



PromeSS II: Health Promotion Programming in Québec Schools

INSTRUCTIONS

- Please sign and return the consent form
- Unless there is a time reference indicated in the question, we are asking you to think about your school right now (at this point in time).
- Please note that we will send a cheque for 100\$ to your school to cover expenses related to participation in PromeSS once we receive your mailed completed questionnaire

GLOSSARY

1. **Health promotion programming** aims to enable students to make enlightened choices affecting their health and well-being by providing age-appropriate health knowledge and experiences and helping students to develop health-related skills and to build self-esteem and emotional literacy.
2. **Health-promoting intervention (HPIs)** refers to an activity, program, or special event aimed at students and/or teachers, that is: (i) not part of the Ministry-mandated curriculum, (ii) within the school timetable such that participation is expected at the group, class, grade, or school-level, and (iii) often approved by the Governing Board (optional). Health-promoting interventions can address smoking, healthy eating, physical activity, injury prevention, oral health, sex education, mental health, or bullying, cyber bullying and exclusion, among others.
3. **School Educational Project** refers to a document describing the school context and the school objectives, which is reviewed every five years.
4. **School Success Plan** refers to a written plan of concrete actions that allow for a school to meet the objectives outlined in the School Educational Project.
5. **Equity, Diversity, and Inclusion (EDI)** is a term used to describe principles, policies and programs that promote the representation and participation of different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, sex/genders, religions, cultures, and sexual orientations.
6. Health-promoting **Special event** usually refers to a one-time event that takes place during the school timetable and involves all students in a class, grade or school-wide. The event could include parents and other members of the community and its primary focus could be smoking, healthy eating, physical activity, injury prevention, oral health, sex education, healthy human development, mental health, or intimidation and aggressive behavior.
7. **Extracurricular activity** refers to an activity that contributes to school life (and can also contribute to student health or well-being), provides students with opportunities outside classroom/class hours, in which participation is voluntary and can be associated with an extra cost that is funded by the schoolboard or by parents (e.g., school clubs, sports teams, physical activities, cultural activities, community activities).
8. **Pedagogical activities** refer primarily to teaching (lectures, seminars, practical lessons, tutorials) as well as to other related educational activities with students.
9. **Learning and evaluation situation** refers to the process of developing and evaluating a competency. It includes the targeted subject-specific competency and cross-curricular competencies, a series of Learning Activities and one or more complex tasks or a new situation which requires the students to apply the knowledge, skills or strategies acquired during Learning Activities.
10. **Implementation** (of a health-promoting intervention) refers to the process by which a health-promoting intervention is put in place and delivered to students in the school.
11. **Animators** are individuals tasked with delivering a health-promoting intervention (e.g., teachers, specialists, community organization members, or a combination thereof).
12. (Health-promoting) **School policy or policies** refers to management practices, decision-making processes, rules, procedures and policies at all levels that promote health and wellbeing, and shape a respectful, welcoming and caring school environment.
13. **Evaluation** of an intervention involves a systematic method for collecting, analyzing, and using data to answer questions about the effectiveness and efficiency of projects, policies, and programs.
14. **At-risk** refers to students at the preschool, primary and secondary levels who present certain vulnerability factors that may affect their learning or behavior, and who may therefore be at risk, especially of falling behind either academically or socially, unless there is timely intervention.
15. **Students with Handicaps, Social Maladjustments or Learning Difficulties** are coded **SHSMLD**. They have had a formal evaluation and benefit from an intervention plan.
16. **Community organization/partner** related to health promotion refers to an entity that is created and functions for a specific purpose or to provide a specific service in a community or neighborhood. It contributes to and creates optimum health, well-being, and overall functioning and support for members of the community.
17. A **program** is a coherent, organized, and structured set of objectives, activities, and resources (e.g., Vers le Pacifique).
18. A **program/intervention champion** is someone who takes ownership of a particular program or initiative within an organization and advocates for its success. The program champion is responsible for ensuring that the program's objectives are achieved, and that its benefits are clearly communicated to stakeholder
19. A **grant** is a sum of money awarded by the government or another organization to help schools engage and mobilize students and/or staff around health and well-being and to promote a healthy lifestyle.
20. **Gender-neutral** means that a space can be used or shared by everyone and is not intended for people of a particular gender.
21. **Intramural physical activities** are school-organized activities that take place outside of class hours and do not involve competitions against other outside teams/groups.
22. **Interscholastic** activities are school-sponsored programs that involve competitive meetings with an outside team.

TO BEGIN, A FEW QUESTIONS ABOUT YOUR SCHOOL

1. Your school is a...

- Primary school
- Secondary school
- Other → specify

2. What is your school's postal code?

3. How many students were registered in your school on September 30th of the current school year?

students

4. Please indicate the number OR percent of students in your school whose mother tongue is...?

*If none, write 0.
If unsure of precise number, please estimate as best you can.*

	Number	Percent
French		
English		
Other		

5. How many students in your school...? Indicate the number OR percent of students.

If none, write 0. If unsure of precise number, please estimate as best you can.

	Number	Percent
Are coded SHSMLD (Students with Handicaps, Social Maladjustments or Learning Difficulties) and have an individualized education plan (IEP)		
Are considered at-risk but do not have an IEP		
Use school daycare services or programs		
Are absent on an average day		
Other		

6. How many of the following staff work full or part time in your school (include those not paid by your school board)? If none, write 0.

If none, write 0. If unsure of precise number, please estimate as best you can.

	Number full time	Number part time
Teachers (homeroom teachers, substitute teachers, specialists)		
Professional staff (psycho-educators, education consultants, special education technologists, spiritual animators, integration aides, PhysEd specialists, guidance counsellors)		
Daycare staff		
Support staff (cafeteria staff, office staff, caretakers)		

School nurses		
Social workers		
Dietitians, nutritionists		
Psychologists		
Other mental health therapists/counsellors/nurses		
Speech therapists		
Dental hygienists		
Child and youth workers		
Other → specify		

7. In the past 3 years, has your school experienced any changes in the...?

	No changes	A few minor changes	Several minor changes	A few major changes (no minor changes)	Several major changes or complete revision
School Educational Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Success Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. In the past 3 years, have any teachers left the school temporarily or permanently (teacher turnover)?

	None	A few staff	Several staff	Many staff
Teacher turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. In the past 3 years, have any school principals or vice principals left the school temporarily or permanently?

	None in past 3 years	1 in 3 years	2 in 3 years	3 or more in 3 years	Not applicable
Principal turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice-principal turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. In the past 3 years, how often has your school experienced...?

	Never	Rarely	Sometimes	Often	Very often
Teachers taking extended sick leaves (exclude parental leave)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal or vice-principal taking extended sick leaves (exclude parental leave)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. In the past year, did your school receive any grants to support efforts to improve student health?

- No
- Yes → Please list

12. Does your school have a policy on any of the following? If yes, please describe the policy briefly

	No	Yes →	Please describe briefly
Closed campuses (students not permitted to leave during school hours)	<input type="radio"/>	<input type="radio"/>	
Smoking	<input type="radio"/>	<input type="radio"/>	
Vaping	<input type="radio"/>	<input type="radio"/>	
Use of cell or smart phones in school	<input type="radio"/>	<input type="radio"/>	
Physical activity	<input type="radio"/>	<input type="radio"/>	
Mental health	<input type="radio"/>	<input type="radio"/>	
Bullying	<input type="radio"/>	<input type="radio"/>	

Equity, Diversity and Inclusion (EDI)	<input type="radio"/>	<input type="radio"/>	
Other policies that impact youth health → specify	<input type="radio"/>	<input type="radio"/>	

SCHOOL CONTEXT

13. Indicate your level of agreement with each of the following. In your school...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
Meetings with teachers are well attended by parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents attend school-sponsored events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Participation Organization (PPO) or Home & School meetings are well attended by parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent volunteers are easy to recruit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community organizations/partners are involved in planning and implementing joint activities or interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Indicate your level of agreement with each of the following. In your school ...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
Eating areas for teachers and students are pleasant and inviting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cafeteria, daycare, outside food suppliers, and nutritional support programs prioritize foods of good nutritional value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vending machines at school offer only nutritious foods and beverages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are measures (crossing guards, secure bike racks) that foster active transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indoor facilities for physical activity meet the needs of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor facilities for physical activity meet the needs of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indoor facilities for physical activity are available to all students outside class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor facilities for physical activity are available to all students outside class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. In your school, how difficult is it for the principal to...?

	Very difficult	Difficult	Neither easy nor difficult	Easy	Very easy
Demonstrate leadership for change in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish a climate of openness to innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that instructional goals are clearly communicated to the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secure resources for health-promoting interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foster respect within the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish a safe and orderly school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide the staff in the process of solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Indicate your level of agreement with the following. In your school...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Teachers are innovative, always seeking new ways to facilitate student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have a real interest in student physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have a real interest in student mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers have the capacity (skills, resources) to implement health-promoting interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are excited to implement new health-related interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There has been an increase recently in teacher stress or burnout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher workloads increased in the past year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are committed to promoting healthy behaviours in students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of emphasis on health promotion in your School Educational Project is sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' mental health is a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' physical health is a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. The following questions ask about [Equity, Diversity and Inclusion \(EDI\)](#) principles in your school. Does your school...?

	Yes	No	Don't know
Communicate with staff about EDI (agenda items at staff meetings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with families about EDI (newsletters, announcements, parent information nights)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a specific committee that addresses EDI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer EDI training for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOOD PROGRAMS

18. Does your school have any [food programs](#) or [special events](#) for students? If yes, indicate the number OR percent of students that participate.

Breakfast program	<input type="radio"/> Yes → <input type="radio"/> No	Number _____ OR percent _____ of students that participate
Snack program	<input type="radio"/> Yes → <input type="radio"/> No	Number _____ OR percent _____ of students that participate
Lunch program	<input type="radio"/> Yes → <input type="radio"/> No	Number _____ OR percent _____ of students that participate
Special event, food days (pizza lunch)	<input type="radio"/> Yes → <input type="radio"/> No	Number _____ OR percent _____ of students that participate

19. Do any of the following hinder or prevent [implementation of food programs](#) or [special events](#) in your school?

	Yes	No
Inadequate funding	<input type="radio"/>	<input type="radio"/>
Inadequate space or facilities	<input type="radio"/>	<input type="radio"/>
Inadequate staff time	<input type="radio"/>	<input type="radio"/>
Lack of student uptake	<input type="radio"/>	<input type="radio"/>
Lack of interest from staff/parents/partners	<input type="radio"/>	<input type="radio"/>
Restrictions or limitations due to COVID-19	<input type="radio"/>	<input type="radio"/>
Difficulty recruiting volunteers	<input type="radio"/>	<input type="radio"/>
Access to affordable and nutritious food	<input type="radio"/>	<input type="radio"/>
Other → specify <input type="text"/>	<input type="radio"/>	<input type="radio"/>

20. Do any of the following guide, provide information, advice or assistance to the food program(s) offered in your school?

	Yes	No
Canada's Food Guide	<input type="radio"/>	<input type="radio"/>
Provincial nutrition policies or guidelines (Going the healthy route at School, Virage santé à l'école)	<input type="radio"/>	<input type="radio"/>
School board nutrition policies	<input type="radio"/>	<input type="radio"/>
School-specific nutrition policies	<input type="radio"/>	<input type="radio"/>
Guidelines from an external provider	<input type="radio"/>	<input type="radio"/>

Food safety/handling regulations	<input type="radio"/>	<input type="radio"/>
Other → specify	<input type="radio"/>	<input type="radio"/>

21. Do any of the following hinder or prevent compliance with nutrition guidelines or policies in your school?

	Yes	No
Lack of resources to support implementation of guidelines	<input type="radio"/>	<input type="radio"/>
Loss of revenue due to food restrictions (in cafeteria, vending machines)	<input type="radio"/>	<input type="radio"/>
Limited control over foods available (food programs are operated by an external group)	<input type="radio"/>	<input type="radio"/>
Uncertainty about how to apply the guidelines (what foods are acceptable, how often they should be offered)	<input type="radio"/>	<input type="radio"/>
Lack of feedback on guideline implementation	<input type="radio"/>	<input type="radio"/>
Lack of knowledge about nutrition among school staff	<input type="radio"/>	<input type="radio"/>
Other → specify <input type="text"/>	<input type="radio"/>	<input type="radio"/>

22. For each food program at your school, indicate the cost to the students' family.

	Not applicable	Free for all students	Free for some students (some students pay nothing, and some pay full cost)	Subsidized for all students (all students pay partial cost)	Subsidized for some students (some students pay partial cost and some pay full cost)	All students pay full cost
Breakfast program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunch program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snack program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special event, food days (ex. pizza lunch)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Do all students in your school have access to the following in or around eating area(s)?

	Yes	No
Functioning water fountains	<input type="radio"/>	<input type="radio"/>
Microwave	<input type="radio"/>	<input type="radio"/>
Kitchen	<input type="radio"/>	<input type="radio"/>
Snack bar/canteen/cafeteria	<input type="radio"/>	<input type="radio"/>
Vending machines	<input type="radio"/>	<input type="radio"/>
Screens during lunch hour (TV, DVD, Chromebooks/laptops, personal devices)	<input type="radio"/>	<input type="radio"/>
Healthy eating brochures/signs/promotional material	<input type="radio"/>	<input type="radio"/>
Cutlery/napkins	<input type="radio"/>	<input type="radio"/>

MENTAL HEALTH

24. In the past year, how many staff received training related to mental health?

	None	Some (1-5 staff members)	Most or all
Mental health awareness/literacy (basic information, key warning signs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mental health support (mental health first aid, Supporting Minds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suicide prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. In the past year, were any of the following mental health services available on-site in your school?

	Yes	No
Assessment for emotional or behavioural problems (behavioural observation, psychosocial assessment)	<input type="radio"/>	<input type="radio"/>
Diagnostic assessment (comprehensive psychological evaluation)	<input type="radio"/>	<input type="radio"/>
Behavioural management consultation with teachers, students, families	<input type="radio"/>	<input type="radio"/>
Case management (monitoring, coordination of services)	<input type="radio"/>	<input type="radio"/>
Referral to specialized programs or services for emotional or behavioural problems or disorders	<input type="radio"/>	<input type="radio"/>

Crisis intervention (response to traumatic events (disasters, death of a member of the school community))	<input type="radio"/>	<input type="radio"/>
Individual counselling or therapy	<input type="radio"/>	<input type="radio"/>
Group counselling or therapy	<input type="radio"/>	<input type="radio"/>
Substance abuse counselling	<input type="radio"/>	<input type="radio"/>
Family support services in school setting (child/family advocacy, counselling)	<input type="radio"/>	<input type="radio"/>

26. Do school staff refer to or coordinate with community-based mental health providers to...?

	Yes	No
Make passive referrals (give brochures, lists and contact information for providers or organizations)	<input type="radio"/>	<input type="radio"/>
Make active referrals (staff complete form with family, make calls or appointments, assist with transportation)	<input type="radio"/>	<input type="radio"/>
Follow up with student/family (calls to ensure appointment kept, assess satisfaction with referral, need for follow-up)	<input type="radio"/>	<input type="radio"/>
Follow up with provider (via phone, e-mail, mail)	<input type="radio"/>	<input type="radio"/>
Host or attend team meetings with community providers	<input type="radio"/>	<input type="radio"/>

27. Other than classes/curriculum, does your school offer any mental health promotion programs? (stigma reduction, suicide prevention, peer support, stress management strategies, mental health literacy)

- No → Go to Q29
- Yes → Please list

28. Are these programs new this year?

- All programs are new this year
- All programs are continuing from past years → Please list
- Both new and continuing programs → Please list

PHYSICAL ACTIVITY

29. Do students in your school have regular access to...?

	Girls			Boys			Gender neutral		
	Yes	No	Not applicable	Yes	No	Not applicable	Yes	No	Not applicable
Secure lockers in changing rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rooms to change in before and after physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private stalls or curtains for changing (not including shower or bathroom stalls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean showers before and after physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showers with curtains or private stalls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. In the past year, which intramural physical activity programs were available in your school...? Check all that apply.

	For girls only	For boys only	Mixed
Yoga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snowshoeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pickelball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Track and field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoors/outers/hiking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mountain biking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skiing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weight training club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rock climbing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness club (CrossFit, Zumba)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerleading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ball hockey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Badminton	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basketball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walking club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volleyball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Baseball/softball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dodgeball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ultimate frisbee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other → specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. In the past year, which inter-school physical activity programs were available in your school...? Check all that apply.

	For girls only	For boys only	For both girls and boys (mixed)
Soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross country running	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tennis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basketball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Football	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field hockey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ice hockey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volleyball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrestling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Swimming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alpine Skiing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-country skiing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Badminton	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rugby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Baseball/softball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Track and field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Archery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gymnastics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lacrosse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Golf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other → specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT HEALTH ISSUES

32. Based on your general observations and impressions of frequency, seriousness and urgency to act, how important were each of the following health issues among students in your school in the past year? *If the issue is not applicable, check "not at all important".*

	Not at all important	Not very important	Important	Very important	Extremely important
Lack of physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unhealthy eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cigarette smoking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-cigarettes, vaping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cannabis use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug use (excluding cannabis use)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screentime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of respect for personal safety or safety of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respiratory viruses (RSV, flu, common cold, COVID-19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infections, parasites, gastroenteritis, lice (exclude respiratory viruses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual transmitted infections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dental problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with personal hygiene (brushing teeth, bathing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with mental health (anxiety, stress, depression)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attention problems (attention-deficit/hyperactivity disorder (ADHD))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aggressive or disruptive behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying, cyber bullying, exclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsafe use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-harm, suicidal thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food insecurity/poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to traumatic situations as a witness or victim (mistreatment, abuse, neglect, violence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sedentary behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerns about puberty (physical changes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerns about body image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HEALTH-PROMOTING INTERVENTIONS (HPIs)

33. In the past year, has your school offered any **health-promoting interventions (HPIs)** that address the following themes (even if it is one part of a multicomponent interventions)?

	No	Yes	How many in the past year? (write in number)
Physical activity/active living (do not include physical education classes that are part of the school curriculum)	<input type="radio"/>	<input type="radio"/> →	
Sex education (healthy human development, respectful interactions between students, pregnancy, sexually transmitted infection)	<input type="radio"/>	<input type="radio"/> →	
Respiratory viruses (RSV, flu, common cold, COVID-19)	<input type="radio"/>	<input type="radio"/> →	
Healthy eating (do not include breakfast, snack or lunch services)	<input type="radio"/>	<input type="radio"/> →	
Bullying, cyber bullying, exclusion	<input type="radio"/>	<input type="radio"/> →	
Unsafe use of technology	<input type="radio"/>	<input type="radio"/> →	
Personal safety and injury prevention (playing safe, risks at home, in community, outdoors)	<input type="radio"/>	<input type="radio"/> →	
Mental health and well-being (suicide prevention, self-harm, body image interventions)	<input type="radio"/>	<input type="radio"/> →	
Trauma (exposure to traumatic situations as a witness or victim ex. mistreatment, abuse, neglect, violence)	<input type="radio"/>	<input type="radio"/> →	
Attention problems (attention-deficit/hyperactivity disorder (ADHD))	<input type="radio"/>	<input type="radio"/> →	
Behavior regulation	<input type="radio"/>	<input type="radio"/> →	
Oral health	<input type="radio"/>	<input type="radio"/> →	
Screentime	<input type="radio"/>	<input type="radio"/> →	
Cigarette smoking	<input type="radio"/>	<input type="radio"/> →	
E-cigarettes, vaping	<input type="radio"/>	<input type="radio"/> →	
Alcohol use	<input type="radio"/>	<input type="radio"/> →	
Cannabis use	<input type="radio"/>	<input type="radio"/> →	
Drug use (excluding cannabis)	<input type="radio"/>	<input type="radio"/> →	
Environment (Earth Day, air quality, quality of drinking water)	<input type="radio"/>	<input type="radio"/> →	
Healthy sleep habits	<input type="radio"/>	<input type="radio"/> →	
Sedentary behaviour	<input type="radio"/>	<input type="radio"/> →	
Other → specify	<input type="radio"/>	<input type="radio"/> →	

34. Please think about how your school **SELECTS health-promoting interventions (HPI)**. In the past 3 years, how important were each of the following in selecting an HPI for your school?

	Not at all important	Not very important	Important	Very important	Extremely important
Response to concerns observed among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compatibility with the values, norms and mission of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Animators were external to school (from a community organization)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documented evidence of effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff could be trained to implement the HPI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compatibility with other interventions offered to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student demographics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compatibility with objectives of School Educational Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A program/intervention champion strongly supported the HPI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community organizations /partners could be involved in HPI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members could be involved in HPI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HPI could be implemented in all grades (whole school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HPI involved students in its adoption and implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HPI had an evaluation plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost was covered by a source outside school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training provided for the animators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School could adapt HPI to its specific needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HPI aligned with EDI (Equity, Diversity, Inclusion) principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Please think about how your school **IMPLEMENTS health-promoting interventions (HPIs)**. In the past 3 years, how important were each of the following challenges in implementing HPIs in your school?

	Not at all challenging	A bit challenging	Very challenging
Restrictions due to COVID-19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate support to implement HPI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of information on types of activities to implement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of commitment or interest among parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of commitment or interest among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of commitment or interest among teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of staff time to implement HPI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low priority of student health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HPI was not well-adapted to student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff unable to solve implementation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HEALTH-PROMOTING INTERVENTIONS (HPIs) FOR TEACHERS

36. In the past year, did your school offer any **health-promoting interventions (HPIs)** that address teachers' physical or mental health and well-being?

No → Go to question 38

Yes

37. Please list the **health-promoting interventions (HPIs)** for teachers:

EXTRACURRICULAR ACTIVITIES FOR STUDENTS

38. In the past year, has your school offered the following **extracurricular activities** for students in your school?

	No	Yes
Competitive sports (extramural)	<input type="radio"/>	<input type="radio"/>
Physical activities (e.g., dance, ski, martial arts, fitness class, etc.)	<input type="radio"/>	<input type="radio"/>
Free/open gym	<input type="radio"/>	<input type="radio"/>
Special interest clubs (chess, math, Lego, computer coding, robotics)	<input type="radio"/>	<input type="radio"/>
Artistic clubs (music, theatre, art)	<input type="radio"/>	<input type="radio"/>
Opportunities for volunteering or interning	<input type="radio"/>	<input type="radio"/>
Other → specify 	<input type="radio"/>	<input type="radio"/>

COVID-19 PANDEMIC

39. Please think about the CURRENT situation in your school. Compared to before the COVID-19 pandemic, has the following decreased, stayed the same, or increased in your school?

	Major decreases	Minor decreases	No change	Minor increases	Major increases	Don't know
Budgets available for health-promoting interventions (HPIs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of HPIs offered to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of HPIs offered to teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of staff involved in HPIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of HPIs related to infectious disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of parents involved in HPIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priority for offering HPIs to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of community organizations /partners involved in HPIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of intramural sports activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of extramural sports activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes to the physical activity facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FINALLY, A FEW QUESTIONS ABOUT YOU

40. Participant(s) are you a...? Check all that apply.

- School principal
- School vice-principal
- Teacher
- Other → specify

41. How many years have you worked in your current school?

- Less than 1
- 1-3
- 4-6
- 7-9
- ≥ 10

42. Do you have any comments?

43. To ensure you receive the \$100 cheque, please indicate the address of your school.

END OF QUESTIONNAIRE

THANK YOU VERY MUCH FOR YOUR RESPONSES!