources produced by EA.</li> <li>▪ We know there is a source of valuable information and resources we can immediately access. At high school many of us have great knowledge, but in order to keep current with information and to get new ideas it is vital to have EAS.</li> <li>▪ We love the Promising Practices document and the posters you provided. Also, the equipment we received when we signed up is great!</li> <li>▪ Attendance at the energizer days</li> <li>▪ HASS, access to amazing people with wonderful ideas, a feeling of community with other professionals working toward the same goals, NEW ideas, pride</li> <li>▪ Attendance at the Energizer Days and the Healthy Active School Symposium</li> </ul>
<p><b>Support/ communication/ motivation</b></p>	<ul style="list-style-type: none"> <li>▪ Networking with other schools from our area who are all committed to the same goal.</li> <li>▪ Support from the EAS office</li> <li>▪ Communication</li> <li>▪ Communication Dialogue Ideas Reinforcement of positive behaviours</li> <li>▪ EAS puts in place a formal process for a school wide focus on student wellness. EAS provides support and a network for teachers and schools that want to ensure emphasis on student wellness.</li> <li>▪ Encouragement for physical activity</li> <li>▪ Great support from you guys. I believe in providing activity opportunities for ALL students. I like the Energizer days. Keeps me focused. Information articles keep on the right track as to why I know activity is important. Makes me a better role model.</li> <li>▪ Involves all of stakeholders in planning and awareness of physical activity and health. Allows a game plan to look at what is currently being offered at school and how we can improve.</li> <li>▪ Kept us focused.</li> <li>▪ Making an action plan and being accountable actually makes us put our ideas into action. All too often great ideas are made but aren't followed through with. our staff, students, and school community recognize us as being an Ever Active School and are less resistant with the changes that we make at the school level to help us promote active, healthy lifestyles.</li> <li>▪ Regular reminders of the need to continually promote a way of life that needs to involve physical activity</li> <li>▪ We have always been a very active school with lots of physical activities going on. Benefits have been to see what we're doing is recognized as on the right track.</li> <li>▪ We were already a QDPE school but the real gem of the Ever Active School is the school and community analysis you do at the beginning and the game plan that follows. It provides a</li> </ul>

Category	Participant Comments
	<p><i>super framework.</i></p> <ul style="list-style-type: none"> <li>▪ <i>When you join Ever Active, you commit to being a healthy active community. Ever Active provides plenty of opportunities to grow in this area and it provides support if you have challenges in any area.</i></li> </ul>
<b>Awareness/ increased physical activity</b>	<ul style="list-style-type: none"> <li>▪ <i>More awareness of Physical activity and its importance in our lives.</i></li> <li>▪ <i>More staff &amp; student awareness of the importance of a healthy lifestyle.</i></li> <li>▪ <i>School spirit, morale, physical activity awareness and there has been an increase in activity itself in the school as a whole. Our Administration is supportive, our parents are supportive and the kids LOVE it!</i></li> <li>▪ <i>Students are very aware of why we are Ever Active and they make efforts outside of school hours to be active.</i></li> <li>▪ <i>Students understand that we should value physical activity and ensure that it becomes a regular part of their lives. Gives students more opportunities to stay/become active.</i></li> <li>▪ <i>Health promotion and physical activity promotion has increased.</i></li> <li>▪ <i>Our students and staff are constantly striving to become healthier as a whole.</i></li> <li>▪ <i>Promoting healthy lifestyles and physical activity for life. Helping students see the these benefits and be proud that we are a school that promotes healthy lifestyles.</i></li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ <i>As previously stated, it is hard to see any kind of difference at the high school level. We only get a hold of half the kids in a year.</i></li> <li>▪ <i>Use of common language in the school</i></li> <li>▪ <i>We have a group of kids that are involved in our Physical Activity Council which has provided leadership opportunities for them. They have also been a great help to us! This year we have tried some new things which is great for the students.</i></li> <li>▪ <i>We were a very active school prior to ever active schools with a very strong focus on healthy living.</i></li> </ul>

## 2.8 School Policy Changes

Thirty nine percent of respondents (n=28) reported that their school had made policy changes as a result of participating in the Ever Active Schools program (see Table 13). Descriptions of the types of policy changes made are presented in Table 14. Reasons for not making policy changes are presented in Table 15.

**Table 13. School Policy Changes**

Has your school made policy changes as a result of participating in the Ever Active Schools program?	Number	Percent
No	36	50%
Yes	28	39%
Not Stated/ Other	8	11%
	<b>72</b>	<b>100%</b>

**Table 14. Description of School Policy Changes**

Category	Participant Comments
<b>Daily physical education</b>	<ul style="list-style-type: none"> <li>▪ <i>Do our best to enforce DPA by trying to have DPE</i></li> <li>▪ <i>55 min. of daily PE</i></li> <li>▪ <i>30 minutes PE/ day for ALL students, no exceptions.</i></li> <li>▪ <i>Daily gym time for every student</i></li> <li>▪ <i>Daily physical education</i></li> <li>▪ <i>Daily physical education well before we had to.</i></li> <li>▪ <i>DPA implementation of Physical Education classes on a daily basis. We have exceeded the expectation of 30 minutes per day. Our units have expanded and become more diverse as our spaces for activity have changed. Our game plan and goals that we established have provided direction for positive change in both Health and PA within our school community, in</i></li> </ul>

Category	Participant Comments
	<p><i>both social and physical contexts/environments. I have done lots of digging to find ideas and research on policy change with nutrition as our district is really promoting it. Some concrete examples in existence would be helpful. I am thinking that some Alberta schools may have policy in place that I would like to review.</i></p> <ul style="list-style-type: none"> <li>▪ <i>EA has helped us institute daily activity. Each class receives 40 minutes of daily PE. As well we developed a better intramurals program with the help of EA. Our school has generally become a more active and health aware school because of EA.</i></li> <li>▪ <i>Mandatory DPE</i></li> <li>▪ <i>In 2000 we made a commitment towards daily Physical Education-the Alberta Learning crew caught up to us a few years later. Classroom teachers are active with their own students as well as a Phys. Ed specialist.</i></li> </ul>
<p><b>More opportunities for physical activity</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Fitness center developed with fitness program for students though our CSCS</i></li> <li>▪ <i>Intramural/multi-grade leadership in the gym -more student leadership in all areas of our school -more opportunities for the students in after-school activities</i></li> <li>▪ <i>It has helped to maintain and given strength to our QDPE program. Our large group health classes have emerged as a result. Our school has a much more rounded approach to the health and activity of our school.</i></li> <li>▪ <i>More minutes a week devoted to physical activity/education.</i></li> <li>▪ <i>Students are all able to access the fitness centre.</i></li> <li>▪ <i>We have instituted a monthly physical activity for the whole school</i></li> <li>▪ <i>We implemented a Mileage club to promote activity at recess breaks. We also hosted a Health Fair with our public health nurses and invited parents to participate.</i></li> <li>▪ <i>We incorporated CBA's (Caught Being Active Coupons) in our school where when a student is active and is seen playing fairly, cooperatively and continuously during recess that he/she might be awarded a CBA and their name would go into a draw for the end of the month prize of an active piece of equipment of their choice.</i></li> <li>▪ <i>School wide physical activities.</i></li> <li>▪ <i>Staff events involve activity as well including ever active PD. We are very lucky to have a very supportive administration and staff for the Ever Active Programs we run.</i></li> <li>▪ <i>Physical activity focus written into our school 5 year plan. PD is now offered to staff about health issues. Teachers committed to increasing activity time.</i></li> </ul>
<p><b>Access to healthy food choices/nutrition policies</b></p>	<ul style="list-style-type: none"> <li>▪ <i>No "liquid candy" (pop, sports drinks, sugary beverages) in our drink machines; they are stocked with water and 100% fruit juice only.</i></li> <li>▪ <i>Healthy alternatives in our concession and with our hot lunches</i></li> <li>▪ <i>Use rewards other than candy/junk food</i></li> <li>▪ <i>Birthday treats must be healthy choices.</i></li> <li>▪ <i>Junk-free canteen</i></li> <li>▪ <i>Healthier food choices.</i></li> <li>▪ <i>Healthy Choices in canteen</i></li> <li>▪ <i>Improvements and drastic changes to our nutrition policy.</i></li> <li>▪ <i>Incorporated into philosophy regarding foods offered for sale, activities, etc</i></li> <li>▪ <i>Looking at healthier choices in the future. We are looking at changing our lunch program.</i></li> <li>▪ <i>No longer sell anything but 100% juice in our machines. Milk is the other choice.</i></li> <li>▪ <i>Nutrition - concession no longer sells potato chips, pop, chocolate bars and teachers are encouraged not to use unhealthy snacks as rewards in their classrooms.</i></li> <li>▪ <i>Looking at hot lunch program and healthy eating.</i></li> <li>▪ <i>School store generally serves healthy foods.</i></li> <li>▪ <i>The cafeteria has changed to a healthier menu with rare days for treats like fries. Health and wellness is promoted as a cornerstone to being a good student and it is promoted by administration.</i></li> <li>▪ <i>We are in the process of creating nutrition polices.</i></li> <li>▪ <i>We broadened our approach to include healthy eating as well.</i></li> <li>▪ <i>We changed our drink machine to only 100% juices or water. We cut back on the sweet treats offered during hot lunches.</i></li> <li>▪ <i>We did take pop out of our machines and put healthier snacks into the machines as well. However, there is still work to do with our canteen.</i></li> <li>▪ <i>No junk food policy in all school events.</i></li> </ul>
<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>▪ <i>No homework policy on Wednesdays to allow families to be active in the evenings.</i></li> <li>▪ <i>Money put aside in the budget to assist in active living projects.</i></li> <li>▪ <i>An "Ever Active" Message is included in each newsletter.</i></li> <li>▪ <i>We are also a Comprehensive Health School due to promoting active living.</i></li> </ul>

**Table 15. Reasons for Lack of Policy Change**

Category	Participant Comments
<p><b>Did not require policy change/ changes are part of a larger process</b></p>	<ul style="list-style-type: none"> <li>▪ <i>We already were a "Comprehensive Health" School which helped implement positive changes and influences with healthy choices. I think seeing more teachers following through with consistent DPA is a change!</i></li> <li>▪ <i>We have always valued physical activity highly and I don't think that ever-active schools has changed this way of thinking, it has just reinforced it.</i></li> <li>▪ <i>We have been a "daily P.E." school for a number of years and have always considered ourselves "ever active" -we have appreciated the Ever Active Schools Program and have found it beneficial -we have found no need for any policy change</i></li> <li>▪ <i>we have carried on as before but with a better focus</i></li> <li>▪ <i>We have supportive admin, well qualified teachers and opportunity to promote our PE program with new, interesting and/or current programming. Policy is not required to enhance PE programming.</i></li> <li>▪ <i>Our school administration and council have been supportive of phys. ed.</i></li> <li>▪ <i>the policy changes were not a result of participating, rather participating was a result of policy changes</i></li> <li>▪ <i>No-we really did not require policy change.</i></li> <li>▪ <i>no we were very active to begin with and the little things that we are doing we were able to do with no problem</i></li> <li>▪ <i>As I stated previously, we were doing most of this prior to Ever Active School.</i></li> <li>▪ <i>We have been running a successful Daily P.E. program for the past 7 years.</i></li> <li>▪ <i>We have made changes but I wouldn't consider them "policy changes".</i></li> <li>▪ <i>We have never felt we needed a written formal document.</i></li> <li>▪ <i>We looked at aspects that could be improved and added ideas, but did not change any specific policies.</i></li> <li>▪ <i>We made changes, just not policy changes</i></li> <li>▪ <i>This is generally an attitude change rather than a policy.</i></li> <li>▪ <i>Policy changes occurred as part of overall school wide evaluation of what is currently being offered. Ever Active is just one part of this process so changes did occur but part of larger philosophy.</i></li> <li>▪ <i>While I believe that EAS had a part to play in changes to our school phys. ed. program, our mindset, and how we incorporate daily physical activity I can't really say that it has made policy changes. I believe a combination of programs (EAS, AISI, Healthy Hearts, CAPHERD) over the past years allowed us to make some positive changes at our school in terms of being ever active. However, now that I have become an administrator I find I have less time to put into this area and perhaps now that we have gone through our big push I am finding it difficult to keep up excitement for it. Perhaps it is time to change up some people to bring in a new energy, also before AISI allowed us time to have a lead teacher, that is no longer available now and with low enrolment we are not able to specialize in PE as much as we would like. Whether we like it or not time and money affect policy! On a more positive note we are doing things at our school that have become routine as far as being Ever Active. Being a relatively active school prior to joining EAS our school environment was one that already promoted physical activity, EAS helped us to become more aware of what we are doing and challenges us to keep improving.</i></li> </ul>
<p><b>Challenges getting buy-in from the school community (e.g., other teachers, administration)</b></p>	<ul style="list-style-type: none"> <li>▪ <i>I have changed in my own classroom but I don't think the rest of the school has responded as well. We did do a running club for one year but that fizzled quickly. I don't know how to get them involved more.</i></li> <li>▪ <i>We are both very frustrated at this point with our admin as we have pushed for P.E 5 days a week and to no avail. We also have 2 P.E specialists in house and we only teach the div 1 P.E...these changes could be made with some creative scheduling but admin has got to be onside.</i></li> <li>▪ <i>Education of non-Physical Education specialists (classroom teachers) to be role models and be involved in promoting an active lifestyle.</i></li> <li>▪ <i>Teachers outside of P.E. need to be educated on the benefits of physical activity in their lives. They also need to be given different ideas of easy fun activities to run in the classrooms for DPA. Right now DPA is seen as more of a joke.</i></li> <li>▪ <i>Yes, for some reason we seem to hit a barrier when it comes to wanting healthy food in the canteen.</i></li> </ul>
<p><b>Space and time limitations</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Space and equipment limitations</i></li> <li>▪ <i>Challenges = time</i></li> </ul>

## 2.9 Changes in the School Environment

Almost all respondents reported changes in their school environments: 68% (n=49) reported “yes” and 31% (n=22) reported “somewhat” in response to the question: “Has your school environment become more supportive of physical activity and/or other health behaviours?”

Respondents were further asked to identify specific areas where changes had occurred. Response options included new equipment, new programming, better links to community support, and new policies. The most common changes included **new equipment** and **new programming** (see Table 16). Additional comments regarding changes in the school environment are presented in Table 17.

**Table 16. Changes in the School Environment**

Category	Number	Percent
New equipment	60	83%
New programming	42	58%
Better links to community support	31	43%
New policies	14	19%

**Table 17. Additional Comments Re: Changes in the School Environment**

Category	Participant Comments
New equipment	<ul style="list-style-type: none"> <li>▪ <i>We have been purchasing new equipment to support an active focus.</i></li> <li>▪ <i>We were already doing so many things, but we were able to access some additional equipment.</i></li> <li>▪ <i>Because of the activity focus I find it easier and to justify equipment purchases and activity days.</i></li> <li>▪ <i>CBA Coupons, EAS equipment</i></li> <li>▪ <i>A budget devoted just to school wellness - can purchase classroom equipment for recess use.</i></li> <li>▪ <i>Our Principal and Parent Council support and provide funds for equipment new and exciting to help keep the students active.</i></li> <li>▪ <i>Each classroom has new playground equipment (supplied by our Parent Council).</i></li> <li>▪ <i>Expansion of activities in Phys. ed program and equipment to support these.</i></li> <li>▪ <i>We purchased some new equipment.</i></li> <li>▪ <i>I have purchased new Track and Field equipment and will be starting that new unit in June.</i></li> <li>▪ <i>I was able to implement more activities into my programming and was able to purchase equipment for its immediate usage.</i></li> <li>▪ <i>Money for purchase of Phys. Ed. and recess equipment was given to the school by our Parent Council group.</i></li> <li>▪ <i>More equipment ordered to provide a better physical education program.</i></li> <li>▪ <i>Promotion of cardiovascular fitness; more equipment so every student has a piece or depending on the activity, at least one piece shared between two students</i></li> <li>▪ <i>School council provided \$\$ to purchase equipment to be used to support DPA and recess time</i></li> <li>▪ <i>Through conferences and online resources I have found ideas to improve my program and to help buy equipment.</i></li> <li>▪ <i>Through EAS finding resources has helped in choosing new equipment and with budgets it has helped to DPA approved equipment.</i></li> <li>▪ <i>We added new equipment to loan pool for classroom use (2 class sets of mini sticks for hockey/speed stacks) and started flag football teams at junior high level (no cuts)</i></li> <li>▪ <i>We are a much more "health" conscious school -we have joined forces with East Central Health and have bought some equipment and have begun planning for changes to next year that will have a positive effect on our school and community</i></li> <li>▪ <i>We have a healthy phys ed budget that allows us to buy new equipment so we can expose our students to new activities</i></li> <li>▪ <i>Whereas before I always did the searching and buying new equipment, now other teachers</i></li> </ul>

Category	Participant Comments
	<p><i>and parents are looking for and suggesting new equipment and are taking the steps to buy it and send it to the school (e.g., snow racers from COSTCO). They picked up 40 of them for me and all I had to do was provide the funds- a great time saver for me. Another parent found gymnastic ribbons for our activity cart and picked them up for us. The kids LOVE them outside or inside.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Our goal this year was to improve the playground area for our middle/senior high students. We had two outdoor volleyball courts put in along with improving our ball diamond. More money was put into the physical education budget.</i></li> <li>▪ <i>We have enhanced our equipment to better support the needs of our Phys.ed program as we have had to make adaptations to various sizes of spaces as well as numbers of students participating.</i></li> <li>▪ <i>We continue to improve our Phys. Ed. equipment.</i></li> <li>▪ <i>We have made an effort to keep our equipment up to standards.</i></li> <li>▪ <i>From PD we have received ideas and bought new equipment. One thing that might be nice is for EA to post possible grants that can be accessed for equipment, etc.</i></li> <li>▪ <i>We have ordered DPA equipment and made kits. We were involved in the kids Changing Diabetes educational program and our grade five students received several cool items and awards for participating.</i></li> </ul>
<b>New programs/ activities</b>	<ul style="list-style-type: none"> <li>▪ <i>After school programs</i></li> <li>▪ <i>New Programming - this year we incorporated a student or teacher-led "activity" into all our assemblies with everyone participating.</i></li> <li>▪ <i>New programming with intramurals being offered during lunch hours.</i></li> <li>▪ <i>Running / Track club</i></li> <li>▪ <i>We have improved what we do with kids (DPA, etc) and intramural programs.</i></li> <li>▪ <i>We worked on more school-wide ways to keep fit and have fun. We had a fit-a-thon as a fundraiser and we held a week-long Active Living Week. We are having a "Great Race" pep rally on the last day of school and we have brought awareness and healthy choices to the fore-front with student-led workshops by our Spirit Team.</i></li> <li>▪ <i>Health classes are well coordinated and meaningful to our students. They are scheduled times sometimes coed - sometimes gender specific depending on topic.</i></li> <li>▪ <i>I changed our Active Living Bingo cards this year for Grade 4 - 6.</i></li> <li>▪ <i>We have started working with our community health facilitator to develop a comprehensive school health plan. New programs as per what we set out as our goals for this year.</i></li> <li>▪ <i>We are always adding new activities from EA resources.</i></li> </ul>
<b>Daily physical activity/ daily physical education</b>	<ul style="list-style-type: none"> <li>▪ <i>Daily phys-ed</i></li> <li>▪ <i>DPA has been scheduled for some classes (I would like to see it across the board!), where I take classes out for DPA.</i></li> <li>▪ <i>DPE</i></li> <li>▪ <i>Students from K - 9 receive daily physical activity classes.</i></li> <li>▪ <i>We are continuing with daily P.E., daily health, sports club, intramurals, leadership groups.</i></li> </ul>
<b>Better use of community facilities/ resources</b>	<ul style="list-style-type: none"> <li>▪ <i>We partner with our Health authority, with FCSS, etc.</i></li> <li>▪ <i>Utilizing community facilities as much as possible</i></li> <li>▪ <i>We take advantage of the local arena for skating in the winter. We access the nearby pool for swimming lessons in the fall.</i></li> <li>▪ <i>We have accessed community resources much better this year.</i></li> <li>▪ <i>We have also made an effort to invite outside experts in certain activities to our school, as well as visit them in their places of business.</i></li> <li>▪ <i>Our grade five and six students are also taking part in an activity day at a community facility to dance, wall climb, do yoga and water fitness. Our school also participated in several Provincial, National and charity challenges this year.</i></li> </ul>
<b>School culture/ support/ buy-in</b>	<ul style="list-style-type: none"> <li>▪ <i>Broadened our approach to include health</i></li> <li>▪ <i>Healthy attitude toward physical activity</i></li> <li>▪ <i>More staff and students partaking in intramurals. More students drinking water and taking water to classes. More students eating healthier food in the cafeteria.</i></li> <li>▪ <i>Our staff and students are much more open to change that encourages healthy, active lifestyles as they are being made aware of and educated on their choices. We also try to promote programs in the community by utilizing the facilities to expose students to what is available to them in our smaller center.</i></li> <li>▪ <i>Teachers have always been supportive because of our daily quality PE program.</i></li> <li>▪ <i>The new PE curriculum, supported by DPA and EAS program has been a good fit for our school.</i></li> </ul>

Category	Participant Comments
	<ul style="list-style-type: none"> <li>▪ <i>Using our Health and Wellness time is allowing opportunities to promote these philosophies</i></li> <li>▪ <i>We are conscientious of displaying student photos, posters and other educational pieces in which create meaningful visuals to support our goals of promotion in the area of active living and nutrition.</i></li> <li>▪ <i>We have always been very supportive of physical activity</i></li> <li>▪ <i>Year after year it gets better</i></li> <li>▪ <i>A focus on high quality DPE and on physical activity and wellness has become a part of the school culture. Parents, students and staff know this and expect it.</i></li> <li>▪ <i>Our school environment is very supportive of physical activity and healthy behaviours. Our parent council supports many of our initiatives both in time (volunteer) and in finances. The ped program is looked upon as a real strength and integral part of our school. (the heart and soul of our school)</i></li> <li>▪ <i>PE has become a priority and is extremely well supported by Administration.</i></li> <li>▪ <i>Physical activity is looked on in a positive manner by staff and students and a variety of activities are included in physical education classes and during free time as well.</i></li> <li>▪ <i>Staff are supportive</i></li> <li>▪ <i>Staff buy in is improving</i></li> <li>▪ <i>We have made minor adjustments to policy and procedures but not huge changes, we are always striving to improve.</i></li> </ul>
<b>Nutrition-related changes</b>	<ul style="list-style-type: none"> <li>▪ <i>Concession has healthy choices and so does our drink machines.</i></li> <li>▪ <i>We also have a policy that hot lunches will provide healthy choices for students.</i></li> <li>▪ <i>We have started a healthy choices movement and policy for our school concession and hot lunch programs.</i></li> </ul>

Respondents were further asked to rate the degree of change in their school environment on a scale of 0 (“very little change”) to 10 (“a great deal of change”). As illustrated in Figure 3, average ratings ranged from 7.1 (for reported changes in the category of mental health) to 8.3 (changes in physical activity).

**Figure 3. Degree of Change in the School Environment**

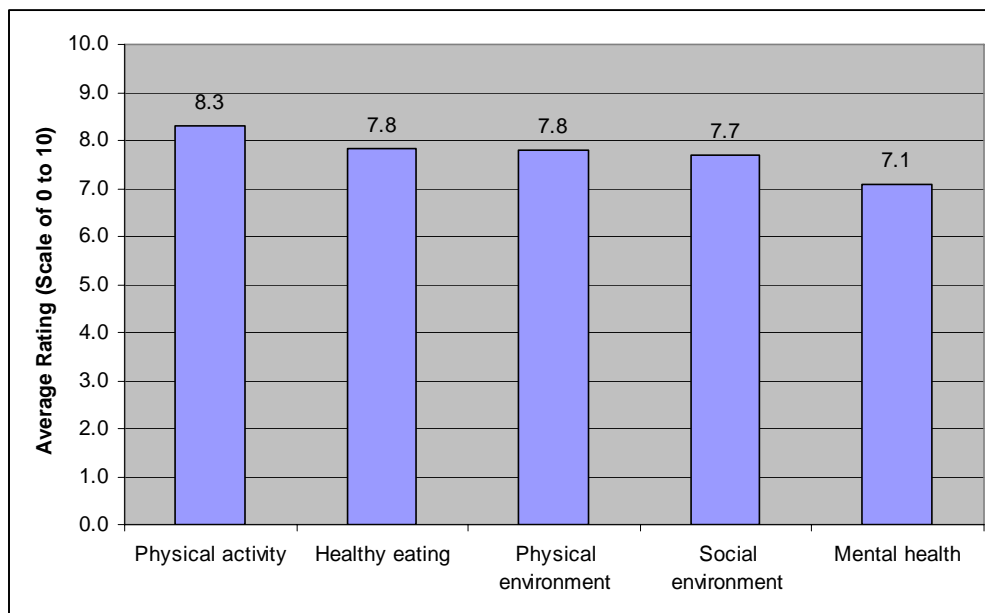


Table 18. Additional Comments Re: Degree of Change in School Environment

Category	Participant Comments
<b>Had already made changes and/or were already strong from the beginning</b>	<ul style="list-style-type: none"> <li>▪ <i>About three years ago is when we implemented a healthy school eating program - with the concession following suit as well as classroom treats. I feel we are doing a great job in all the above categories and we have been doing it for sometime.</i></li> <li>▪ <i>Not sure if we have CHANGES....we have had this program for several years. The changes in our social environment may be as a result of a character education we are involved with, not necessarily EAS.</i></li> <li>▪ <i>Our school only opened last year. All of our categories were very strong from the start.</i></li> <li>▪ <i>Since we've been an Ever Active school since it started we don't see a lot of change BUT that is not a bad thing since in order to maintain doing the good things we do, the participation in Ever Active is essential</i></li> <li>▪ <i>Our physical activity programs I feel were very strong already. We have the best equipped gym area around. We also have very strong support in our councilors.</i></li> <li>▪ <i>We found the most changes occurred in the first year as an Ever Active School, since then it has been more of a refining process as opposed to big changes.</i></li> </ul>
<b>Still need more work/changes/support</b>	<ul style="list-style-type: none"> <li>▪ <i>Although we have come a great distance we still need to see more students and staff undertaking healthy behavior and modeling such on an ongoing basis.</i></li> <li>▪ <i>I need to re-evaluate and change the programming for Grade 4 - 6. Wanted to do more "Nutrition" information; but that didn't happen either.</i></li> <li>▪ <i>We are doing quite well with the physical environment and physical activity but do need to work on the rest. With not having consistent administration, this has put a heavy load on the teachers and morale was at an all time low this year. Because of this many problems have arisen at the school. We are looking forward to next year when we will have another new principal.</i></li> <li>▪ <i>We still need to get candy treats out of the classroom. We still need to get all teachers outside with their kids more.</i></li> <li>▪ <i>I'll have to keep trying to get more support.</i></li> </ul>
<b>Nutrition-related changes</b>	<ul style="list-style-type: none"> <li>▪ <i>Our biggest focus and success for this year was with healthy eating. Staff, students, and parents have been forewarned of what changes will take place and educated as to why they will take place and the benefits of the changes. This has made everyone much more accepting and far less resistant of change.</i></li> <li>▪ <i>The areas that we were doing some focus on were eating at lunch, we were able to change suppliers and get rid of our pop and junk food machines</i></li> <li>▪ <i>Vending machines and hot dog lunch programs affect healthy eating</i></li> <li>▪ <i>We have made tremendous gains with nutrition education and substance abuse education this past year. I highly recommend that EAS take a look at the model used for the Wellness AISI projects used in the ECSd. What is valuable about the AISI projects is the narrowing process of goals and the design on one or two smart goals per year that are aligned with strategies and outcomes. I can email you my plan if you like so that you can see the format.</i></li> </ul>
<b>Progress made in all areas</b>	<ul style="list-style-type: none"> <li>▪ <i>All aspects improved with the addition of more activity.</i></li> <li>▪ <i>Good progress in all areas.</i></li> <li>▪ <i>School improvement is always a goal for us and we are truly developing a "healthy/active/WELL ROUNDED student population -getting more out into the community is now a goal for us</i></li> <li>▪ <i>For the Social Environment we focus on one good character trait a month and students are rewarded for displaying that character at an assembly. We will be having a Summer Smoothie Day, we cut back on sweet treats during hot lunch and we changed drink machine to 100% fruit and water only. We encourage parents to bring in only healthy snacks for class parties. We are able to get all 400 students in the gym once a day for P.E. We have a morning work out and take part in the Terry Fox Run.</i></li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ <i>Promoting cooperation as a basis for social skills</i></li> <li>▪ <i>The positive attitudes filter down through the school - for sure more promoting could be done by the committee.</i></li> <li>▪ <i>Understanding of curriculum and PLC time to communicate has created the most change.</i></li> <li>▪ <i>We all speak the same language and have the same attitude toward healthy choices.</i></li> <li>▪ <i>We are doing daily phys-ed and have been pushing healthy eating through changes in what is sold at the school - nutrition week, displays, newsletter articles, etc.</i></li> <li>▪ <i>We are working on staff wellness now too because we found most of our programs were more geared to the students and families.</i></li> </ul>

## 2.10 Contributors to Becoming a Healthy Active School

As illustrated in Table 19, the majority of respondents (97%) reported that the Ever Active Schools program had contributed “somewhat” or “a great deal” to becoming a healthy active school community. The majority of respondents (81%) also reported that provincial school policy (specifically daily physical activity) had contributed “somewhat” or “a great deal” to becoming a healthy active school community.

**Table 19. Contributors to Becoming a Healthy Active School**

Category	Did not contribute	Contributed somewhat	Contributed a great deal	Not stated	Total
Provincial school policy (e.g., daily physical activity)	17% (12)	39% (28)	42% (30)	3% (2)	100% (72)
The Ever Active Schools program	--	53% (38)	44% (32)	3% (2)	100% (72)
Other factors/initiatives*	10% (7)	22% (16)	24% (17)	44% (32)	100% (72)

\*See Table 20 for additional comments regarding “other factors/initiatives”.

**Table 20. Other Factors or Initiatives**

Category	Participant Comments
Supportive staff/ leadership/ administration/ parent council	<ul style="list-style-type: none"> <li>▪ We have teachers on staff that contribute by running a Square Dancing Club that involves community members and a teacher that teaches dance routines to students for Drama. We have a swimming program for all students.</li> <li>▪ Having an enthusiastic staff that buys in to the importance of health and PA. Having people who are leaders in this area who are not afraid to take initiative and create change despite potential barriers.</li> <li>▪ Staff that has expertise, training and willingness to promote and model wellness. Support at district level for student wellness initiatives.</li> <li>▪ We have had a Elementary PE specialist in our school now for 5 years which has completely changed our program for the better where students have more variety and are learning skill development as well as having fun!</li> <li>▪ Staff, administration and community support.</li> <li>▪ In a high school we are not partaking in DPA, but we have taken seriously the health and wellness of our school community. There are many factors that have helped us move forward, but the leadership of the PE Dept, the Administration and the support of some incredible kids has moved our agenda forward. We are fortunate to have such folks involved.</li> <li>▪ Parent council support.</li> <li>▪ Parent Council supports healthy living choices and run a hot lunch program that reflects this.</li> <li>▪ Total support of the School Superintendent and the hiring of a Physical Education consultant.</li> <li>▪ School board policy on healthy eating implemented several years ago.</li> </ul>
Were already a healthy active school	<ul style="list-style-type: none"> <li>▪ Being involved for so long means we just keep chugging along. Ever Active does give us new ideas to try.</li> <li>▪ We had daily PE already in place because we are a small school and have always felt daily PE to be very important.</li> </ul>
Other programs/ other comments	<ul style="list-style-type: none"> <li>▪ Daily P.E., Daily Health, Health Committee, Leadership Groups</li> <li>▪ School decided to implement daily physical education. We have a space that allows us to run four classes of P.E. at any given time. Changes to hot lunch program to support proper nutrition.</li> <li>▪ We added a number of extra clubs, leagues, and family nights to encourage physical activity everywhere and by everyone. Some of the activities were: - family dance nights - family in line skating nights - soccer league - badminton club - running club</li> <li>▪ Project Link is a program our division has created. It really helps the school achieve a healthy</li> </ul>

Category	Participant Comments
	<p><i>attitude.</i></p> <ul style="list-style-type: none"> <li>▪ <i>We follow programs/policies developed by RDPSD, CAHPERD and other agencies that support healthy active living for our students at school. The school administration and ped specialist select the ones that most benefit our students.</i></li> <li>▪ <i>We attended the ACHSC conference and that began our journey with East Central Health and access to their funding</i></li> <li>▪ <i>AISI Project in our district - Healthy Hearts, University of Alberta Cardiovascular Study - that our district continues to participate in. Various challenges/initiatives - Conga, Tag day, Guinness World Record walk, etc.</i></li> <li>▪ <i>School-wide Character Education program</i></li> <li>▪ <i>Involvement in the Comprehensive School Health program contributed a great deal and momentum has continued</i></li> <li>▪ <i>Our local health authority has been great about coming out to the school and providing information to staff, students and parents and working with us to promote healthy living.</i></li> <li>▪ <i>HPEC and Schools Come Alive are also great support systems. They are the "GO TO" people when you need help or advice.</i></li> <li>▪ <i>Grade 1 - 3 seem to always participate in whatever I give them. Grade 4 - 6 are a challenge.</i></li> <li>▪ <i>GO2</i></li> <li>▪ <i>We became a healthy active school because of the Ever Active opportunity. We realize that a student, without adequate nutrition and physical activity habits, is destined to a poor quality of life, regardless of how successful they may be or appear to be in other areas.</i></li> <li>▪ <i>Policy allowed for DPE which would have never been implemented. Being Ever Active allows the resources and support to regularly be active.</i></li> </ul>

## 2.11 Achieving the 4Es: Education, Everywhere, Everyone, Environment

Respondents were asked to rate their school’s progress on the 4Es (education, everywhere, everyone, environment) on a scale of 0 (“no progress”) to 10 (“significant progress”). As illustrated in Figure 4, average ratings ranged from 7.7 (everywhere) to 8.7 (everyone).

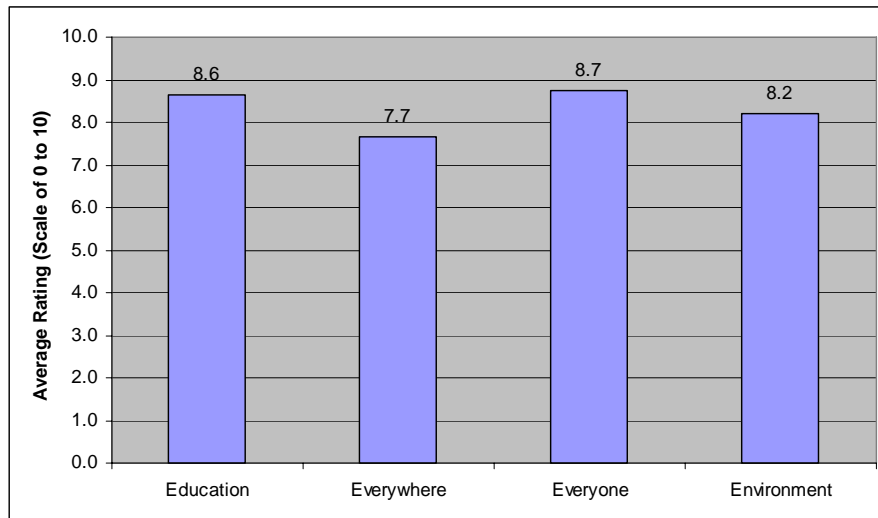
The following descriptions of the 4Es were provided for reference:

**Education:** Providing innovative and supporting opportunities for students to make healthy choices and achieve the outcomes of the health and physical education programs that will lead to an active, healthy lifestyle (e.g., offering quality physical education with a wide variety of inclusive activities).

**Everywhere:** Encouraging and supporting active living initiatives in the community and opportunities for increased cooperation between school, home, and community (e.g., offering a "gym night" for the parents to participate with students and teachers in low organizational games).

**Everyone:** Providing opportunities to increase activity and involvement for all students, including those identified as inactive and at-risk (e.g., programs which include physically awkward students in an intramural program).

**Environment:** Developing physical and social environments, which support active living and healthy eating (e.g., developing an alternative play environment, adopting a nutrition policy for the school to eliminate unhealthy food choices in the vending machines).

**Figure 4. Achieving the 4Es: Education, Everywhere, Everyone, Environment**

Respondents were asked to indicate which of the 4Es had been the focus of their 2006/07 game plan. The majority of respondents reported a focus on “Education” (63%, n=45) and “Everyone” (63%, n=45). Fewer respondents reported a focus on “Environment” (35%, n=25) and “Everywhere” (29%, n=21).

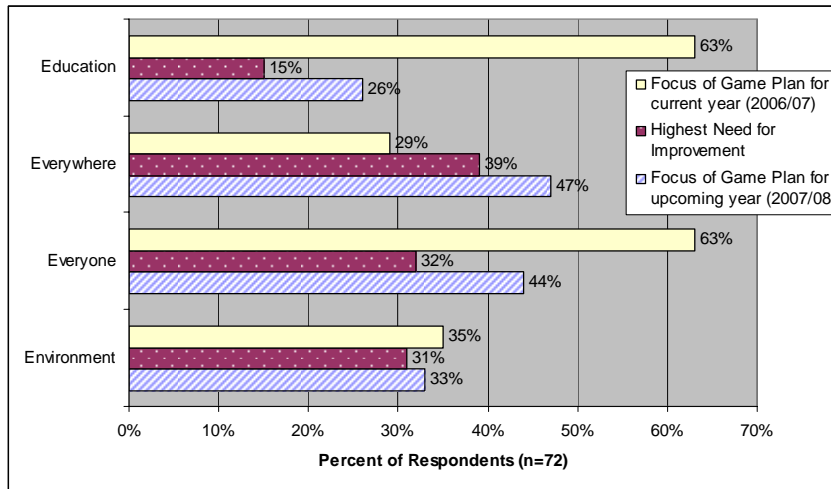
Respondents were also asked to indicate which of the 4Es had the highest need for improvement at their school. Thirty-nine percent of respondents (n=28) reported that “Everywhere” represented the highest need for improvement, followed by “Everyone” (32%, n=23), “Environment” (31%, n=22), and “Education” (15%, n=11).

Finally, respondents were asked to indicate which “E” would be their focus for the upcoming 2007/08 school year. The categories “Everywhere” and “Everyone” – the same categories also identified as needing the most improvement – were most frequently identified as the focus for the upcoming year.

A summary of responses regarding the 4Es is presented in Figure 5.

Respondents also identified a broad range of **goals** for the upcoming year (see Appendix B).

**Figure 5. Focus of Game Plans<sup>3</sup>**



## 2.12 Support Needed from Ever Active Schools

Respondents were asked to consider “how can Ever Active Schools support you most as you develop your healthy active school community” (see Table 21).

**Table 21. Support Needed from Ever Active Schools**

Category	Participant Comments
<p><b>“Continue to do what you’re already doing” (e.g., provide information, resources, suggestions and ideas; offer events and workshops such as Energizer Days and HASS; be available to answer questions; provide support and encouragement, etc.)</b></p>	<ul style="list-style-type: none"> <li>▪ Continue to be available to answer questions regarding the program</li> <li>▪ Continue to provide "best practice" type materials to assist in program planning - these tend to help move away from the traditional components of PE and develop well rounded programs.</li> <li>▪ Continue to provide creative ideas and opportunities for schools to stay active.</li> <li>▪ Continue with your Healthy Active School Symposiums and all of your great ideas.</li> <li>▪ Continue to be leader in the healthy active schools community.</li> <li>▪ Continue promoting activity publicly so communities are aware of it</li> <li>▪ Continue to send information to the school that we can use in our newsletters.</li> <li>▪ Continue providing information and updating EverActive binder as new ideas come forward.</li> <li>▪ Continue to disperse new initiatives, programs, and information to the schools.</li> <li>▪ Continue to provide information and resources.</li> <li>▪ Continue to provide resources and chances for us to get together and share ideas.</li> <li>▪ Continue to provide resources to achieve our school EAS goals</li> <li>▪ Continue to provide resources, web page, new ideas to be used.</li> <li>▪ Continue to provide the expertise in staffing and resources to keep us organized and aware of exciting initiatives and research that supports our programs.</li> <li>▪ Continue with e-mail information and bulletins</li> <li>▪ I think you are doing a great job with your e-mails and opportunities for PD and information that you send.</li> <li>▪ Keep being an outstanding base of support through ideas, contacts and resources to immediately implement safe and effective practices.</li> <li>▪ Keep doing what you are doing and keep adding resources to the website (ideas, activities).</li> <li>▪ Keep providing all the great resources, opportunities &amp; ideas!</li> <li>▪ Keep providing new resources, share ideas and answer our questions when we need.</li> <li>▪ Keep providing the awesome materials!</li> <li>▪ Keep sending us ideas to use in the school.</li> <li>▪ They can hopefully continue to provide resources and send out an updated list of materials</li> </ul>

<sup>3</sup> Note: it was possible to select more than one category; thus the total values do not sum to 100%.

Category	Participant Comments
	<p>for use.</p> <ul style="list-style-type: none"> <li>▪ Resources, Resources, resources</li> <li>▪ Keep sending me information on "outside" the school events that I may consider doing. I think I am burning out with ideas. Send me more pencils; t-shirts; bracelets; for my monthly active living draws; the kids really like these.</li> <li>▪ Suggestions and ideas</li> <li>▪ The HASS conferences and Energizer Days were wonderful! Your publications are helpful and timely. Please continue to offer these types of experiences and continue to provide us with current, useful and innovative information. Also, your personnel are friendly, helpful and knowledgeable. (We also truly appreciate the "free stuff"!!!!!!)</li> <li>▪ Continue to offer the Energizer Day and HASS.</li> <li>▪ Don't cancel Energizer Days.</li> <li>▪ More of what EAS has been doing. Energizers in rural areas. Do we have enough rural schools in my area so we don't have to always go to Edmonton for these days?</li> <li>▪ Continue to provide support.</li> <li>▪ Continue to act a resource base</li> <li>▪ Continue to be a strong voice for healthy active school communities within the media and government circles.</li> <li>▪ Already been very supportive.</li> <li>▪ Continue doing what you're doing...providing the resources, encouragement and challenges for us to keep moving forward.</li> <li>▪ Keep doing what you are doing.</li> </ul>
<p><b>School visit / jointly planned events</b></p>	<ul style="list-style-type: none"> <li>▪ A visit to highlight EverActive would be nice. To co-operatively plan a gym night or a nutrition event would be fun.</li> <li>▪ A visit/ pep rally</li> <li>▪ Come in and visit!! Continue to provide new, fun, innovative ideas and resources.</li> <li>▪ The person taking over the P.E. Program here at [this school] would benefit and appreciate personal visits and opportunities to see what other people do and how they do it.</li> <li>▪ We hope to have Doug come out and work with our staff to develop some innovative team building activities we can do with our students.</li> </ul>
<p><b>More resources/ ideas/ suggestions</b></p>	<ul style="list-style-type: none"> <li>▪ What types of grants are available for extra equipment etc.?</li> <li>▪ I would like all my teachers to have a copy of the DPA resource book that Alberta Education distributed (only 1 copy for 30 teachers). I would like all teachers to get the winter active and summer active booklets (only 1 copy gets sent).</li> <li>▪ More "Promising Practices" sent early so that we can utilize some of these great ideas before the year-long plan is made.</li> <li>▪ Perhaps provide "tidbits" to add to our school newsletters re: Healthy choices (activity &amp; nutrition) -will let you know about other support we'll need when the need arises.</li> <li>▪ I like the newsletter. Add more activities for large groups since so many of us are dealing with that now.</li> <li>▪ Provide resources that will help implement the three goals.</li> <li>▪ Resources and continued ideas being sent our way.</li> <li>▪ Resources, ideas, PD, ideas more focused on larger high schools.</li> </ul>
<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>▪ Canada Food Guide information and teaching tools for reaching parents.</li> <li>▪ Education and encouragement through the web site, bulletin, emails</li> <li>▪ I think that counting on your support by means of resources and ideas is essential. We do feel that the project is there for us and any questions or requests that we have are met with enthusiasm and support. Opportunities to connect with other schools in Alberta are always helpful to prevent the continual reinventing of the wheel so to speak. A promising practice booklet on nutrition changes may be a neat resource. Also, have a look at the format for the AISI projects in our district as having a focus that is narrow that changes from year to year helps us to plan easier and see progress faster.</li> <li>▪ They have all the resources I need - now I have to take advantage of them.</li> <li>▪ I think it might be very beneficial to contact all administration to reiterate how important your program is to every school.</li> <li>▪ Do research on specific EAS' to provide us with evidence to support the importance of the program</li> <li>▪ Make a resource list of videos, guests that can be used to promote a healthy active lifestyle.</li> <li>▪ Please help the new representative at this school and others. Otherwise the program may stumble here.</li> <li>▪ Developing a sense of team.</li> </ul>

## 2.13 Additional Comments

In closing, respondents were asked to provide any other comments regarding the Ever Active Schools program (see Table 22).

**Table 22. Additional Comments**

Category	Participant Comments
<p><b>Positive feedback/ appreciation for the program</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Ever Active Schools has been a positive impact on our school and we look forward to continuing to focus on healthy active living.</i></li> <li>▪ <i>I really enjoy being a part of the Ever Active School program. I know it is a lot of work organizing information and getting it out there...but I really appreciate it. You are all doing a great job!!</i></li> <li>▪ <i>The Promising Practices book looks good.</i></li> <li>▪ <i>Awesome job!</i></li> <li>▪ <i>Doug is great!!!</i></li> <li>▪ <i>I think it is a great, and very valuable, program that will help Alberta create one of the best physical education programs in the country.</i></li> <li>▪ <i>I think this is an awesome program - I will continue to promote at my new school and hopefully "do it up right".</i></li> <li>▪ <i>It is awesome. It is great program run by great people.</i></li> <li>▪ <i>Thank you for all of your hard work! I enjoy this program very much and is very worthwhile to keep all schools focused.</i></li> <li>▪ <i>THANK YOU FOR ALL YOU DO...WE ARE MAKING A DIFFERENCE.</i></li> <li>▪ <i>Thank you for all you provide! You are great motivators to us all out here in the "trenches". Your support and spirit keeps us battling to change minds and habits of the staff who still don't understand how important daily activity and healthy habits are to student success! Keep up the great work!</i></li> <li>▪ <i>Thank you for all your hard work. Our school benefits greatly and I like that each year I have a focus and goals. It makes me a better teacher.</i></li> <li>▪ <i>Thank you for all your support and expertise that has been shared with us over these past few years. We appreciate our site being chosen for the tracker launch as well as your willingness to nominate us for the Healthy School Community award. Thanks for being there for us!</i></li> <li>▪ <i>Thank you for your leadership in the province!!!!!!</i></li> <li>▪ <i>Thanks for all of your hard work, Doug. You have done a great job and getting EAS to where it is today!</i></li> <li>▪ <i>Thanks for all your efforts to promote physical activity and an active, healthy lifestyle. Information that can readily be given to parents in a useable format would be helpful.</i></li> <li>▪ <i>Thanks for providing such great support!</i></li> <li>▪ <i>Thanks so much for all your support this year. We have used so much of your material to promote our focus!</i></li> <li>▪ <i>We are proud to be associated with the Ever Active Schools program, and it has become a large part of our school climate and identity!</i></li> <li>▪ <i>You people are great! (For all of the reasons stated in this survey.) Keep it up.</i></li> </ul>
<p><b>Other comments/ suggestions</b></p>	<ul style="list-style-type: none"> <li>▪ <i>A small schools/rural schools forum. Larger cities/centers have lots of community resources which we do not have access to. To generate new ideas applicable to us. With the leadership forum have it in an urban center with venues which rural schools do not have access to, OR a rural location to show how creative small/rural schools can be!</i></li> <li>▪ <i>Activity tracker good. Have it in years to come because it supports physical education curriculum. Easy to use and involves the community. Just allow us to go back if we need to.</i></li> <li>▪ <i>I never know when my membership is up. Is there a way to inform people or does it not matter.</i></li> <li>▪ <i>I think that it is a super program. I just wish that others on staff were enthused, and that I had more time to do a better job of getting people involved.</i></li> <li>▪ <i>Our biggest restraint is our lack of time and energy to use your resources to the fullest.</i></li> <li>▪ <i>We are trying the Activity Tracker and are receiving good feedback from the users. We hope that this tool will be available to us in years to come as it supports the "B" component of the Physical Education curriculum!</i></li> <li>▪ <i>We'd love to see Doug do some school tours and get to meet the students.</i></li> </ul>

## Appendix A

**Table 23. Number of Respondents by School**

ID	School Name	RESPONDENTS			TOTAL
		Teacher	Admin	Both /Other/ Not Stated	
1.	Agnes Davidson School	0	0	0	0
2.	Ascension Of Our Lord School	0	0	0	0
3.	Aspen Heights Elementary School	0	0	0	0
4.	Avalon	0	0	0	0
5.	Banff Community High School	1	0	0	1
6.	Beaverlodge Elementary School	1	1	0	2
7.	Bisset School	1	0	0	1
8.	Bowden (Grandview) School	0	0	0	0
9.	Broxton Park School	0	0	0	0
10.	Bruderheim Elementary/Junior High School	1	0	0	1
11.	Busby School	0	0	0	0
12.	C J Peacock School	0	0	0	0
13.	Caledonia Park School	0	0	0	0
14.	Cardinal Newman School	1	0	0	1
15.	Centennial School	0	0	0	0
16.	Charlie Killam School	1	1	0	2
17.	Delburne School	0	0	0	0
18.	Dorothy Dalgleish School	0	0	0	0
19.	Dr Karl A Clark Elementary	0	0	0	0
20.	Dr Morris Gibson School	1	0	0	1
21.	Earl Buxton	0	0	0	0
22.	Eastview Middle School	0	0	0	0
23.	Eckville Elementary School	0	0	0	0
24.	Ecole Beau Meadow School	1	0	0	1
25.	Ecole Bellevue School	1	0	0	1
26.	Ecole Providence School	0	0	0	0
27.	Ecole Secondaire Beaumont Composite High School	0	0	1	1
28.	Ecole St. Cecilia	2	0	0	2
29.	Ecole St. Martha School	0	0	0	0
30.	Ekota Elementary School	0	0	0	0
31.	Elk Point Elementary School	0	1	0	1
32.	Elmer Elson Elementary	1	0	0	1
33.	Elmer S Gish School	1	0	0	1
34.	Elmworth School	0	0	1	1
35.	Faith Lutheran School	0	0	0	0
36.	Father Doucet School	0	0	0	0
37.	Forestburg School	1	0	0	1
38.	Fort Saskatchewan Elementary	0	0	1	1
39.	Foundation for the Future Charter Academy- AMC	0	0	0	0
40.	Foundation for the Future Charter Academy- Dr. Norman	0	0	0	0
41.	Foundation for the Future Charter Academy- Renfrew	1	1	0	2
42.	Foundation for the Future Charter Academy- Southwood	1	0	0	1
43.	Foundation for the Future Charter Academy- St. Lawrence	1	0	0	1
44.	Fox Run School	0	0	0	0
45.	G H Dawe Community School	1	0	0	1
46.	Glendale Middle School	0	0	0	0
47.	Glengarry School	0	0	0	0
48.	Glenmary School	1	1	0	2
49.	Good Shepherd School	1	1	0	2
50.	Grandview School	0	0	0	0
51.	H.E. Bourgoin Middle School	1	1	0	2

ID	School Name	RESPONDENTS			TOTAL
		Teacher	Admin	Both /Other/ Not Stated	
52.	HJ Cody School	0	0	0	0
53.	Holden School	1	1	0	2
54.	Holy Cross Elementary/Junior High School	0	0	0	0
55.	Holy Family School (Grimshaw)	0	0	0	0
56.	Holy Family School (Red Deer)	1	0	0	1
57.	Holy Trinity	0	0	0	0
58.	Hunting Hills High School	1	1	0	2
59.	Innisfail Middle School	1	0	0	1
60.	Jack Stuart School	1	0	0	1
61.	John Costello Catholic School	0	0	0	0
62.	John Wilson Elementary School	0	0	0	0
63.	Lindsay Thurber Comprehensive High School	0	0	0	0
64.	Lochearn Elementary School	0	0	0	0
65.	Lorelei Elementary	0	0	0	0
66.	Lougheed School	0	0	0	0
67.	Monsignor Neville Anderson	1	0	0	1
68.	Mother Mary Greene	0	1	0	1
69.	Mother Teresa	0	0	0	0
70.	Mountview School	0	0	0	0
71.	Nellie McClung School	0	0	0	0
72.	New Sarepta Elementary School	0	0	1	1
73.	Olds Elementary School	1	0	0	1
74.	Oriole Park School	1	1	0	2
75.	Our Lady Queen of Peace	0	1	0	1
76.	Poplar Ridge School	0	0	0	0
77.	Prairie Waters Elementary School	0	0	0	0
78.	Queen Elizabeth High School	1	0	0	1
79.	R.I. Baker Middle School	0	0	0	0
80.	River Glen School	1	1	0	2
81.	Riverview Middle School	1	0	0	1
82.	Rolling Hills School	1	0	0	1
83.	Rosary Roman Catholic Separate School	1	0	0	1
84.	Ross Ford Elementary School	0	0	0	0
85.	Round Hill School	1	0	0	1
86.	Sacred Heart	1	0	0	1
87.	Savanna School	0	0	0	0
88.	Sifton Elementary/Junior High	0	0	0	0
89.	Sparling School	1	0	0	1
90.	Spruce View School	1	0	0	1
91.	St Alphonsus School	0	0	0	0
92.	St Leo Catholic	1	0	1	2
93.	St Paul Elementary Community School	0	0	0	0
94.	St. Brigid School	1	0	0	1
95.	St. Cecillia (Bilingual) Elementary School	0	0	0	0
96.	St. Joseph Elementary Junior High School	1	0	0	1
97.	St. Margaret	0	0	0	0
98.	St. Matthews Catholic School	0	0	0	0
99.	St. Peter	1	0	1	2
100.	St. Philip Elementary	1	1	0	2
101.	St. Stephens Catholic School	0	0	0	0
102.	St. Vincent	0	0	0	0
103.	Stanley Jones/Alice Jamieson Girls Academy	0	0	0	0
104.	Steele Heights	1	0	0	1
105.	Steffie Woima Elementary	0	0	0	0
106.	Strome School	0	0	0	0
107.	Sunalta Elementary School	1	1	0	2

ID	School Name	RESPONDENTS			TOTAL
		Teacher	Admin	Both /Other/ Not Stated	
108.	Suzuki Charter School	0	0	0	0
109.	Thorsby Elementary School	0	0	0	0
110.	Uncas Elementary School	0	1	0	1
111.	Vanier Community Catholic School	2	1	0	3
112.	Weinlos School	0	0	0	0
113.	Westlock Elementary School	0	0	0	0
114.	Westmount School	1	0	0	1
115.	Westpark Middle School	0	0	0	0
116.	Wild Rose Elementary School	1	0	0	1
117.	Woking School	0	0	0	0
--	Not stated	0	0	2	2
		<b>49</b>	<b>17</b>	<b>8</b>	<b>74</b>

## Appendix B

### Goal #1

- Continue with education and putting items into the Newsletter on healthy active lifestyle.
- To educate and involve everyone in DPA and other activity
- Increase the number of teachers being on board with DPA which will increase the amount of DPA delivered to students.
- Continue to involve students in innovative ways to focus on healthy choices.
- We are not ready to state our plans at this time. We are having planning meetings starting next week and into the last week of school.
- Intramural programming to improve and include all levels
- To involve more community members. More community members presenting in gym class and more parents involved in the gym program (volunteers, parents share a talent, family night) EVERYONE
- Focus on improving knowledge and practice in better nutrition habits
- To increase physical activity participation of St. Leo students, staff, and parents.
- More family activity opportunities
- We want to come up with a comprehensive assessment tool that each teacher can use, so as to keep the assessment in class consistent and meaningful.
- To develop a strong Intramural Program that all students have choice in and are happy to attend.
- To continue to provide opportunities for students to be physically active in various locations in the community, everyday.
- Increase the "Everywhere" component of Ever Active, by providing activities which include members of our school community.
- to continue to reach the students who are not very active in school or community activities
- Staying active all year, including the summer.
- Providing opportunities for all students to participate in intramurals. Improving our intramural program!
- Work to improve our lunch program, offering some healthy alternatives.
- Provide more intramural opportunities.
- Maintain and extend what we have accomplished this year.
- To continue to develop individualized fitness programming for students
- Daily physical education. Maximizing a 42 minute block to enhance active time - rethinking current practice to make sure that everyone is on the move.
- To help improve our students after school or community opportunities for physical activity
- Improve participation of those students not active in PE.
- Educate staff students and parents on a healthy life style
- Continue nutrition focus
- To re-structure the ACTIVE LIVING BINGO CARDS for Grades 4 -6
- Integrate the new Canada Food Guide and help students identify and make healthy food choices.
- Continue to provide opportunities for students to get involved with community (e.g., dance, Terry Fox, Jump Rope for Heart).
- To provide opportunities for students to get out into alternative environments to participate in lifelong activities.
- Developing a healthy nutrition plan for our school. For example talking about and making changes to hot lunch program, juice machines, having dieticians come in to present to classes, etc
- Maintain a healthy choices concession and hot lunch program.
- To promote healthier food and drink choices at the canteen.
- Increases school activity
- Continue to grow in terms of providing school wide activities and opportunities for students to be active.
- To start a Healthy Living club at the junior/senior level.
- Timetable to allow for DPA in the gym.
- Encouraging activity
- Try to build school and community partnerships by getting our students active outside.
- Increase "everywhere" component of Ever Active by providing activities which include members of our school community.
- Maintain daily quality physical education.
- Helping all teachers improve the DPA they offer.
- Revamp gr. 4-6 Active Living program
- To encourage more community involvement in promoting a "Healthy Community" within the school.
- Creating a second playground area for grades 4-6.
- Having all staff model healthy habits. No candy in classrooms. Teachers being active with their class.
- Having students active during unstructured times.

- Everyone---To provide diverse experiences that will lead to greater success for the girls at our school. Our ultimate goal is to encourage a lifelong love of physical activity with our female population.
- Continue to develop student leadership in areas of promoting physical activity and healthy lifestyle choices.
- Focus on more activity based after school hours. Starting the Activity Tracker was fantastic and provides for this avenue.
- Focus on healthy snacks and lunches - perhaps to look into the "reverse lunch".
- To offer a program without the use of the gym for the first one or two months of the school year.
- More activity during unstructured times & more activity based learning opportunities
- To improve the number of PE 20 Girls which take physical education at QEHS.
- I'm on my way to another school so you would have to ask this again next year. However, the school's focus is on reading and improving the scores on the PAT's.
- Expand on our goal (From 2006/07) on encouraging students to try new activities at school, home and community.
- To once again focus on the nutrition factor for what we are eating and how we are fueling our bodies. We have a nut free school and it is providing a heightened importance on food at our school.
- Continuing to provide a number of varied/grade-suitable activities for all students -"adding to"/supplementing our current program with "new" activities
- To sustain and enhance opportunities for physical activity to occur on a daily basis in a variety of spaces. New equipment, resources and ideas to help create variety within our long range unit plans to support student interest and motivation will be essential so that all students have a chance to experience success.
- Ensure all students are active for a min. of 30 min. per day.

## Goal #2:

- Set up the activity tracker sooner and hopefully get more children and parents involved. Continue daily phys. ed.
- To access and develop areas for everyone to access
- Find ways to support students being active not only at school but after and away from school.
- Continue to provide teachers professional development in meeting DPA objectives.
- Achieving a workable 3 year skill development program for the Junior High P.E. program for all activities
- Continue to find activities that can be used during large classes that keep the students active and safe. Focus more on health benefits of living a healthy lifestyle. EDUCATION
- Make sure students are more aware of community activities available to them. (affordable)
- To continue our Running Club and other sports clubs.
- Introduction of the Spark program into the physical education program
- We want to take part in PD so as to improve our teaching skills in areas and environments outside the gymnasium.
- To improve the environment outside at recess, so that the students have new basketball hoops that are at the appropriate height for elementary and that students have adequate equipment.
- To improve the food choices at the canteen.
- Each student will receive 1 scheduled block of Physical Education or physical activity each day.
- to continue to make equipment available during break times
- Healthy Eating.
- Ensuring that our PE and Active Living classes provide inclusive activities for all.
- Continue to look for ways to involve members of the community in our Ever Active School.
- Continue to increase the amount of equipment available for P.E. times.
- Work on positive playgrounds.
- To maintain Personal Health & Development (compliments PE 10 course) course to Grade 10 students in order to continue daily physical activity throughout the school year
- Continue to provide programming to include all students - again asking the question - Who is not in your gym? and building programs, intramurals and community opportunities for all of our students.
- To continue to provide a meaningful physical education program for all our students including our special needs students.
- Improve levels of encouragement and fellowship between students both in the gym and on the playground
- Spreading the news about healthy living
- DPA implementation
- To change the way the monthly active living prizes are distributed.
- Motivate and get the less active students involved in gym and extra curricular activities.
- Continue to educate parents on what is healthy eating and why!
- To provide students with 30 minutes of activity each day. (providing classroom teachers with the tools to provide DPA - and make them feel comfortable in doing so)
- Continue to develop a stronger Physical Activity Council involving the students more in decision making and in leadership opportunities.
- Ensure that we are completing one school wide PE activity at least one afternoon per month.

- To get the students and parents more involved in organizing activities for the school community.
- Additional school, district and provincial support.
- Continue to encourage and support Daily Physical Activity.
- To include more community members at events.
- Off campus activities increased.
- Encouraging healthy eating
- Keeping our PE classes inclusive to all students.
- Each student will receive one scheduled block of phys ed or physical activity each day.
- Continue to promote whole school and after school programs.
- Having students more active on the playground and in the school.
- Target more people if each classroom had a daily Active living incentive as well as continuing the Active living draws at the assemblies.
- To get the students more in control of making changes in the school and not a "few teachers" doing everything.
- Creating ways for all PE teachers to receive PD.
- Obtaining more resources for teachers and equipment for classroom sports baskets.
- Providing opportunities for staff to be active.
- Education/Everyone--Student Leadership--To develop the leadership capacity of our students and have them promote healthy active living within our school community.
- To find new people and ideas to bring to our EAS program.
- More nutrition based hot lunches at school.
- Promote community involvement, i.e., have outside companies in to implement new and exciting programs that could interest a range of students.
- Evaluation of students.
- Improve staff activity levels
- Improve our EA initiatives and focus on school wide benefits to health.
- Continue to promote student leadership by encouraging older students to become role models for younger students. (We started this year but want to have more students involved next year).
- We are overcrowded and want to create more and better places to be active, making more use of the outside areas as we are so short of space inside.
- Continuing to make use of community resources -making use of community resources (facilities/people)we are not currently using or are aware of
- Nutrition and substance abuse education will be continued to be focused on next year with a look at policy change and bringing in resources to enhance health education in general. We will capitalize on resource people in this area.
- Continue to work on healthy lunch programs.

### Goal #3:

- Begin and keep the running club going for next year, or a different club but a physical activity based club.
- To refine and continue to offer all inclusive DPA
- Continue to challenge students to be active and increase their well-being and physical conditioning by providing physical activities that students love to do!!!
- Continue to educate students on the benefits of healthy eating and hydrating.
- Getting the community further involved in healthy and active living at St. Joseph School
- My PLC focus is based on the Social Environment and I will continue with this. Fair Play - Sportsmanship - Inclusion - Respect
- Active involvement of all students in various activities at school
- To educate our children for healthier choices in their diet and the amount and variety of their physical activity.
- Adding to our environment through pictures of students being active, inspiring posters
- We want to get a concrete game plan together and put it into action.
- To hold another Positive Playgrounds day in the Spring of 2008.
- To try new ideas to stimulate play on the playground.
- Include a physical activity guide and/or Canada's food guide in student agendas as a supplemental resource to the Health and Physical Education curriculum.
- to continue to develop our assessment methods to truly reflect student practices
- Positive Body Image.
- To involve the entire school community in our goal of creating an "Ever Active School". i.e. 'fun nights', etc.
- Ensure that ALL students are continuously active throughout their Phys. Ed. time. (ex. reduced transition time, little of no time wasted standing in lines, etc.)
- To expand Personal Health and Development course as a complimentary subject to our Jr. High students. This is complimenting our DPA of PE and Active living courses.

- Staff to continue to model healthy active lifestyles - we have just started a staff walking program - students are interested in our pedometers and we are using our class sets more effectively to include our students in this initiative.
- To help our school prepare in the delivery of our large group health and physical education classes, to make quality and activity time are being maintained. We are combining this with the ASIS assessment program.
- Continue to encourage active healthy lifestyles for all students
- Promote school wide activities
- Growth in character education program tied with healthy living
- To incorporate after school "fun" activities to involve families and staff. More challenges.
- Work on incorporating new activities and more alternative environments.
- Try to have staff be supportive role models for students in nutrition and activity levels. Have more staff student interactions at intramural time.
- Continue to encourage and promote activities for all students including the at risk students. Work on developing the positive relationships with the at risk students to help them take risk, even small ones, in leading a healthy lifestyle.
- Continuing to push for P.E specialists in all grades so that we can develop a quality daily physical education program!!
- Education to both students and parents on the Canada Food Guide and how to implement that into healthy, litter-less lunches for the students.
- To promote a better atmosphere in the school. Students and staff promoting school spirit!
- Accessing outside involvement and support.
- To ensure that there is continuity throughout the school as next year we may be a school without a Physical Education specialist.
- To introduce new ideas to get people moving.
- DPA kits for the school.
- Positive Social interaction
- Ensure that we maintain the quality of both our phys ed and large group health programs.
- Include a physical activity guide and/or Canada's Food Guide in student agendas as a supplemental resource to the Health and Phys ed curriculum
- Continue to promote good health and fitness choices by our students.
- Better community/school links.
- To improve the "healthy choices" of food available in the school.
- Working towards a more effective junior high intramurals program. Using the HAS in Sept.
- To create a quick and easy way for teachers to access equipment and lessons for their kids to use daily without creating anxiety.
- Hot lunch choices.
- Everywhere--Community Involvement--To promote awareness and participation of healthy active living experiences within our greater school community.
- To get back to promoting physical activity and healthy lifestyle choices in our monthly school newsletter,
- More school based (all students) activities outside of PE Class
- Continue promoting whole school activities and special events - even though the fine arts is the main focus - to keep [our school] an EVER ACTIVE SCHOOL!
- Improving my teaching ability for teaching dance in the school.
- Better hot lunches
- To continue to promote [our school] as an Ever Active High School with diverse programming and activity opportunities that directly support positive healthy behaviours.
- Continue to work with our public/school nurses to promote healthy living in our school and community by hosting events and working together to educate the community.
- To make regular activity a personal goal for everyone including staff, students and family.
- -emphasizing the importance of "healthy eating" in our Physical Education, Health, and "Whole-School" programs
- A review of our intramural program will be in order to ensure we are focusing on the inactive population of students as well as the currently active. Also, sustaining our goal to make connections with the home and school to better education parents on health related issues and to inform those ways in which they can support our goals in the home environment. Continued volunteerism at school will also be essential for the management of our Health Hut program.
- Continue to provide quality programming that includes the entire school environment.