

## Investigating Social Disparities in School-Based Health-Promoting Programming

### Questionnaire on Adoption of Interventions for High Schools

*We thank you again for taking the time to speak with us. Please be assured that your participation is entirely voluntary and confidential. The data collected will not be nominative and the results will not permit identification of a specific school or person. The responses that you provide in this interview will not be shared with your school or schoolboard.*

#### GLOSSARY

- 1. School-based health promotion** aims to enable students to make enlightened choices affecting their health and well-being by providing age-appropriate health knowledge and experiences, and helping develop health-related skills and helping to build self-esteem and emotional literacy.
- 2. Health-promoting intervention** refers to an activity, class or special event aimed at students, 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, (iii) 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 intimidation.
- 3. Health-promoting special event** refers to an event that takes place during the school timetable and involves all students in a class, grade or school-wide, +/- parents, +/- community members. The primary focus of an event can be: smoking, healthy eating, physical activity, injury prevention, oral health, sex education, mental health, or intimidation.
- 4. Extra-curricular 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).
- 5. Implementation** refers to the delivery of a health-promoting intervention to students in the school.
- 6. Intervention animators** are individuals tasked with delivering a health-promoting intervention (e.g. teachers, specialists, community organization members, or a combination thereof)
- 7. Smoking** refers to inhalation of smoke from cigarettes and electronic cigarettes (it excludes inhalation of smoke from water pipes or marijuana).
- 8. Smoking prevention** refers to a health-promoting intervention that is aimed at the prevention or delay of the first puff of a cigarette.
- 9. Smoking cessation** refers to an intervention that helps cigarette smokers quit smoking.
- 10. Tobacco control education** refers to pedagogical activities that inform students about the health consequences of smoking cigarettes.
- 11. Tobacco control intervention** refers to tobacco control education or smoking prevention. This does NOT refer to smoking cessation.

**Q1. Does your school have a vice principal?**

- No
- Yes

**Q2. How many students were registered in your school on September 30, 2018 in....?**

	Number
Secondary I	
Secondary II	
Secondary III	
Secondary IV	
Secondary V	
Special education classes	
Other (specify) :	

**Q3. How many of the following staff members work in your school?**

	Full Time	Part Time
Teachers		
Professional staff*		
Health professional staff *		
Special education staff		
Support staff		

\* includes professional or health professional staff that are not paid by your schoolboard

**Q4. How many students in your school..?**

	Number or Percent
Participate in a nutritional support program (snack)	
Participate in a nutritional support program (meal)	
Come from households in which students live with only one parent, regardless of the reason (separation, divorce, widow/widower)	
Come from low-income households	

**Q5. On average, how many students in your school are absent each day? (Does not include late arrivals or early departures).**

students

**Q6. How many students in your school are considered at risk or EHDAA (élèves handicapés ou en difficultés d'adaptation ou d'apprentissage)?**

students at risk without an intervention plan

students with an intervention plan

**Q7. Please indicate the percentage of students whose mother tongue is...**

	Percent
French	<input type="text"/>
English	<input type="text"/>
Other	<input type="text"/>

**Q8. Which setting best describes your immediate school neighborhood?**

- Urban
- Suburban
- Rural
- Other (specify)

**Q9. Indicate your level of agreement. In this school...**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Meetings with teachers are well attended by parents	<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"/>
PPO (Parent Participation Organization) or Home & School meetings are well attended by parents	<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"/>
Student volunteers are easy to recruit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community partners (e.g. community organizations, etc.) are involved in the planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

and implementation of joint activities or interventions

**Q10. Indicate your level of agreement. In the past 3 years your school experienced...**

Changes to the educational project objectives	Several major changes or complete revision	Few major changes, no minor changes	Several minor changes	Few minor changes	No changes at all
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes to the success plan	Several major changes or complete revision	Few major changes, no minor changes	Several minor changes	Few minor changes	No changes at all
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher turnover	Several staff	Some staff	Few staff	No turnover in the past 3 years	No turnover in more than 3 years
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal turnover	3 in 3 years	2 in 3 years	1 in three years	0 in 3 years	0 in more than 3 years
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice principal turnover	3 in 3 years	2 in 3 years	1 in three years	0 in 3 years	0 in more than 3 years
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q11. For the 2018-2019 school year, please indicate the number and names of all the different sources of funding currently contributing to your school budget over and above the base MEES funding (e.g. SIAA, supplementary Ministry funding (i.e., “mesures”), *Culture in the Schools* program, *Busy Bodies Active Minds* program, fundraising, school foundations, private donations, etc.)**

sources	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Not applicable, school does not receive additional funding

**Q12. Indicate your level of agreement.**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Teachers in your school are innovative, always seeking out new ways to facilitate students' progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in your school have a real interest in the health of the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your superior is willing to take a chance on a good idea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information needed by those who make decisions is widely shared in your schoolboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is strong support from your schoolboard for the use of evidence-based practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in your school are committed to promoting healthy behaviours in their students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q13.1. In the past year, how important was each of the following health issues for your secondary I and secondary II students?**

	Extremely important	Very important	Important	Not very important	Not at all important
Bullying and intimidation (may include cyber-bullying)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aggressive behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health (e.g. anxiety)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cigarette smoking (including electronic cigarette use or vaping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical inactivity	<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"/>
Sexually transmitted infections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teen pregnancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADHD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suicide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug use	<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"/>
Other (specify) :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q13.2. In the past year, how important was each of the following health issues for your secondary III through secondary V students?**

	Extremely important	Very important	Important	Not very important	Not at all important
Bullying and intimidation (may include cyber-bullying)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aggressive behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health (e.g. anxiety)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cigarette smoking (including electronic cigarette use or vaping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical inactivity	<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"/>
Sexually transmitted infections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teen pregnancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADHD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suicide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug use	<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"/>
Other (specify) :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q14. In the past year, has your school offered any of the following types of extracurricular activities in which participation is voluntary?**

	No	Yes	Total Number	
Competitive sports (extramural)	<input type="radio"/>	<input type="radio"/>		teams
Non-competitive sports (intramural)	<input type="radio"/>	<input type="radio"/>		teams/activities
Physical activities (e.g. dance, ski, martial arts, fitness class, etc.)	<input type="radio"/>	<input type="radio"/>		activities/clubs
Free gym	<input type="radio"/>	<input type="radio"/>		days per week
Special interest clubs (e.g. chess, math, computer coding, robotics, etc.)	<input type="radio"/>	<input type="radio"/>		clubs
Artistic clubs (e.g. music, theatre, art, etc.)	<input type="radio"/>	<input type="radio"/>		clubs
Other (specify) :	<input type="radio"/>	<input type="radio"/>		

No extracurricular activities were offered in the past year

**Q15. In the past year, has your school offered any health-promoting interventions in which participation is expected at the group, class, grade or school-level to address.....?**

	No	Yes	Total no. of types of interventions
Physical activity/active living (not including physical education classes that are part of the curriculum)	<input type="radio"/>	<input type="radio"/>	
Sex education (e.g. teen pregnancy, STI prevention, etc.)	<input type="radio"/>	<input type="radio"/>	
Healthy eating	<input type="radio"/>	<input type="radio"/>	
Bullying and exclusion	<input type="radio"/>	<input type="radio"/>	
Personal safety and injury prevention (e.g. potential risks at home, in community, outdoors; safe use of technology, etc.)	<input type="radio"/>	<input type="radio"/>	
Mental health and well-being	<input type="radio"/>	<input type="radio"/>	
Multi-component/issue (2 or more). Specify:	<input type="radio"/>	<input type="radio"/>	
Other (specify) :	<input type="radio"/>	<input type="radio"/>	

No health-promoting interventions were offered in the past year



**Q16. Are any of these health-promoting interventions mandated by your school board?**

- No
- Yes → How many?  % or  types of interventions

**Q17. Does your school currently have a tobacco control intervention (prevention and/or education)?**

- No
- Yes → *Go to Q21*

**Q18. Which of the following best describes whether your school ever had a tobacco control intervention (prevention and/or education)?**

- Never had one
- Had one in the past 3 years
- Had one more than 3 years ago

**Q19. Indicate which stage best describes your school's level of readiness to (re)implement a tobacco prevention intervention.**

- Not currently being considered
- Discussion has been initiated
- Concrete actions proposed
- Concrete actions undertaken to implement in the coming school year

**Q20. Indicate the reason(s) why your school does not have a tobacco control intervention (prevention and/or education). Check all that apply.**

- Concern that such an intervention would inadvertently encourage smoking
- Smoking is not a problem
- Other student priorities that need to be addressed (specify)
- Other (specify)

**Q21. Indicate your level of agreement. In your school, ...**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Area provided for eating meals is pleasant and inviting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food distribution (including cafeteria, outside food suppliers, nutritional support programs) prioritizes foods of good nutritional value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vending machines prioritize foods/beverages of good nutritional value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measures are in place to foster active transportation (e.g. secure bike racks, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical activity is provided on all days when there is no physical education class (not including activities during lunch, recess or before/after school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indoor facilities for physical education, extracurricular, and other physical activities meet the needs of <b>all students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor facilities for physical education, extracurricular, and other physical activities meet the needs of <b>all students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indoor school physical activity facilities are available to <b>all students</b> outside the class timetable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor school physical activity facilities are available to <b>all students</b> outside the class timetable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to indoor and outdoor facilities for physical education, extracurricular and other physical activities belonging to other schools or community/private organizations is available to <b>all students</b> (does not include municipal parks).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The following questions pertain to ONE specific health-promoting intervention that is currently being offered in your school or that was offered within the last 3 years.*

***If your school is currently offering a tobacco control intervention or has offered one in the last 3 years, please answer the following questions with reference to this tobacco control intervention.***

*If your school does not currently offer a tobacco control intervention or has not offered one in the last three years, then think of any health-promoting intervention that is current or that was offered in the last three years. Please answer the following questions with that one intervention in mind.*

*If your school has not offered any health-promoting interventions in the last three years, please go to Q38.*

*Note that the response choices are in the past tense although we understand that the intervention may be ongoing.*

**Q22. What is the name of the intervention that you wish to use as a reference for our conversation today?**

*Name of intervention:* \_\_\_\_\_.

**Q23. Is (*name of intervention*) currently being offered at your school?**

No

If not, what year was (*name of intervention*) last offered to students? \_\_\_\_\_

Yes

If yes, how long has (*name of intervention*) been offered in your school? \_\_\_\_\_

**Q24. What aspect of your students' health and wellbeing did (*name of intervention*) primarily address?**

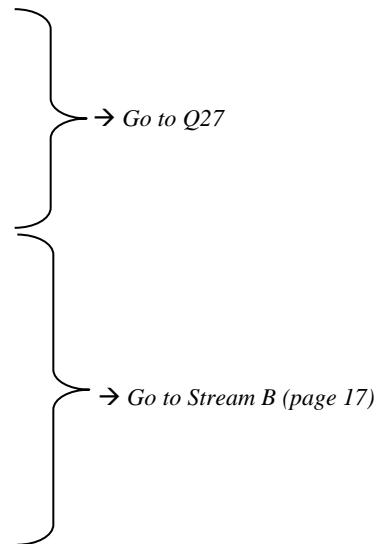
- Smoking prevention
- Tobacco control education
- Aggressive behaviour
- Mental health (e.g. anxiety)
- Bullying (may include cyberbullying)
- Physical activity
- Healthy eating
- Addiction prevention (e.g. alcohol, drugs, gambling)
- Sex education (e.g. teen pregnancy, STI prevention, etc.)
- Prevention of accidental injuries
- Suicide prevention
- Prevention of self-harm
- Other (specify) \_\_\_\_\_

**Q25. Who first signaled the need to address (health issue in Q24)?**

- School principal
- Vice principal
- Teacher(s) (provide specialty) [redacted]
- Special education staff (provide specialty if applicable) [redacted]
- Health professional staff (provide specialty if applicable) [redacted]
- Professional staff (provide specialty if applicable) [redacted]
- Parent(s)
- Student(s)
- Member(s) of a community organization (specify) [redacted]
- Other (specify) [redacted]

**Q26. Who originally designed (name of intervention)?**

- School principal
- Vice principal
- Teacher(s) in your school (specify specialty) [redacted]
- Professional staff member(s) in your school
- Student(s)
  
- Schoolboard (educational services, student services)
- University-based researcher or research team
- Provincial Ministry
- CISSS/CIUSSS (Centre intégré de santé et de services sociaux/Centre intégré universitaire de santé et de services sociaux)
- Community organization (specify) [redacted]
- Not-for-profit organization (specify) [redacted]
- For-profit organization (specify) [redacted]
  
- Other (specify) [redacted]



**Q27. Indicate the reason(s) why your school decided to develop (*name of intervention*) rather than select an existing intervention. Check all that apply. Existing interventions...**

- Were too complex
- Did not allow for a trial period with a small group of students first
- Did not receive positive reviews from other schools who had adopted these interventions
- Were not compatible with the values of your school
- Could not meet the unique needs of your school
- Could not be used in their entirety – part of an existing intervention was adopted while the majority was developed by your school
- Were not available in the language of instruction
- Were not age appropriate
- Other (specify) \_\_\_\_\_

OR

- Selecting an existing intervention was never formally considered

→ *Go to Stream A*

*Now think back to before (*name of intervention*) was selected (or developed) for delivery to students in your school. If your school developed the intervention, please follow Stream A. If your school selected an existing intervention, please follow Stream B (page 17).*

*Stream A (Developers)*

**Q28A. Was there a committee set up to develop a health-promoting intervention to address (*response to Q24*)?**

- No → *Go to Q30A*
- Yes

**Q29A. Who was on this committee?**

- School principal
- Vice principal
- Teacher(s) (specify specialty) \_\_\_\_\_
- Special education staff (specify) \_\_\_\_\_
- Health professional staff (specify job title) \_\_\_\_\_
- Professional staff (specify) \_\_\_\_\_
- Parent(s)
- Student(s)
- Member(s) of a community organization (specify) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

→ *Go to Q31A*

**Q30A. If there was no committee, how much input did the following individuals have in the development of the health-promoting intervention to address (response to Q24)?**

	A lot of input	Some input	A little input	Hardly any input	None
School principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice-principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health professional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Member(s) of a community organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q31A. Where did your school seek information about (response to Q24)? Please indicate all that apply.**

- Educational services (schoolboard)
- Colleagues in other schools
- Teachers convention
- Local health organizations (e.g. CISSS/CIUSSS)
- Other organizations (e.g. Canadian Cancer Society, Conseil Québécois sur le tabac et la santé, etc.)
- Government websites
- Other (specify)

**Q32A. Did you experience any difficulty acquiring relevant information about (response to Q24)?**

- No → Go to Q34A
- Yes, minor difficulties
- Yes, major difficulties

**Q33A. If yes, how important were each of the following in acquiring information about (response to Q24)?**

	Extremely important	Very important	Important	Not very important	Not at all important
Time to search for information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of personnel to search for information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to health and social services in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q34A. The following is a list of characteristics of health-promoting interventions that can be more or less important for a school to consider when developing a new health promoting intervention. How important were each of the following in the development of (name of intervention) in your school?**

	Extremely important	Very highly important	Highly important	Important	Not important
Compatibility with the values and mission of your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compatibility with the school context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could be tested in a small group of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use external animators	<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"/>
Time required for school staff to be trained for implementation	<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"/>
Ability to use staff members as animators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q35A. T** The following is a list of school characteristics that can be more or less important to consider when developing a new health promoting intervention. How important were each of the following in the development of (*name of intervention*) in your school?

	Extremely important	Very highly important	Highly important	Important	Not important
Types of other health-promoting interventions currently being offered to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of funds that could be allocated specifically for such interventions (including teacher training)	<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"/>
Level of parental participation in school life	<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"/>
Existing partnerships with community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objectives of your school's educational project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff time available for development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

→ Go to Q36 (page 20)



*Stream B (Adopters)*

**Q28B. Was there a committee set up to select a health-promoting intervention to address (response to Q24)?**

- No → Go to Q30B
- Yes

**Q29B. Who was on this committee?**

- School principal
- Vice principal
- Teacher(s) (specify specialty)
- Special education staff (specify)
- Health professional staff (specify job title)
- Professional staff (specify)
- Parent(s)
- Student(s)
- Member(s) of a community organization (specify)
- Other (specify)

→ Go to Q31B

**Q30B. If there was no committee, how much input did the following individuals have in selecting the health-promoting intervention to address (response to Q24)?**

	A lot of input	Some input	A little input	Hardly any input	None
School principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health professional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Member(s) of a community organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q31B. Did you experience any difficulty acquiring relevant information about potential health-promoting interventions that would address (response to Q24)?**

- No → Go to Q33B
- Yes, minor difficulties
- Yes, major difficulties

**Q32B. If yes, how important were each of the following in acquiring information about potential health-promoting interventions that would address (response to Q24)?**

	Extremely important	Very important	Important	Not very important	Not at all important
Time to search for information about new interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of personnel to search for information about new interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of information about the effectiveness of new interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of information about operating costs of new interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to health and social services in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q33B. Where did your school first learn about (name of intervention)?**

- Educational services (schoolboard)
- Colleagues in other schools
- Teachers convention
- Solicitation or proposal by the designers of (name of intervention)
- (name of intervention) website
- Local health organizations (e.g. CISSS/CIUSSS)
- Other organizations (e.g. Canadian Cancer Society, Conseil Québécois sur le tabac et la santé, etc.)
- Government websites
- Other (specify) \_\_\_\_\_

**Q34B. The following is a list of characteristics of health-promoting interventions that can be more or less important for a school when selecting a new intervention. How important were each of the following in your school's decision to choose (*name of intervention*) in your school?**

	Extremely important	Very highly important	Highly important	Important	Not important
Was successful in (an)other school(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required a reasonable amount of staff time (for training, program delivery)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could be easily adapted to your school context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represented an improvement over what your school had before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could be implemented within your budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was compatible with your school values, norms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was compatible with your school's context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could be tested in a small group of students first	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified key components required to replicate effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could be delivered by animators external to the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had documented empirical evidence of effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was available at no cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q35B. The following is a list of school characteristics that can be more or less important to consider when selecting a new intervention. How important were each of the following in your school's decision to choose (*name of intervention*) in your school?**

	Extremely important	Very highly important	Highly important	Important	Not important
Types of other health-promoting interventions currently being offered to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of funds that could be allocated specifically for such interventions (including teacher training)	<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"/>
Level of parental participation in school life	<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"/>
Existing partnerships with community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objectives of your school's educational project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q36. Was there someone who advocated strongly for the intervention and supported its adoption despite barriers?**

- No → Go to Q38
- Yes

**Q37. Please indicate their job title(s). Check all that apply.**

- School principal
- Vice principal
- Teacher (specify specialty) \_\_\_\_\_
- Special education staff (specify) \_\_\_\_\_
- Health professional staff (specify job title) \_\_\_\_\_
- Professional staff (specify) \_\_\_\_\_
- Parent(s)
- Student(s)
- Member of your Schoolboard (specify) \_\_\_\_\_
- Member of a community organization (specify) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

*This ends the section pertaining to (name of intervention)*

## RESPONDENT CHARACTERISTICS

**Q38. Are you...?**

- Female
- Male

**Q39. How old are you?**

- < 30
- 30 - 39
- 40 - 49
- 50 - 59
- ≥ 60

**Q40. What is the highest level of education that you have completed?**

- Bachelor's degree (specify field of study) \_\_\_\_\_
- Graduate diploma or certificate (specify field of study) \_\_\_\_\_
- Master's (specify field of study) \_\_\_\_\_
- PhD (specify field of study) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

**Q41. How many years have you been working in your current position?**

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

**Q42. How many years of experience do you have working as a \_\_\_\_\_ ?**

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

**Q43. What percentage of your time do you spend in...?**

	%
Administrative tasks	
Interacting with students	
Interacting with staff	
In meetings	
Your professional development (e.g. conferences, webinars)	
Other (specify)	

**Q44. Please indicate your level of agreement.**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The amount of emphasis on health promotion in your school's educational project is sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-based smoking prevention programs offered in high schools make a difference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health-promoting interventions can improve academic outcomes as well as reduce health risk behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-based programs are vital to smoking prevention in children at the high school level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff smoking influences student smoking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-cigarettes are as harmful as combustible cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some adolescents will smoke no matter what we do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in school physical activities and sports fosters a lifelong active lifestyle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q45. If you smoke, how frequently do you smoke?**

- Every day
- Less than every day
- I do not smoke

**Q46. During the last 7 days, on how many days did you do vigorous physical activities for at least 10 minutes at a time (e.g. running, fast bicycling or swimming, aerobics, etc.)?**

None → *Go to Q48*  
[ ] day(s) per week

**Q47. How much time did you spend doing vigorous physical activities on those days ?**

[ ] minutes per day

**Q48. During the last 7 days, on how many days did you do moderate physical activities for at least 10 minutes at a time (e.g. walking, bicycling at a regular pace, doubles tennis, etc.)?**

None → *End of questionnaire*  
[ ] day(s) per week

**Q49. How much time did you spend doing moderate physical activities on those days ?**

[ ] minutes per day

**End of Questionnaire - THANK YOU!**

