



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.
- 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 desk or laptop computer rather than a tablet or telephone.
- Words typed in **blue** are defined in the Glossary.
- 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.

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, 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.
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, 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 as of September 30th of the current school year?

 students

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

	Number	Percent
French		
English		
Other		

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

	Number	Percent	Don't know
Are coded SHSMLD (Students with Handicaps, Social Maladjustments or Learning Difficulties) and have an individualized education plan (IEP)			<input type="radio"/>
Are considered at-risk but do not have an IEP			<input type="radio"/>
Use school daycare services or programs			<input type="radio"/>
Are absent on an average day			<input type="radio"/>

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.

	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)		
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 <input type="text"/>		

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

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 students/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="radio"/>	<input type="radio"/>

20. Do any of the following guide 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="radio"/>	<input type="radio"/>

22. What is the cost to students' families of the food programs in your school?

	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		
	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"/>
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"/>
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"/>
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"/>
Showers with curtains or private stalls	<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	For both girls and boys (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"/>
Pickleball	<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"/>
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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, 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"/>
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
Physical activity/active living (do not include physical education classes that are part of the school curriculum)	<input type="radio"/>	<input type="radio"/> → Go to Q34
Sex education (healthy human development, respectful interactions between students, pregnancy, sexually transmitted infection)	<input type="radio"/>	<input type="radio"/> → Go to Q34
Respiratory viruses (RSV, flu, common cold, COVID-19)	<input type="radio"/>	<input type="radio"/> → Go to Q34
Healthy eating (do not include breakfast, snack or lunch services)	<input type="radio"/>	<input type="radio"/> → Go to Q34
Bullying, cyber bullying, exclusion, unsafe use of technology	<input type="radio"/>	<input type="radio"/> → Go to Q34
Personal safety and injury prevention (playing safe, risks at home, in community, outdoors)	<input type="radio"/>	<input type="radio"/> → Go to Q34
Mental health and well-being (suicide prevention, self-harm, body image interventions)	<input type="radio"/>	<input type="radio"/> → Go to Q34
Trauma (exposure to traumatic situations as a witness or victim ex. mistreatment, abuse, neglect, violence)	<input type="radio"/>	<input type="radio"/> → Go to Q34
Attention problems (attention-deficit/hyperactivity disorder (ADHD))	<input type="radio"/>	<input type="radio"/> → Go to Q34
Behavior regulation	<input type="radio"/>	<input type="radio"/> → Go to Q34
Oral health	<input type="radio"/>	<input type="radio"/> → Go to Q34
Screentime	<input type="radio"/>	<input type="radio"/> → Go to Q34
Cigarette smoking	<input type="radio"/>	<input type="radio"/> → Go to Q34
E-cigarettes, vaping	<input type="radio"/>	<input type="radio"/> → Go to Q34
Alcohol use	<input type="radio"/>	<input type="radio"/> → Go to Q34
Cannabis use	<input type="radio"/>	<input type="radio"/> → Go to Q34
Drug use (excluding cannabis)	<input type="radio"/>	<input type="radio"/> → Go to Q34
Environment (Earth Day, air quality, quality of drinking water)	<input type="radio"/>	<input type="radio"/> → Go to Q34
Healthy sleep habits	<input type="radio"/>	<input type="radio"/> → Go to Q34
Sedentary behaviour	<input type="radio"/>	<input type="radio"/> → Go to Q34
Other → specify	<input type="radio"/> → Go to Q35	<input type="radio"/> → Go to Q34

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

- ☐ 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 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
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"/>

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	<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 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"/>

THIS SECTION ASKS YOU TO CHOOSE 3 **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 ANOTHER ONE.

37. What is the name of the first/second/third **health-promoting intervention (HPI)** that you chose? Please describe the objectives, the target group, and how it is **implemented** in a few sentences.

1. Name:

Description:

2. Name:

Description:

3. Name:

Description:

38. How many years has (*HPI 1/2/3*) been offered in your school?

- ☐ Less than 1
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6-10
- ☐ More than 10

39. Is (*HPI 1/2/3*) 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 1/2/3*).

1. _____

2. _____

3. _____

41. Where did your school learn about (*HPI 1/2/3*)? Check all that apply.

- ☐ Educational services (school board)
- ☐ Colleagues in other schools

- ☐ Teachers' Convention
- ☐ Solicitation or proposal by the designers of (HPI 1/2/3) → specify name of designer _____
- ☐ (HPI 1/2/3) website
- ☐ Local health organizations (CISSS/CIUSSS)
- ☐ Other organizations (Canadian Cancer Society, Conseil Québécois sur le tabac et la santé)
- ☐ Government websites
- ☐ Scientific literature (Google scholar, Pub Med)
- ☐ Other → specify _____

42. Is (HPI 1/2/3) mandated by your school board?

- ☐ No
- ☐ Yes
- ☐ Don't know

43. Which organization designed (HPI 1/2/3)?

- ☐ 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 1/2/3)? Were there any SECONDARY themes? Check all that apply.

	Primary theme(s)	Secondary theme(s)
Physical activity/active living	<input type="radio"/>	<input type="radio"/>
Sex education (healthy human development, respectful interactions between boys and girls, 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	<input type="radio"/>	<input type="radio"/>
Bullying, cyber bullying, exclusion and unsafe use of technology	<input type="radio"/>	<input type="radio"/>
Personal safety and injury prevention (playing safe; potential risks at home, in community, outdoors)	<input type="radio"/>	<input type="radio"/>
Mental health and well-being (prevention of suicide and self-harm, body image)	<input type="radio"/>	<input type="radio"/>
Trauma (exposure to traumatic situations as a witness or victim ex. mistreatment, abuse, neglect, violence, etc.)	<input type="radio"/>	<input type="radio"/>
Attention problems	<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 and 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"/>

45. Was (HPI 1/2/3) 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 1/2/3)? 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
- ☐ 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 1/2/3)? 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 1/2/3) require the use of electronic technology (apps, screens, social media)?

- ☐ No
- ☐ Yes → specify type of technology

49. Did (HPI 1/2/3) involve the whole school (all grades)?

- ☐ No → specify which grades
- ☐ Yes

50. Did your school make any modifications to (HPI 1/2/3) 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 1/2/3)?

- ☐ No
- ☐ Yes

52. Was there a team (school staff, partner organizations) that met regularly to monitor and coordinate **implementation** of (HPI 1/2/3)?

- ☐ No
- ☐ Yes

53. Did any members of the school staff receive training for (HPI 1/2/3)?

- ☐ No
- ☐ Yes

54. Was your schoolboard involved in (HPI 1/2/3)?

- ☐ No
- ☐ Yes → specify how

55. What was the principal's role during the **implementation** of (HPI 1/2/3)? *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 1/2/3) 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 1/2/3) explicitly written in your **School Educational Project** or **Success Plan**?

- ☐ No
- ☐ Yes
- ☐ Don't know

58. Did (HPI 1/2/3) involve **community organizations** (YMCA, Breakfast Club of Canada, ParticipACTION) as partners in **implementing** the HPI?

- ☐ No
- ☐ Yes

59. Did (HPI 1/2/3) involve the families of students as partners in **implementing** the intervention?

- ☐ No
- ☐ Yes

60. Were the families of students invited to participate in (HPI 1/2/3)?

- ☐ No → Go to Q62
- ☐ Yes

61. How many families of students participated in (HPI 1/2/3)?

- ☐ None

- ☐ A few
- ☐ Some
- ☐ Many
- ☐ Most

62. Did your school do any of the following to **evaluate** (HPI 1/2/3)?

	Yes	No
Hold regular meetings to discuss HPI	<input type="radio"/>	<input type="radio"/>
Obtain feedback from (HPI 1/2/3) animators	<input type="radio"/>	<input type="radio"/>
Document whether implementation was carried out as planned	<input type="radio"/>	<input type="radio"/>
Document number of students participating in (HPI 1/2/3)	<input type="radio"/>	<input type="radio"/>
Document barriers and facilitators to implementation	<input type="radio"/>	<input type="radio"/>
Formally evaluate the outcomes of (HPI 1/2/3)	<input type="radio"/>	<input type="radio"/>

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 1/2/3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abandoning (HPI 1/2/3) would have a negative effect on the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(HPI 1/2/3) has/had a positive impact on students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(HPI 1/2/3) met all objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LIMESURVEY INSTRUCTION: REPEAT Q37 to Q63 FOR INTERVENTIONS 2 AND 3

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?

No → Go to Q66
Yes

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

1. _____
2. _____
3. _____
4. _____
5. _____

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)	<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="text"/>	<input type="radio"/>	<input type="radio"/>

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)	<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

68. Are you a...?

- ☐ 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

END OF QUESTIONNAIRE
THANK YOU VERY MUCH FOR YOUR RESPONSES!

Please note that we will send a cheque for 100\$ to your school to cover expenses related to participation in PromeSS.