# PromeSS II: Health Promotion Programming in Québec Schools

**INSTRUCTIONS**

- Your responses are automatically saved - you can stop responding at any time and return later to complete the questionnaire, using the link provided in your e-mail.
- Please see the *Information and Consent Form to Participate in a Research Study* for a full description of PromeSS II.
- Please complete the questionnaire on a desktop or laptop computer rather than a tablet or telephone.
- Words typed in **blue** are defined in the question icon under questions throughout the questionnaire.
- 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).
- You can follow your progress through the questionnaire using the bar at the top of the screen.
- Please note that we will send a cheque for 100$ to your school to cover expenses related to participation in PromeSS.

**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 stakeholders.

**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.*

□ Only numbers may be entered in these fields.

| | 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.*

□ **Only numbers may be entered in these fields.**

| | Number | Percent | Don't know |
|---|---|---|---|
| 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 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 | | |
| Dieticians, 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 | ○ | ○ | ○ | ○ | ○ |
| School Success Plan | ○ | ○ | ○ | ○ | ○ |

**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 | ○ | ○ | ○ | ○ |

**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 | ○ | ○ | ○ | ○ | ○ |
| Vice-principal turnover | ○ | ○ | ○ | ○ | ○ |

**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) | ○ | ○ | ○ | ○ | ○ |
| Principal or vice-principal taking extended sick leaves (exclude parental leave) | ○ | ○ | ○ | ○ | ○ |

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

□ Choose one of the following answers
Please choose **only one** of the following:

○ No
○ Yes → Please list

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

| | No | Yes → | Please describe briefly (or add a link to your direct policy) |
|---|---|---|---|
| Closed campuses (students not permitted to leave during school hours) | ○ | ○ | |
| Smoking | ○ | ○ | |
| Vaping | ○ | ○ | |
| Use of cell or smart phones in school | ○ | ○ | |
| Physical activity | ○ | ○ | |
| Mental health | ○ | ○ | |
| Bullying | ○ | ○ | |
| Equity, Diversity and Inclusion (EDI) | ○ | ○ | |

| | | | |
|---|---|---|---|
| Other policies that impact youth health → specify | ○ | ○ | |

**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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Parents attend school-sponsored events | ○ | ○ | ○ | ○ | ○ | ○ |
| Parent Participation Organization (PPO) or Home & School meetings are well attended by parents | ○ | ○ | ○ | ○ | ○ | ○ |
| Parent volunteers are easy to recruit | ○ | ○ | ○ | ○ | ○ | ○ |
| Community organizations/partners are involved in planning and implementing joint activities or interventions | ○ | ○ | ○ | ○ | ○ | ○ |

**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 | ○ | ○ | ○ | ○ | ○ | ○ |
| The cafeteria, daycare, outside food suppliers, and nutritional support programs prioritize foods of good nutritional value | ○ | ○ | ○ | ○ | ○ | ○ |
| Vending machines at school offer only nutritious foods and beverages | ○ | ○ | ○ | ○ | ○ | ○ |
| There are measures (crossing guards, secure bike racks) that foster active transportation | ○ | ○ | ○ | ○ | ○ | ○ |
| Indoor facilities for physical activity meet the needs of all students | ○ | ○ | ○ | ○ | ○ | ○ |
| Outdoor facilities for physical activity meet the needs of all students | ○ | ○ | ○ | ○ | ○ | ○ |
| Indoor facilities for physical activity are available to all students outside class time | ○ | ○ | ○ | ○ | ○ | ○ |
| Outdoor facilities for physical activity are available to all students outside class time | ○ | ○ | ○ | ○ | ○ | ○ |

**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 | ○ | ○ | ○ | ○ | ○ |
| Establish a climate of openness to innovation | ○ | ○ | ○ | ○ | ○ |
| Ensure that instructional goals are clearly communicated to the school community | ○ | ○ | ○ | ○ | ○ |
| Secure resources for health-promoting interventions | ○ | ○ | ○ | ○ | ○ |
| Foster respect within the school community | ○ | ○ | ○ | ○ | ○ |
| Establish a safe and orderly school environment | ○ | ○ | ○ | ○ | ○ |
| Guide the staff in the process of solving problems | ○ | ○ | ○ | ○ | ○ |

**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 | ○ | ○ | ○ | ○ | ○ |
| Teachers have a real interest in student physical health | ○ | ○ | ○ | ○ | ○ |
| Teachers have a real interest in student mental health | ○ | ○ | ○ | ○ | ○ |
| Teachers have the capacity (skills, resources) to implement health-promoting interventions | ○ | ○ | ○ | ○ | ○ |
| Teachers are excited to implement new health-related interventions | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| There has been an increase recently in teacher stress or burnout | ○ | ○ | ○ | ○ | ○ |
| Teacher workloads increased in the past year | ○ | ○ | ○ | ○ | ○ |
| Teachers are committed to promoting healthy behaviours in students | ○ | ○ | ○ | ○ | ○ |
| The level of emphasis on health promotion in your School Educational Project is sufficient | ○ | ○ | ○ | ○ | ○ |
| Teachers' mental health is a priority | ○ | ○ | ○ | ○ | ○ |
| Teachers' physical health is a priority | ○ | ○ | ○ | ○ | ○ |

**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) | ○ | ○ | ○ |
| Communicate with families about EDI (newsletters, announcements, parent information nights) | ○ | ○ | ○ |
| Have a specific committee that addresses EDI | ○ | ○ | ○ |
| Offer EDI training for teachers | ○ | ○ | ○ |

**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 | ○ Yes → <br> ○ No | Number _____OR percent _____of students that participate |
| Snack program | ○ Yes → <br> ○ No | Number _____OR percent _____of students that participate |
| Lunch program | ○ Yes → <br> ○ No | Number _____OR percent _____of students that participate |
| Special event, food days (pizza lunch) | ○ Yes → <br> ○ 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 | ○ | ○ |
| Inadequate space or facilities | ○ | ○ |
| Inadequate staff time | ○ | ○ |
| Lack of student uptake | ○ | ○ |
| Lack of interest from staff/parents/partners | ○ | ○ |
| Restrictions or limitations due to COVID-19 | ○ | ○ |
| Difficulty recruiting volunteers | ○ | ○ |
| Access to affordable and nutritious food | ○ | ○ |
| Other → specify | ○ | ○ |

**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 | ○ | ○ |
| Provincial nutrition policies or guidelines (Going the healthy route at School, Virage santé à l'école ) | ○ | ○ |
| School board nutrition policies | ○ | ○ |
| School-specific nutrition policies | ○ | ○ |
| Guidelines from an external provider | ○ | ○ |
| Food safety/handling regulations | ○ | ○ |
| Other → specify | ○ | ○ |

**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 | ○ | ○ |
| Loss of revenue due to food restrictions (in cafeteria, vending machines) | ○ | ○ |
| Limited control over foods available (food programs are operated by an external group) | ○ | ○ |
| Uncertainty about how to apply the guidelines (what foods are acceptable, how often they should be offered) | ○ | ○ |
| Lack of feedback on guideline implementation | ○ | ○ |
| Lack of knowledge about nutrition among school staff | ○ | ○ |
| Other → specify | ○ | ○ |

**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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Lunch program | ○ | ○ | ○ | ○ | ○ | ○ |
| Snack program | ○ | ○ | ○ | ○ | ○ | ○ |
| Special event, food days (ex. pizza lunch) | ○ | ○ | ○ | ○ | ○ | ○ |

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

| | Yes | No |
|---|---|---|
| Functioning water fountains | ○ | ○ |
| Microwave | ○ | ○ |
| Kitchen | ○ | ○ |
| Snack bar/canteen/cafeteria | ○ | ○ |
| Vending machines | ○ | ○ |
| Screens during lunch hour (TV, DVD, Chromebooks/laptops, personal devices) | ○ | ○ |
| Healthy eating brochures/signs/promotional material | ○ | ○ |
| Cutlery/napkins | ○ | ○ |

**MENTAL HEALH**

**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) | ○ | ○ | ○ |
| Providing mental health support (mental health first aid, Supporting Minds) | ○ | ○ | ○ |
| Suicide prevention | ○ | ○ | ○ |

**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) | ○ | ○ |
| Diagnostic assessment (comprehensive psychological evaluation) | ○ | ○ |
| Behavioural management consultation with teachers, students, families | ○ | ○ |
| Case management (monitoring, coordination of services) | ○ | ○ |
| Referral to specialized programs or services for emotional or behavioural problems or disorders | ○ | ○ |

| | | |
|---|---|---|
| Crisis intervention (response to traumatic events (disasters, death of a member of the school community)) | ○ | ○ |
| Individual counselling or therapy | ○ | ○ |
| Group counselling or therapy | ○ | ○ |
| Substance abuse counselling | ○ | ○ |
| Family support services in school setting (child/family advocacy, counselling) | ○ | ○ |

**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) | ○ | ○ |
| Make active referrals (staff complete form with family, make calls or appointments, assist with transportation) | ○ | ○ |
| Follow up with student/family (calls to ensure appointment kept, assess satisfaction with referral, need for follow-up) | ○ | ○ |
| Follow up with provider (via phone, e-mail, mail) | ○ | ○ |
| Host or attend team meetings with community providers | ○ | ○ |

**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)**

 Choose one of the following answers
Please choose **only one** of the following:

○ No → Go to Q29
○ Yes → Please list

**28. Are these programs new this year?**

 Choose one of the following answers
Please choose **only one** of the following:

○ 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 | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Rooms to change in before and after physical activity | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Private stalls or curtains for changing (not including shower or bathroom stalls) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Clean showers before and after physical activity | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Showers with curtains or private stalls | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**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 | ○ | ○ | ○ |
| Dance | ○ | ○ | ○ |
| Snowshoeing | ○ | ○ | ○ |
| Pickelball | ○ | ○ | ○ |

| | | | |
|---|---|---|---|
| Track and field | ○ | ○ | ○ |
| Outdoors/outers/hiking | ○ | ○ | ○ |
| Mountain biking | ○ | ○ | ○ |
| Skiing | ○ | ○ | ○ |
| Soccer | ○ | ○ | ○ |
| Weight training club | ○ | ○ | ○ |
| Rock climbing | ○ | ○ | ○ |
| Fitness club (CrossFit, Zumba) | ○ | ○ | ○ |
| Cheerleading | ○ | ○ | ○ |
| Ball hockey | ○ | ○ | ○ |
| Badminton | ○ | ○ | ○ |
| Running club | ○ | ○ | ○ |
| Basketball | ○ | ○ | ○ |
| Walking club | ○ | ○ | ○ |
| Volleyball | ○ | ○ | ○ |
| Baseball/softball | ○ | ○ | ○ |
| Dodgeball | ○ | ○ | ○ |
| Ultimate frisbee | ○ | ○ | ○ |
| Other → specify | ○ | ○ | ○ |

**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 | ○ | ○ | ○ |
| Cross country running | ○ | ○ | ○ |
| Tennis | ○ | ○ | ○ |
| Basketball | ○ | ○ | ○ |
| Football | ○ | ○ | ○ |
| Field hockey | ○ | ○ | ○ |
| Ice hockey | ○ | ○ | ○ |
| Volleyball | ○ | ○ | ○ |
| Wrestling | ○ | ○ | ○ |
| Swimming | ○ | ○ | ○ |
| Curling | ○ | ○ | ○ |
| Alpine Skiing | ○ | ○ | ○ |
| Cross-country skiing | ○ | ○ | ○ |
| Badminton | ○ | ○ | ○ |
| Rugby | ○ | ○ | ○ |
| Rowing | ○ | ○ | ○ |
| Baseball/softball | ○ | ○ | ○ |
| Track and field | ○ | ○ | ○ |
| Archery | ○ | ○ | ○ |
| Gymnastics | ○ | ○ | ○ |
| Lacrosse | ○ | ○ | ○ |
| Golf | ○ | ○ | ○ |
| Other → specify | ○ | ○ | ○ |

**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 | ○ | ○ | ○ | ○ | ○ |
| Unhealthy eating | ○ | ○ | ○ | ○ | ○ |
| Cigarette smoking | ○ | ○ | ○ | ○ | ○ |
| E-cigarettes, vaping | ○ | ○ | ○ | ○ | ○ |
| Alcohol use | ○ | ○ | ○ | ○ | ○ |
| Cannabis use | ○ | ○ | ○ | ○ | ○ |
| Drug use (excluding cannabis use) | ○ | ○ | ○ | ○ | ○ |
| Inadequate sleep | ○ | ○ | ○ | ○ | ○ |
| Screentime | ○ | ○ | ○ | ○ | ○ |
| Use of social media | ○ | ○ | ○ | ○ | ○ |
| Lack of respect for personal safety or safety of others | ○ | ○ | ○ | ○ | ○ |
| Respiratory viruses (RSV, flu, common cold, COVID-19) | ○ | ○ | ○ | ○ | ○ |
| Infections, parasites, gastroenteritis, lice (exclude respiratory viruses) | ○ | ○ | ○ | ○ | ○ |
| Sexual transmitted infections | ○ | ○ | ○ | ○ | ○ |
| Dental problems | ○ | ○ | ○ | ○ | ○ |
| Problems with personal hygiene (brushing teeth, bathing) | ○ | ○ | ○ | ○ | ○ |
| Problems with mental health (anxiety, stress, depression) | ○ | ○ | ○ | ○ | ○ |
| Attention problems (attention-deficit/hyperactivity disorder (ADHD)) | ○ | ○ | ○ | ○ | ○ |
| Learning difficulties | ○ | ○ | ○ | ○ | ○ |
| Aggressive or disruptive behaviour | ○ | ○ | ○ | ○ | ○ |
| Bullying, cyber bullying, exclusion | ○ | ○ | ○ | ○ | ○ |
| Unsafe use of technology | ○ | ○ | ○ | ○ | ○ |
| Self-harm, suicidal thoughts | ○ | ○ | ○ | ○ | ○ |
| Eating disorders | ○ | ○ | ○ | ○ | ○ |
| Food insecurity/poverty | ○ | ○ | ○ | ○ | ○ |
| Exposure to traumatic situations as a witness or victim (mistreatment, abuse, neglect, violence) | ○ | ○ | ○ | ○ | ○ |
| Sedentary behaviour | ○ | ○ | ○ | ○ | ○ |
| Concerns about puberty (physical changes) | ○ | ○ | ○ | ○ | ○ |
| Concerns about body image | ○ | ○ | ○ | ○ | ○ |

**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 |
|---|---|---|
| Physical activity/active living (do not include physical education classes that are part of the school curriculum) | ○ | ○ → Go to Q34 |
| Sex education (healthy human development, respectful interactions between students, pregnancy, sexually transmitted infection) | ○ | ○ → Go to Q34 |
| Respiratory viruses (RSV, flu, common cold, COVID-19) | ○ | ○ → Go to Q34 |
| Healthy eating (do not include breakfast, snack or lunch services) | ○ | ○ → Go to Q34 |
| Bullying, cyber bullying, exclusion | ○ | ○ → Go to Q34 |
| Unsafe use of technology | ○ | ○ → Go to Q34 |
| Personal safety and injury prevention (playing safe, risks at home, in community, outdoors) | ○ | ○ → Go to Q34 |
| Mental health and well-being (suicide prevention, self-harm, body image interventions) | ○ | ○ → Go to Q34 |
| Trauma (exposure to traumatic situations as a witness or victim ex. mistreatment, abuse, neglect, violence) | ○ | ○ → Go to Q34 |
| Attention problems (attention-deficit/hyperactivity disorder (ADHD)) | ○ | ○ → Go to Q34 |
| Behavior regulation | ○ | ○ → Go to Q34 |
| Oral health | ○ | ○ → Go to Q34 |
| Screentime | ○ | ○ → Go to Q34 |
| Cigarette smoking | ○ | ○ → Go to Q34 |
| E-cigarettes, vaping | ○ | ○ → Go to Q34 |

| | | |
|---|---|---|
| Alcohol use | ○ | ○ → Go to Q34 |
| Cannabis use | ○ | ○ → Go to Q34 |
| Drug use (excluding cannabis) | ○ | ○ → Go to Q34 |
| Environment (Earth Day, air quality, quality of drinking water) | ○ | ○ → Go to Q34 |
| Healthy sleep habits | ○ | ○ → Go to Q34 |
| Sedentary behaviour | ○ | ○ → Go to Q34 |
| Other → specify | ○ → Go to Q35 | ○ → Go to Q34 |

**34. How many health-promoting interventions (HPIs) addressing (name of theme) were offered in your school in the past year?**

Choose one of the following answers
Please choose **only one** of the following:

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5 or more

**LIMESURVEY INSTRUCTION: RETURN TO QUESTION 33 UNTIL THE LIST IS EXHAUSTED**

**35. Please think about how your school SELECTS and decides to offer 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 | ○ | ○ | ○ | ○ | ○ |
| Compatibility with the values, norms and mission of school | ○ | ○ | ○ | ○ | ○ |
| Animators were external to school (from a community organization) | ○ | ○ | ○ | ○ | ○ |
| Ease of implementation | ○ | ○ | ○ | ○ | ○ |
| Documented evidence of effectiveness | ○ | ○ | ○ | ○ | ○ |
| School staff could be trained to implement the HPI | ○ | ○ | ○ | ○ | ○ |
| Cost | ○ | ○ | ○ | ○ | ○ |
| Compatibility with other interventions offered to students | ○ | ○ | ○ | ○ | ○ |
| Physical space | ○ | ○ | ○ | ○ | ○ |
| Student demographics | ○ | ○ | ○ | ○ | ○ |
| Compatibility with objectives of School Educational Project | ○ | ○ | ○ | ○ | ○ |
| A program/intervention champion strongly supported the HPI | ○ | ○ | ○ | ○ | ○ |
| Community organizations/partners could be involved in HPI | ○ | ○ | ○ | ○ | ○ |
| Family members could be involved in HPI | ○ | ○ | ○ | ○ | ○ |
| HPI could be implemented in all grades (whole school) | ○ | ○ | ○ | ○ | ○ |
| HPI involved students in its adoption and implementation | ○ | ○ | ○ | ○ | ○ |
| HPI had an evaluation plan | ○ | ○ | ○ | ○ | ○ |
| Cost was covered by a source outside school | ○ | ○ | ○ | ○ | ○ |
| Training provided for the animators | ○ | ○ | ○ | ○ | ○ |
| School could adapt HPI to its specific needs | ○ | ○ | ○ | ○ | ○ |
| HPI aligned with EDI (Equity, Diversity, Inclusion) principles | ○ | ○ | ○ | ○ | ○ |

**36. 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 | ○ | ○ | ○ |
| Inadequate funding | ○ | ○ | ○ |
| Inadequate support to implement HPI | ○ | ○ | ○ |

| | | | |
|---|---|---|---|
| Lack of information on types of activities to implement | ○ | ○ | ○ |
| Lack of commitment or interest among parents | ○ | ○ | ○ |
| Lack of commitment or interest among students | ○ | ○ | ○ |
| Lack of commitment or interest among teachers | ○ | ○ | ○ |
| Lack of staff time to implement HPI | ○ | ○ | ○ |
| Lack of space | ○ | ○ | ○ |
| Low priority of student health | ○ | ○ | ○ |
| HPI was not well-adapted to student needs | ○ | ○ | ○ |
| School staff unable to solve implementation issues | ○ | ○ | ○ |

**THIS SECTION ASKS YOU TO CHOOSE 2 HEALTH-PROMOTING INTERVENTIONS (HPIs) OFFERED TO STUDENTS IN YOUR SCHOOL IN THE PAST YEAR, AND THEN TO ANSWER QUESTIONS ABOUT EACH ONE.**

**FOR THE FIRST ONE, PLEASE SELECT AN HPI RELATED TO SUBSTANCE USE (ALCOHOL, CANNABIS, TOBACCO/NICOTINE, OPIOIDS, VAPING) IF POSSIBLE. IF YOUR SCHOOL DID NOT HAVE ANY SUBSTANCE USE HPIs, PLEASE CHOOSE THEME.**

**37. What is the name of the first\second health-promoting intervention (HPI) that you chose? Please describe the objectives, the target group, and how it is implemented in a few sentences. If possible, please add the link to the HPI.**

1. Name:

   Description:

2. Name:

   Description:

**38. How many years has (*HPI 1/2*) been offered in your school?**

○ Less than 1
○ 1
○ 2
○ 3

○ 4
○ 5
○ 6-10
○ More than 10

**39. Is (*HPI 1/2*) funded by a source external (e.g. community organization, federal government, non-governmental organization) to your school?**

○ No → Go to Q41
○ Yes

**40. Please list the external sources of funding for (*HPI 1/2*).**

1. _____

2._____

3._____

**41. Where did your school learn about (*HPI 1/2*)?** *Check all that apply.*

○ Educational services (school board)
○ Colleagues in other schools
○ Teachers' Convention
○ Solicitation or proposal by the designers of (*HPI 1/2*) → specify name of designer_____
○ (*HPI 1/2*) website
○ Local health organizations (CISSS/CIUSSS)
○ Other organizations (Canadian Cancer Society, Conseil Québecois sur le tabac et la santé)
○ Government websites
○ Scientific literature (Google scholar, Pub Med)
○ Other → specify

**42. Is (*HPI 1/2*) mandated by your school board?**

○ No
○ Yes
○ Don't know

**43. Which organization designed (*HPI 1/2*)?**

○ Your school designed the HPI
○ An external organization designed the HPI → which organization?
○ Your school and an external organization co-designed the HPI → which organization
○ Don't know

**44. What was/were the PRIMARY theme(s) of (*HPI 1/2*)? Were there any SECONDARY themes?** *Check all that apply.*

| | Primary theme(s) | Secondary theme(s) |
|---|---|---|
| Physical activity/active living | ○ | ○ |

| | | |
|---|---|---|
| Sex education (healthy human development, respectful interactions between boys and girls, pregnancy, sexually transmitted infection) | ○ | ○ |
| Respiratory viruses (RSV, flu, common cold, COVID-19) | ○ | ○ |
| Healthy eating | ○ | ○ |
| Bullying, cyber bullying, exclusion | ○ | ○ |
| Unsafe use of technology | ○ | ○ |
| Personal safety and injury prevention (playing safe; potential risks at home, in community, outdoors) | ○ | ○ |
| Mental health and well-being (prevention of suicide and self-harm, body image) | ○ | ○ |
| Trauma (exposure to traumatic situations as a witness or victim ex. mistreatment, abuse, neglect, violence, etc.) | ○ | ○ |
| Attention problems | ○ | ○ |
| Oral health | ○ | ○ |
| Screentime | ○ | ○ |
| Cigarette smoking | ○ | ○ |
| E-cigarettes and vaping | ○ | ○ |
| Alcohol use | ○ | ○ |
| Cannabis use | ○ | ○ |
| Drug use excluding cannabis | ○ | ○ |
| Environment (Earth Day, air quality, quality of drinking water) | ○ | ○ |
| Healthy sleep habits | ○ | ○ |
| Sedentary behaviour | ○ | ○ |
| Other → specify | ○ | ○ |

**45. Was (*HPI 1/2*) a...?** *Check all that apply.*

- ○ Special event (health fair, guest speaker at an assembly)
- ○ Pedagogical activity
- ○ Learning and evaluation situation
- ○ Program
- ○ Workshop
- ○ Other → specify

**46. Were any of the following core competencies/skills targeted by (*HPI 1/2*)?** *Check all that apply.*

- ○ Self-esteem
- ○ Managing emotions and stress
- ○ Positive interactions with others
- ○ Self-awareness
- ○ Learning to saying "no"
- ○ Asking for help
- ○ Informed lifestyle choices
- ○ Adoption of prosocial choices (Voluntary behavior intended to benefit another)
- ○ Management of social influences
- ○ Social engagement
- ○ Communication
- ○ Critical thinking
- ○ Leadership
- ○ Equity, Diversity, and Inclusion (EDI) principles
- ○ Other → specify

**47. What types of learning strategies were used by the animators in (*HPI 1/2*)?** *Check all that apply.*

- ○ Lecture strategies (presentations, demonstrations)

- ○ Individual work (independent practice)
- ○ Interactive teaching strategies (group discussion, role-play, modeling)
- ○ Social constructivism teaching strategies (peer education, tutoring, collaborative and cooperative learning)
- ○ Experiential learning
- ○ Volunteering, internship, concrete experiences
- ○ Other → specify

**48. Did (*HPI 1/2*) require the use of electronic technology** (apps, screens, social media)**?**

- ○ No
- ○ Yes → specify type of technology

**49. Did (*HPI 1/2*) involve the whole school (all grades)?**

- ○ No → specify which grades
- ○ Yes

**50. Did your school make any modifications to (*HPI 1/2*) prior to or during implementation?**

- ○ No
- ○ Yes, minor modifications
- ○ Yes, major modifications

**51. Was there someone (a program/intervention champion) who advocated strongly for (*HPI 1/2*)?**

- ○ No
- ○ Yes

**52. Was there a team (school staff, partner organizations) that met regularly to monitor and coordinate implementation of (*HPI 1/2*)?**

- ○ No
- ○ Yes

**53. Did any members of the school staff receive training for (*HPI 1/2*)?**

- ○ No
- ○ Yes

**54. Was your schoolboard involved in (*HPI 1/2*)?**

- ○ No
- ○ Yes → specify how

**55. What was the principal's role during the implementation of (*HPI 1/2*)?** *Check all that apply.*

- ○ Providing HPI to students
- ○ Member of implementation team
- ○ Leader of implementation team
- ○ No direct role during implementation
- ○ Other → specify

**56. How permanent do you think (*HPI 1/2*) is in your school?** *"Permanent" refers to continued availability of the HPI in the school.*

○ Not at all permanent
○ Moderately permanent (more or less)
○ Very permanent

**57. Is (*HPI 1/2*) explicitly written in your School Educational Project or Success Plan?**

○ No
○ Yes
○ Don't know

**58. Did (*HPI 1/2*) involve community organizations (YMCA, Breakfast Club of Canada, ParticipACTION) as partners in implementing the HPI?**

○ No
○ Yes

**59. Did (*HPI 1/2*) involve the families of students as partners in implementing the intervention?**

○ No
○ Yes

**60. Were the families of students invited to participate in (*HPI 1/2*)?**

○ No → Go to Q62
○ Yes

**61. How many families of students participated in (*HPI 1/2*)?**

○ None
○ A few
○ Some
○ Many
○ Most

**62. Did your school do any of the following to evaluate (*HPI 1/2*)?**

| | Yes | No |
|---|---|---|
| Hold regular meetings to discuss HPI | ○ | ○ |
| Obtain feedback from (*HPI 1/2*) animators | ○ | ○ |
| Document whether implementation was carried out as planned | ○ | ○ |
| Document number of students participating in (*HPI 1/2*) | ○ | ○ |
| Document barriers and facilitators to implementation | ○ | ○ |
| Formally evaluate the outcomes of (*HPI 1/2*) | ○ | ○ |

**63. Please indicate your level of agreement with the following.**

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Animators enjoy(ed) working on (*HPI 1/2*) | ○ | ○ | ○ | ○ | ○ |
| Abandoning (*HPI 1/2*) would have a negative effect on the students | ○ | ○ | ○ | ○ | ○ |
| (*HPI 1/2*) has/had a positive impact on students | ○ | ○ | ○ | ○ | ○ |
| (*HPI 1/2*) met all objectives | ○ | ○ | ○ | ○ | ○ |

**LIMESURVEY INSTRUCTION: REPEAT Q37 to Q63 FOR HPI 2**

**HEALTH-PROMOTING INTERVENTIONS (HPIs) FOR TEACHERS**

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

□ Choose one of the following answers
Please choose **only one** of the following:

No → Go to Q66
Yes

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

**EXTRACURRICULAR ACTIVITIES FOR STUDENTS**

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

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

**COVID-19 PANDEMIC**

**67. 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) | ○ | ○ | ○ | ○ | ○ | ○ |
| Number of HPIs offered to students | ○ | ○ | ○ | ○ | ○ | ○ |
| Number of HPIs offered to teachers | ○ | ○ | ○ | ○ | ○ | ○ |
| Number of staff involved in HPIs | ○ | ○ | ○ | ○ | ○ | ○ |
| Number of HPIs related to infectious disease | ○ | ○ | ○ | ○ | ○ | ○ |
| Number of parents involved in HPIs | ○ | ○ | ○ | ○ | ○ | ○ |
| Priority for offering HPIs to students | ○ | ○ | ○ | ○ | ○ | ○ |
| Number of community organizations/partners involved in HPIs | ○ | ○ | ○ | ○ | ○ | ○ |
| Number of intramural sports activities | ○ | ○ | ○ | ○ | ○ | ○ |
| Number of extramural sports activities | ○ | ○ | ○ | ○ | ○ | ○ |
| Changes to the physical activity facilities | ○ | ○ | ○ | ○ | ○ | ○ |

**FINALLY, A FEW QUESTIONS ABOUT YOU**

**68. Participant(s) are you a…?** *Check all that apply.* ***ERIN: PLEASE CHECK> DOES NOT MAKE SENSE***

○ School principal
○ School vice-principal

- ○ Teacher
- ○ Other → specify

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

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

**70. Do you have any comments?**

Please write your answer here:

## Thank you for your participation!

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

Please write your answer here:

**END OF QUESTIONNAIRE**
**THANK YOU VERY MUCH FOR YOUR RESPONSES!**