

Youth Health Survey- Administrator Survey

Page #1



Welcome to the Partners in Planning for Healthy Living (PPHL) Online YHS Administrator Survey.

The purpose of this survey is to explore and learn more about the relationship between healthy school policies and practices and how they impact the health of Manitoba youth. This survey acts as a complement to the 2012 Youth Health Survey (YHS) which is being implemented in Grades 7-12 across Manitoba during the current school year. The YHS Administrator Survey is targeting School Principals, but may be completed by an alternate, such as the Vice-Principal, a Student Services Staff Member or a Physical Education/Health Education Teacher.


Your cooperation in this important project is very much appreciated. The survey will take approximately 15 minutes to complete. All information collected will be kept strictly confidential and respondents will not be identified individually. Results will be rolled up into a provincial report and no comparisons will be made between schools, school divisions or regions.


If you have any questions or comments regarding this survey, please feel free to contact:


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Thank you for responding!

 Section 1: Your School

 1. The name of your school is:

 2. What is your position in the school? Please choose one.


- Principal
- Vice-principal
- Student Services Staff Member (e.g., resource teacher, counsellor, clinician)
- PE/HE Teacher

 3. The population of students in your school:


4. Which of the following grades are in your school? Check all that apply.

- 7
- 8
- 9
- 10
- 11
- 12

 Section 2: Health Policies and Practices

 5. Does your school have a process in place to plan for a healthy school (i.e., healthy living practices, services and behaviours in the school)?

- Yes
- No
- I don't know

 6. Is school health (i.e. healthy living practices, services and behaviours in the school) included in your school's strategic business/action plan (i.e., school plan)?

- Yes
- No
- I don't know

7. Which of the following areas are addressed by your school health/wellness planning process? Check all that apply.

- We do not have a process in place to plan for a healthy school
- We have a specific committee or committees to plan for a healthy school
- Physical activity
- Healthy eating
- Tobacco use
- Alcohol/substance use
- Mental well-being
- Personal safety/bullying
- Sun safety
- Sexual/reproductive health

8. Who regularly participates at your school in planning for a healthy school? Check all that apply.

- We do not have a process in place for planning for a healthy school
- Students
- Teaching staff member(s)
- Other staff member(s)
- Principal / Vice Principal
- School/parent council representative
- Parents/families/guardians
- Health services professionals
- Community organization / non-profit organization representative
- School district / division / board representative
- Other (please specify): _____

9. Does your school use data from a formal assessment (e.g., in-house data collection or the previous Youth Health Survey) to determine the student's attitudes, knowledge, beliefs and behaviours on the following topics to plan for a healthy school?

	Yes	No	I don't know
a. Physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Healthy eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tobacco use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Substance use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Mental well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Personal safety/bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Sexual/reproductive health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Did your school review and/or use the data presented in your school's previous Youth Health Survey Report?

- Yes
- No
- I don't know
- Our school did not participate

11. Does your school follow an approach that addresses school health in a planned, integrated, and holistic way (e.g., comprehensive school health approach)?

- Never
- Rarely
- Often
- Always
- I don't know

12. Does your school (or division) have written policies or practices related to the following?

	Yes	No	I don't know
a. Physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Healthy eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tobacco use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Alcohol/substance use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Mental well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Personal safety/bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g. Sexual/reproductive health



13. Does your school (or division) have guidelines on how teachers and other school staff should enforce or implement your school's written policies or practices related to the following?

	Yes	No	I don't know
a. Physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Healthy eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tobacco use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Alcohol/substance use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Mental well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Personal safety/bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Sexual/reproductive health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Physical Environment

14. During school hours (both structured and unstructured time), do the majority of students at your school have access to the following?

	Yes	No	I don't know	Not Applicable
a. Gymnasium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Indoor facilities (e.g. fitness room, dance studio, yoga room)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Outdoor facilities (e.g. playing fields, paved activity areas, baseball diamond)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Equipment (e.g. balls, skipping ropes, basketballs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Outside of school hours (before and/or after school, evenings and weekends), does your school permit regular student access to the following?


	Yes	No	I don't know	Not Applicable
a. Gymnasium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Indoor facilities (e.g. fitness room, dance studio, yoga room)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Outdoor facilities (e.g. playing fields, paved areas, baseball diamond)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment (e.g. balls, skipping ropes, basketballs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


16. Does your school promote active transportation* to and from school in any of the following ways? Check all that apply.

*Active transportation means that students are physically active during their commute (e.g. walking, cycling or skateboarding).

	Yes	No	I don't know
a. Identify safe routes to use for walking and cycling to and from school (e.g. with signs, in newsletters, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Provide crossing guards at intersections to encourage safe walk-to-school routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- c. Designate a 'car-free zone' to provide safe walking areas around the school
- d. Allow students to bring bicycles on school property
- e. Allow students to bring small wheel vehicles (e.g. rollerblades, scooters, skateboards) on school property
- f. Encourage the use of helmets and safety gear for those who use bicycles and small wheel vehicles to get to school
- g. Organize a walking/cycling-to-school program (e.g., 'walking school bus' where parents or older students walk around the neighbourhood and pick up walkers at designated points)
- h. Organize occasional 'walk to school days' or walking clubs


 Section 4: Partnerships and Services

 17. During the past year (12 months), have school staff received in-service/workshop training from outside partners (e.g. Regional Health Authority, Healthy Schools Initiative, local experts) in the following areas?

	Yes, all staff	Yes, some staff	No	I don't know
Active living/physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tobacco use prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol/substance abuse prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental well-being/suicide prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal safety/bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthy sexuality promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Which of the following supports do your partnerships provide to help create a healthy school environment? Check all that apply.


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

 19. Is your school community engaged in community service (e.g., promoting community events, promoting or coordinating food drives, hosting blood donation clinics, raising money for charities)?

- Not at all
- Minimally
- Somewhat
- Fully

 20. How often do community members volunteer in your school including, but not specific to health and well-being activities?

- Rarely
- 1 or 2 days per week
- Most days
- Every day

 21. Do school staff have clear guidelines to refer students with the following suspected health issues to the appropriate school/division counsellor/clinician or community health professional or agency?

	Yes	No	I don't know
a. Eating disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tobacco use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Alcohol/substance abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Depression/suicidal tendencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Sexual/physical abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. STIs/pregnancy/contraception	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Does your school work on healthy living promotion, services and/or activities for students with the following partners? Check all that apply.

- School board/division consultant, clinician or specialist
- Provincial Government
- Municipal Government
- Regional Health Authority
- Teen primary health clinic
- Teen Talk
- Community health agency (e.g., Canadian Cancer Society, Canadian Diabetes Association, Child Nutrition Council, Heart and Stroke Foundation)
- Parks or Recreation department / Municipal Community Centre
- Youth organization (e.g., YMCA/YWCA, Boys/Girls Clubs, Boy Scouts/Girl Guides)
- Health or fitness club

23. What role does your Regional Health Authority play when working with your school on health promotion and/or activities for students? Check all that apply.

- Provide information/resources/programs (e.g., posters, toolkits)
- Solve problems jointly
- Develop/implement program activities jointly
- No contact with Regional Health Authority regarding health promotion and/or activities

24. Does your school make the following available to all students regardless of ability to pay?

	Yes	No	I don't know	Not Applicable
Breakfast program	<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"/>
Snack program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Milk program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Does your school have any of the following?

	Yes	No
Cafeteria	<input type="radio"/>	<input type="radio"/>
Snack bar/Tuck shop	<input type="radio"/>	<input type="radio"/>
Vending machines(s)	<input type="radio"/>	<input type="radio"/>

26. How do you rate the nutritional quality of the food and beverages that are served or available for sale in your school?

- All healthy choices
- Mainly healthy choices
- Some healthy choices
- I don't know
- No food or beverages are served or sold in our school

☰ 27. How many days make up your school's cycle

- 2 days
- 3 days
- 4 days
- 5 days (Monday-Friday)
- 6 days
- 7 days
- 8 days
- 9 days

☰ 28. On average, in your school, how many days per cycle do students taking Physical Education/Health Education (PE/HE) have a class?

	Less than 1	1	2	3	4	5	6	7	8	9
Grade 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

☰ 29. In which of the following grades is PE/HE offered all year? Check all that apply.


- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- None

☰ 30. Are PE/HE classes in your school taught by a teacher or teachers with specialized training in this area (e.g. Bachelor of PE or Kinesiology)?


- Yes
- No
- I don't know

☰ 31. To what extent is physical activity integrated into classes other than PE/HE in your school?

- A lot
- Some
- Very little
- Not at all
- I don't know

 32. Do students in your school receive an alternative delivery (instead of a school-based delivery) for learning outcomes related to the following topics as part of a parental option in PE/HE?

	Yes	No	I don't know
a. Substance Use/Abuse Prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Human Sexuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 33. Which aspects of tobacco use and control are addressed outside of the PE/HE at your school (for example, through non-health curricula or non-classroom programs or activities)? Check all that apply.


- Prevention of tobacco use
- Quitting tobacco use
- Protection from secondhand smoke
- Denormalization of tobacco industry (for example, awareness of tobacco industry tactics to promote tobacco use, economics, environmental issues)
- Advocacy and/or youth empowerment
- None. We only address tobacco use and control in the PE/HE curriculum

34. Which of the following tobacco use prevention programs has your school offered to students? Check all that apply.

- Review and Rate
- Students Working Against Tobacco (SWAT) Teams
- Not On Tobacco (NOT), a teen smoking cessation program
- Back off Tobacco (BOT), a k-12 teaching resource aligned with the expected learning outcomes
- Lungs for Life
- Tobacco Tackle
- Other (please specify) _____
- None of the above
- I don't know

35. Which aspects of healthy eating promotion are addressed outside of the PE/HE curriculum at your school (for example, through non-health curricula or non-classroom programs or activities)? Check all that apply.

- Healthy eating promotional events, presentations
- Foods skills/Nutrition classes (e.g., Human Ecology)
- Cooking classes (i.e., after school)
- Gardening (e.g. growing produce)
- Field trips (e.g., grocery store, farmers' market, farm)
- None of the above


 36. Do students play a leadership role in the organization of school activities within the school and community?

- In no activities
- In some activities
- In most activities
- In all activities


 37. Does your school offer a student peer support or mentoring program?

- Yes
- No
- I don't know


 ONLY COMPLETE THE FOLLOWING IF YOU HAVE GRADE 11 OR 12 STUDENTS IN YOUR SCHOOL.

 38. Which of the following PE/HE delivery models best describes the model offered to GRADE 11 students in your school?


- 100% teacher-directed IN-class time
- 75% teacher-directed IN-class time and 25% OUT-of-class time for the physical activity practicum
- 50% of teacher-directed IN-class time and 50% OUT-of-class time for the physical activity practicum
- 25% of teacher-directed IN-class time and 75% OUT-of-class time for the physical activity practicum
- A combination of these
- Not applicable

 39. Has the PE/HE delivery model used for GRADE 11 students changed since the 2008 year of implementation?


- Yes, the teacher-directed IN-class time has increased
- Yes, the OUT-of-class time for the physical activity practicum has increased
- No
- I don't know
- Not applicable

 40. Which of the following PE/HE delivery models best describes the model offered to GRADE 12 students in your school?

- 100% teacher-directed IN-class time
- 75% teacher-directed IN-class time and 25% OUT-of-class time for the physical activity practicum
- 50% of teacher-directed IN-class time and 50% OUT-of-class time for the physical activity practicum
- 25% of teacher-directed IN-class time and 75% OUT-of-class time for the physical activity practicum
- A combination of these
- Not applicable

 41. Has the PE/HE delivery model used for GRADE 12 students changed since the 2008 year of implementation?

- Yes, the teacher-directed IN-class time has increased
- Yes, the OUT-of-class time for the physical activity practicum has increased
- No
- I don't know
- Not applicable

 42. Are grade 11 and 12 PE/HE teachers allocated time in the schedule to meet with students to monitor their OUT-of-class physical activity practicum?

- Yes
- No
- I don't know
- Not applicable