

ESSENTIAL CONDITIONS SURVEY

INTRODUCTION

There are essential conditions needed to promote a culture of health and wellness in schools. This tool will help school communities to reflect, plan, and celebrate how wellness is integrated in school culture.

This tool will take approximately 15 minutes. Your participation is voluntary and can be ended at any time. If you wish to withdraw or have information removed, contact the study coordinator. Please ensure you have reviewed the information letter above. By pressing 'Submit', you are consenting to participate.

DEMOGRAPHICS

1. I am completing this tool on behalf of a

School

School Authority

2. What is your job title?

Trustee

Superintendent and/or other senior system leader

Other school authority staff (e.g., consultant, support services, division principal)

School Principal / Vice Principal

Teaching staff member (e.g., teacher, educational assistant)

Other school staff

Student

School Council / Parent Council representative

Parent / family / guardian

Health services professional

Community organization / non-profit organization representative

Other

3. What is your gender?

[open ended]

Note: This survey was developed for the purpose of this research. Knowledge and insight from Youth Excel, a pan-Canadian youth health initiative, were used to inform this work.

STUDENTS AS CHANGE MAKERS

1. To what extent do students in your school have a voice in wellness-related decision-making? (e.g., to what extent do they have the opportunity to set priorities, plan, and carry out wellness-related initiatives?)

Not at all
Minimally
Somewhat
Fully
Do not know

2. To what extent are students in your school actively engaged as wellness leaders in their school communities?

Not at all
Minimally
Somewhat
Fully
Do not know

3. To what extent are students in your school drivers of change (e.g., they influence others around them - peers, family members) to make healthy choices?

Not at all
Minimally
Somewhat
Fully
Do not know



SCHOOL-SPECIFIC AUTONOMY

1. Our school authority policies, guidelines, or directives can be adapted to meet the unique needs of our individual school

Strongly disagree

Disagree

Agree

Strongly agree

Do not know

2. To what extent does your school set priorities, plan and implement wellness-related initiatives that build on school strengths and needs (including geographical, historical, and sociocultural considerations)?

Not at all

Minimally

Somewhat

Fully

Do not know

3. To what extent are healthy school initiatives embedded within school-level strategic/action plans?*

Not at all

Minimally

Somewhat

Fully

Do not know

*School action plans are both formal and informal planning for creating a healthy school community. Some schools may have action plans specific to wellness activities, whereas other schools may incorporate wellness planning elsewhere

DEMONSTRATED ADMINISTRATIVE LEADERSHIP

1. To what extent do school administrators/principals in your school understand, value, and prioritize wellness?

- Not at all
- Minimally
- Somewhat
- Fully
- Do not know

2. To what extent do school administrators/principals in your school demonstrate vision and strategic direction for wellness to effectively support the creation of healthy school communities (e.g., supportive policies, guidelines, or directives)?

- Not at all
- Minimally
- Somewhat
- Fully
- Do not know

3. To what extent are school administrators/principals in your school actively and visibly engaged in creating healthy school communities (e.g., role modelling)?

- Not at all
- Minimally
- Somewhat
- Fully
- Do not know

HIGHER-LEVEL SUPPORT

1. Our school authority understands, encourages, and prioritizes wellness

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Do not know

2. Values related to wellness are considered in our recruitment and hiring processes

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Do not know

3. Our school authority demonstrates vision and strategic direction that effectively supports the creation of healthy school communities (e.g., supportive policies, guidelines, or directives)

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Do not know

4. To what extent do senior decision makers in the school authority support creating a culture of healthy school communities?*

- Not at all
- Minimally
- Somewhat
- Fully
- Do not know



*Senior decision makers refer to school authority CEO/Director, Assistant Directors, Superintendents

HIGHER-LEVEL SUPPORT (CONTINUED)

5. Does your school authority have wellness initiatives (e.g., strategies, programs, frameworks) available to all schools?

Yes

No

Do not know

6. [If Yes] What proportion of schools are engaged in these initiatives?

None (0-10%)

Some (11-50%)

Most (51-80%)

All (81-100%)

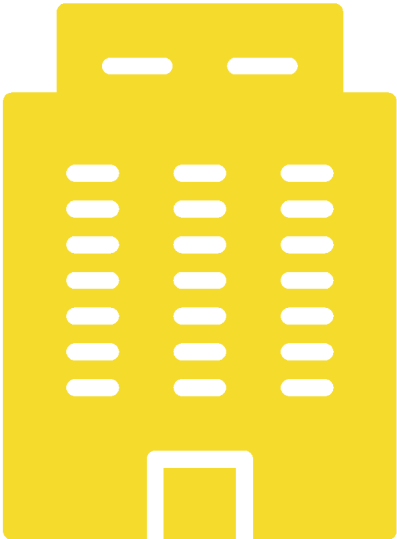
Do not know

7. In the past year, has your school authority designated funding from your operational budget to support the creation of healthy school communities (for example, to support teacher release time or school-based projects)?

Yes

No

Do not know



DEDICATED CHAMPION(S) TO ENGAGE SCHOOL COMMUNITY

1. Our school has champion(s) who are knowledgeable about creating healthy school communities and are motivated to facilitate sustainable change

Strongly disagree

Disagree

Agree

Strongly agree

Do not know

2. Does your school have one or more designated staff person(s) responsible for advancing healthy school communities?

Yes

No

Do not know

3. What full-time equivalent (FTE) of school-level staff time is devoted to advancing healthy school communities/wellness efforts?

0-25% FTE

26-50% FTE

51-75% FTE

76-100% FTE

> 100% FTE (more than one FTE)

Do not know

4. To what extent does your school identify wellness leaders/champions for healthy school community efforts? *

Not at all

Minimally

Somewhat

Fully

Do not know

Wellness leader/champion refers to an individual in the school community who motivates and engages students and staff to move toward the vision of a healthy school community. The individual may be from within the school (a student, staff member) or outside of the school (a parent, community member) - anyone who champions healthy school initiatives

COMMUNITY SUPPORT

The following items refer to Wellness Committees or similar groups that support growth of healthy school communities:

1. Does your school have a Healthy Schools/Wellness Committee?*

Yes

No

Do not know

*Healthy Schools/Wellness Committees are a focal point for promoting opportunities to advance the health of the school authority members and the environments in which they live. They represent a variety of perspectives, and try to ensure a health focus is brought to school authority decisions.

2. [If Yes] Which of the following groups are represented on the committee? [check all that apply]

Trustees

Superintendents and/or other senior system leaders

Other school authority staff (e.g., consultants, support services, division principals)

School Principals / Vice Principals

Teaching staff members (e.g., teachers, educational assistants)

Students

School Council / Parent Council representatives

Parents / families / guardians

Health services professionals

Community organization / non-profit organization representatives

Other

3. How often does your Healthy Schools/Wellness Committee meet?

Once per year

Twice per year

Quarterly

Monthly or more often

Do not know

COMMUNITY SUPPORT (CONTINUED)

4. To what extent does your Healthy Schools/Wellness Committee include representation from a broad range of stakeholders (such as students, teachers, parents, principals, health professionals, community members)?

- Not at all
- Minimally
- Somewhat
- Fully
- Do not know

5. Does your school have effective partnerships with the following groups to promote and sustain healthy school communities? (Check all that apply) *

- Other school authorities
- Families/Parent Councils
- Community groups
- Health authority/health region
- Businesses
- Government at any level
- Other

*Effective partnerships are based on effective communication and strong interpersonal relationships, valuing the roles of each member. They build on links between health and learning, and have common aims, objectives and goals. They are flexible and developed over time (source: Joint Consortium for School Health, Healthy School Planner)

6. Thinking of the effective partnerships identified in the previous question, which of the following supports have your partners provided in the past year? (Check all that apply)

- Funding
- Services (e.g. health services, volunteer activities, training opportunities, professional development)
- Expertise
- Material resources (e.g. handouts, signage, computers, equipment)
- None of the above
- Other

QUALITY AND USE OF EVIDENCE

1. Does your school use evidence to guide its planning and delivery of programs/policies that support the creation of healthy school communities (check all that apply)

Experience from other schools/authorities

Research literature

External consultant(s) providing report(s)

Internal champions providing reports

Professional organization resources

Provincial requirements

Local data (e.g., surveys, attendance records, policy review)

Do not know



2. Does your school have an action plan related to healthy school communities (e.g., strategic plan)?

Yes

No

Do not know

3. Does your school develop goals that are specific, measurable, attainable, realistic and time limited (SMART) within an action plan to create healthier school communities?

Yes, we develop goals with all of the above SMART criteria

Partially, we develop goals without meeting all SMART criteria

No

Do not know

4. Does your school formally evaluate its progress on building healthy school communities?

Yes

No

Do not know

QUALITY AND USE OF EVIDENCE (CONTINUED)

5. [If Yes] If you answered yes to the question above, how often does formal evaluation occur?

Less than one time per year

One time per year

More than one time per year

Conducted an assessment but did not use results to plan or monitor progress

Do not know

6. Is your evidence local and meaningful, including anecdotal or qualitative evidence (e.g., student voice)?

Not at all

Minimally

Somewhat

Fully

Do not know

7. Does your school complete a school health assessment tool (such as the Healthy School Planner)

Yes

No

Do not know



PROFESSIONAL DEVELOPMENT AND LEARNING

1. In the past year, has your school offered/supported events or professional development opportunities related to healthy school communities (including supporting attendance at events offered by other organizations)?

Yes

No

Do not know

2. [If Yes] How many events were offered/supported?

None

1

2

3+

3. What proportion of staff participated in professional development related to building healthy school communities?

None (0-10%)

Some (11-50%)

Most (51-80%)

All (81-100%)

Do not know

4. Which target audiences were reached through events and professional development opportunities? Check all that apply.

Health Leaders or Champions (district or school staff who take a lead in creating healthy school communities)

Health and Physical Education Teachers

Other Teachers

Lunchroom Supervisors and Food Service Providers

Principals / Vice Principals

School Volunteers

Teacher-Coaches or In-School Sport Coaches

Teaching Assistants and Other School Support Staff

PROFESSIONAL DEVELOPMENT AND LEARNING (CONTINUED)

5. In the past year, to what extent has the school provided support to health and physical education teachers regarding meeting curriculum outcomes related to healthy school communities?

Not at all

Minimally

Somewhat

Fully

Do not know

6. In the past year, to what extent have your curriculum leads for physical and health education (or similar staff) worked with their colleagues to integrate health and wellness into other curriculum areas?

Not at all

Minimally

Somewhat

Fully

Do not know

7. In the past year, to what extent is your school meeting health education curricula time?

Not at all

Minimally

Somewhat

Fully

Do not know

8. In the past year, to what extent is your school meeting physical education curricula time?

Not at all

Minimally

Somewhat

Fully

Do not know