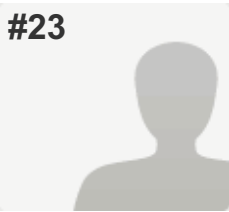


#23



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, April 10, 2017 7:46:37 AM
Last Modified: Thursday, April 13, 2017 12:13:07 PM
Time Spent: Over a day
IP Address: 69.2.155.149

PAGE 2: Demographics

Q1: Please select your school district from the drop down list or choose "other" and type in the name if it's not listed.

WELD 6

Q2: How many people are part of the team completing this survey?

20

Q3: Please indicate the type and title of every person part of the team completing this survey; this can include multiple entries by type of participant, so please separate multiple entries with a semicolon.

School staff

Marianna Poling (Health Teacher), Marissa Lobato (PE teacher)

District administrator

Amy Tuttle (Assistant Director of Advanced Academics, PE, Art, and Music), Danielle Bock (Director of Nutrition Services), Kara Sample (Assistant Director of Nutrition Services)

District health and wellness coordinator

Annie Baker (Wellness Coordinator at Greeley RE-1), Rachel Hurshman (Wellness Coordinator at WCSD6), Courtney Bell (Wellness Specialist at WCSD6)

District staff

Karen Wainscott (Welcome Center & Summit Engaged Facilitator), Jessie Caggiano (School Social worker), Suzannah Fuller (School Social Worker), Doris Stillman (Medicaid-Finance), Maribeth Appelhans (Lead Nurse)

Other - list all

Leslie Beckstrom (Healthy Eating and Active Living Coordinator at Weld County Health Department), Roxane Conant (Wellness Coordinator at Banner Health), Ashlee Garcia (Nurse Practitioner at Kids Care Clinic; school-based clinic), Ellie Dudley (Integrated Nutrition Education Program), Catherine Holmes ((Nurse Practitioner at Kids Care Clinic; school-based clinic), Katie Castillo (Community Health Educator at UCHealth)

Q4: Please note if anyone else was involved in the process who is not part of the team filling out the survey (e.g. someone who provided data, etc.).

Respondent skipped this question

PAGE 3: District Infrastructure

Healthy Schools Collective Impact Needs Assessment

Q5: Is it part of your district's health and wellness coordinator's job to work with school health teams?	Yes
Q6: When was your local wellness policy (LWP) last updated? When will it be updated next? [Please provide dates as possible]	2015-2016, will update 2017-2018
Q7: Does your district need support in developing, implementing, or evaluating a LWP?	No
Q8: Where is your district in the creation of a comprehensive health and wellness plan?	Late Stages
Q9: Does your district need support in developing or implementing a comprehensive health and wellness plan?	No
Q10: The following question asks about specific roles – your district may use a different title for this role. If the survey language does not match your district's, please simply think of your district's equivalent. Please note the percentage of schools in your district participating in the following activities this academic year as they relate to programs, practices, and policies associated with the WSCC model.	
Schools with a school health team leader.	76-100%
Schools with a school health team.	76-100%
Schools with FTE (or release time, stipend) devoted toward participation on a school health team.	0-25%
Schools implementing WSCC practices.	26-50%
Schools conducting a needs assessment in their school.	51-75%
Schools conducting internal evaluations (i.e., using their own resources/personnel) to evaluate WSCC practices.	76-100%
Schools conducting external evaluations (i.e., partnering with outside organization or third-party) for WSCC practices outside of Healthy Schools grant-related evaluation activities.	76-100%
Schools open to partnering on external evaluations research for systematic improvement of current WSCC practices.	0-25%
Schools that have access to readily available research evidence to inform their selection of WSCC practices.	76-100%
Schools that evaluate the existing research evidence to inform their selection of WSCC practices.	51-75%
Schools that apply research evidence to inform implementation of WSCC practices.	76-100%

Healthy Schools Collective Impact Needs Assessment

Q11: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to Health Education.

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Advocate for policies and practices to support required health education courses, teaching health education, or required courses or credentialing teachers.	4 = High level of knowledge & skills	2 = Low level of need
Creating a sequential health education curriculum consistent with standards	4 = High level of knowledge & skills	4 = High level of need
Assessment development and effective grading in health education.	3 = Moderate level of knowledge & skills	4 = High level of need
Creating culturally appropriate classroom practices, activities, and examples.	3 = Moderate level of knowledge & skills	4 = High level of need
Teaching strategies and pedagogical practices to encourage active teaching and learning, and identification of opportunities to practice skills.	4 = High level of knowledge & skills	2 = Low level of need
Assignments and practices that encourage student interaction with family and community	4 = High level of knowledge & skills	4 = High level of need
Strategies for effective classroom management techniques in health education.	2 = Low level of knowledge & skills	2 = Low level of need

Healthy Schools Collective Impact Needs Assessment

Q12: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to specific essential Health Education topics.

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Preventing unintentional injuries	2 = Low level of knowledge & skills	3 = Moderate level of need
Preventing violence	4 = High level of knowledge & skills	1 = No need
Preventing suicide	4 = High level of knowledge & skills	1 = No need
Physical activity	4 = High level of knowledge & skills	1 = No need
Healthy eating	4 = High level of knowledge & skills	1 = No need
Preventing tobacco and other drug use	4 = High level of knowledge & skills	1 = No need
Mental health and social emotional wellness	4 = High level of knowledge & skills	2 = Low level of need
Healthy relationships	4 = High level of knowledge & skills	2 = Low level of need
Preventing HIV, other STD, and pregnancy	4 = High level of knowledge & skills	2 = Low level of need

Healthy Schools Collective Impact Needs Assessment

Q13: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to Physical Activity/Physical Education.

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Advocate for policies to support adequate physical education in the district and school. E.g.:- Minutes of physical education/week. -Years of physical education -Time requirement for length of physical education class -Adequate teacher/student ratio	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Creating a sequential physical education curriculum aligned with standards	4 = High level of knowledge & skills	1 = No need
Strategies to engage students in physical activity, creation of individual fitness plans, and health related physical fitness concepts and skills. E.g.:-Students active at least 50% of class time -Individualized physical activity and fitness plans	4 = High level of knowledge & skills	1 = No need
Advocacy and implementation of before and after school programs to increase physical activity including development of community use agreements, bike and walk to school activities, intramural programs, and interscholastic sports.	4 = High level of knowledge & skills	1 = No need
Standards and assessment for physical education. E.g.:-Physical education grading	4 = High level of knowledge & skills	1 = No need
Creating policies to support physical education including prohibiting exemptions, waivers in physical education and prohibiting physical activity for punishment. E.g.:- Prohibit exemptions or waivers for physical education	4 = High level of knowledge & skills	1 = No need
Addressing facility and safety concerns in the physical education and the athletic setting. E.g.:-Physical activity facilities meet safety standards-Physical education safety practices -Athletics safety requirements	4 = High level of knowledge & skills	1 = No need
Adapted physical education strategies to support students with special health care needs	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Strategies to support physical activity during the school day including classroom physical activity breaks and active recess strategies.	2 = Low level of knowledge & skills	3 = Moderate level of need

Q14: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to Nutrition Environment and Services.

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Strategies and practices to support schools offering school meals (breakfast and lunch) programs that are fully accessible to all students.	4 = High level of knowledge & skills	1 = No need
Strategies to provide a wide variety of offerings in school meals that align with state and local standards and policies.	4 = High level of knowledge & skills	1 = No need
Strategies and practices that ensure healthier foods are purchased and prepared for service	4 = High level of knowledge & skills	1 = No need
Promote environmental changes to support healthy food and beverage choices using Smarter Lunchroom techniques	2 = Low level of knowledge & skills	1 = No need
Developing schedules to support adequate time to eat school meals and recess before lunch.	2 = Low level of knowledge & skills	3 = Moderate level of need
Techniques to support collaboration between nutrition services staff members and teachers to reinforce nutrition education lessons taught in the classroom	2 = Low level of knowledge & skills	4 = High level of need
Strategies and environmental approaches to ensure a clean, safe, and pleasant cafeteria.	4 = High level of knowledge & skills	1 = No need
Strategies and practices to train staff to quickly and effectively respond to food emergencies (e.g. Choking, medical emergencies, natural disasters, biological hazards)	1 = No knowledge & skills	4 = High level of need
Strategies to implement farm to school activities in the school.	4 = High level of knowledge & skills	1 = No need
Strategies to support venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) where food is available offer fruits and non-fried vegetables.	3 = Moderate level of knowledge & skills	1 = No need
Development and implementation of policies that prohibit food as a reward or punishment	3 = Moderate level of knowledge & skills	2 = Low level of need

Healthy Schools Collective Impact Needs Assessment

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Developing policies and practices that align Smart Snacks during school and classroom celebrations, fundraisers, and school snacks.	3 = Moderate level of knowledge & skills	1 = No need

Q15: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to Health Services.

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Advocate for, adopt, and implement policies and practices to support health services including having a registered school nurse responsible for health services in the school building (all day, every day) and professional development for school nurses or health service providers	3 = Moderate level of knowledge & skills	2 = Low level of need
Health promotion strategies for school nurses or health services on a variety of health behaviors for students and parents/guardians	3 = Moderate level of knowledge & skills	2 = Low level of need
Practices related to identifying and tracking for students with chronic health conditions or health risk behaviors	3 = Moderate level of knowledge & skills	2 = Low level of need
Development and implementation of referral systems for student with chronic health conditions or health risk behaviors	3 = Moderate level of knowledge & skills	2 = Low level of need
Practices related to collection and communication of student health information	3 = Moderate level of knowledge & skills	2 = Low level of need

Healthy Schools Collective Impact Needs Assessment

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Development and implementation of emergency response plans	3 = Moderate level of knowledge & skills	2 = Low level of need
Strategies and practices to assist students with asthma including case management, access to quickrelief medications, and asthma management education	3 = Moderate level of knowledge & skills	2 = Low level of need
Development of food allergy management and prevention plans	2 = Low level of knowledge & skills	2 = Low level of need

PAGE 6: District Knowledge, Skills, and Needs (Continued)

Healthy Schools Collective Impact Needs Assessment

Q16: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to Counseling, Psychological, & Social Services.

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Strategies to secure full-time providers available for counseling, psychological, AND social services.	2 = Low level of knowledge & skills	3 = Moderate level of need
Strategies to secure adequate number of these staff members based on, for example: - One counselor for every 250 students-One social worker for every 400 students-One psychologist for every 1,000 students	1 = No knowledge & skills	4 = High level of need
Implement counseling, psychological, or social services programming that is meeting the emotional, behavioral, and mental health needs of all students and families.	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Promote collaboration between counseling, psychological, and social services providers and school staff in multiple ways, such as developing plans to address student health problems, providing professional development, developing policy, etc.	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Supporting a system for counseling, psychological, or social services providers to identify and track students with emotional, behavioral, and mental health needs.	2 = Low level of knowledge & skills	4 = High level of need
Implement a systematic approach that includes specific WSCC components for referring students, as needed, to appropriate school- or community-based counseling, psychological, and social services.	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Aiding students during school and life transitions (such as changing schools or changes in family structure) E.g.: - Matching with another student or buddy- Opportunities for students to check-in- Adaptation orientation programs	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Supporting a system for counseling, psychological, or social services providers to identify students who have been involved in any type of violence and if necessary refer them to the most appropriate school-based or community-based services.	2 = Low level of knowledge & skills	4 = High level of need
Strategies for providers to take the following actions with students who use tobacco. E.g.:- Provide a strong message about the importance of totally abstaining- Provide self-help materials- Provide use cessation counseling	2 = Low level of knowledge & skills	4 = High level of need

Healthy Schools Collective Impact Needs Assessment

Q17: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to Social and Emotional Climate.

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Advocacy for your schools having a formal crisis preparedness, response, and recovery plan (school and/or district-created) in place. E.g. evacuation plans, lock down plans, mental health services post-crisis, communication plans, etc.	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Advocacy for school staff to receive training in implementing the crisis preparedness, response, and recovery plan	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Advocacy for schools having a process that uses a set of strategies or pathways to determine the credibility and seriousness of a threat (e.g., a threat assessment)	4 = High level of knowledge & skills	3 = Moderate level of need
Promoting addressing positive climate, e.g. communicate expectations for learning and behavior to students and parents/guardians, hold school-wide activities that give students opportunities to share in diverse cultures & experiences	3 = Moderate level of knowledge & skills	2 = Low level of need
Promoting adopting a written policy (school and/or district-created) prohibiting harassment and bullying and protection for: disability, race, creed, color, sex, sexual orientation, national origin, religion, or need for special education services.	3 = Moderate level of knowledge & skills	2 = Low level of need
Advocacy for schools addressing harassment and bullying. E.g.:- Trainings for school staff about how to respond to harassment and bullying- Institute corrective measures for students engaged in bullying	3 = Moderate level of knowledge & skills	4 = High level of need
Advocacy for schools supporting lesbian, gay, bisexual, transgender, or queer/questioning (LGBTQ) youth. E.g.:-Identify “safe spaces” or access to providers not on school property where LGBTQ youth can receive support	2 = Low level of knowledge & skills	4 = High level of need

Healthy Schools Collective Impact Needs Assessment

Q18: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to Physical Environment.

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Development and implementation of a crisis response plan	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Strategies and practices to provide and maintain a safe physical environment (inside and outside school buildings)	3 = Moderate level of knowledge & skills	2 = Low level of need
Strategies and practices to provide safe biking and walking routes to school	3 = Moderate level of knowledge & skills	2 = Low level of need
Adoption, implementation, enforcement, and communication of standard precautions policy (i.e., policy and procedures for handling blood and bodily fluids)	3 = Moderate level of knowledge & skills	2 = Low level of need
Adoption, implementation, enforcement, and communication of tobacco policy	3 = Moderate level of knowledge & skills	2 = Low level of need
Adoption, implementation, enforcement, and communication of marijuana policy	3 = Moderate level of knowledge & skills	1 = No need
Adoption, implementation, enforcement, and communication policies for carry and self-administration of quick-relief medications	3 = Moderate level of knowledge & skills	2 = Low level of need
Implementation of indoor air quality practices	2 = Low level of knowledge & skills	1 = No need
Implementation integrated pest management practices	4 = High level of knowledge & skills	4 = High level of need

Healthy Schools Collective Impact Needs Assessment

Q19: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to Employee Wellness.

	Knowled ge & skills to implemen t	Need of suppor t (trainin g, resourc es) to select & implem ent
Strategies to provide health education and health-promoting activities with a focus on skill development and behavior change	4 = High level of knowledge & skills	1 = No need
Strategies to provide and market accessible and free or low-cost health assessments/screening and health programs (physical activity/fitness, healthy eating/weight management, stress management, tobacco-cessation, asthma management, First Aid/CPR, conflict resolution)	4 = High level of knowledge & skills	1 = No need
Development and implementation of a breastfeeding policy in district and school buildings	2 = Low level of knowledge & skills	4 = High level of need
Strategies to support staff to model healthy eating behaviors	2 = Low level of knowledge & skills	3 = Moderate level of need
Strategies to support staff to model physical activity behaviors	2 = Low level of knowledge & skills	3 = Moderate level of need
Provide Employee Assistance Programs. E.g.: -Counseling for emotional disorders such as anxiety or depression -Crisis intervention for personal problems	1 = No knowledge & skills	3 = Moderate level of need

Healthy Schools Collective Impact Needs Assessment

Q20: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to Family Engagement.

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Strategies to communicate with all families in a culturally and linguistically appropriate way about activities and opportunities to participate in health programs and other community-based health and safety programs	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Providing family programs that support effective parenting strategies	2 = Low level of knowledge & skills	4 = High level of need
Involving family members in decision making	3 = Moderate level of knowledge & skills	2 = Low level of need
Using a formal process to recruit, train, and involve family and other community members as volunteers to enrich school health and safety programs	3 = Moderate level of knowledge & skills	2 = Low level of need
Providing opportunities for family members to reinforce learning at home	2 = Low level of knowledge & skills	3 = Moderate level of need
Advocating for family and community members to have access to indoor and outdoor school facilities outside school hours to participate in or conduct health promotion and education programs	2 = Low level of knowledge & skills	3 = Moderate level of need

Healthy Schools Collective Impact Needs Assessment

Q21: Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following in regards to Community Involvement.

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Strategies to involve community organizations or members in district decision making, planning, and implementation of health and safety activity and events	2 = Low level of knowledge & skills	4 = High level of need
Engage students, families, and community members in developing communications about district health programs and activities that are culturally relevant	3 = Moderate level of knowledge & skills	2 = Low level of need
Strategies to recruit, train, and involve community members as volunteers to enrich district health and safety programs	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Developing policies and procedures regarding community access to district facilities and joint use agreements	3 = Moderate level of knowledge & skills	2 = Low level of need

PAGE 9: Topics for Support and Professional Development

Q22: Some of the question below ask about engagement. Here are examples of ways to engage people in school health and wellness efforts:-Providing people with information and skills they need to support healthy attitudes, behaviors, and environments,-Encouraging people to be part of decision making in the district,- Ensuring regular and effective two-way communication,-Offering a wide variety of volunteer opportunities, and-Creating health education activities that parents/guardians and students can do together at home.Please rate the extent to which your district overall has knowledge & skills and is in need of additional support for the following:

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Engage students in health/wellness efforts	3 = Moderate level of knowledge & skills	4 = High level of need
Engage parents/guardians in health/wellness efforts	3 = Moderate level of knowledge & skills	4 = High level of need
Engage community members in health/wellness efforts	3 = Moderate level of knowledge & skills	2 = Low level of need
Incorporate health and wellness goals/efforts into the UIP process	2 = Low level of knowledge & skills	4 = High level of need
Conduct a health/wellness needs assessment for school or district	4 = High level of knowledge & skills	2 = Low level of need
Conduct an inventory of current health/wellness resources in school or district	2 = Low level of knowledge & skills	3 = Moderate level of need

Healthy Schools Collective Impact Needs Assessment

	Knowledge & skills to implement	Need of support (training, resources) to select & implement
Use health/wellness data to inform decision-making	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Garner support for health/wellness efforts from school and/or district leadership	3 = Moderate level of knowledge & skills	4 = High level of need
Develop better understanding of how health/wellness influences academic achievement	4 = High level of knowledge & skills	2 = Low level of need
Identify opportunities to secure funding for health/wellness work	4 = High level of knowledge & skills	2 = Low level of need
Integrate WSCC model into local wellness policy	3 = Moderate level of knowledge & skills	2 = Low level of need
Develop & maintain school wellness committees	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Develop a District Health Advisory Committee (DHAC) that represents schools (including charters), the district, and community	4 = High level of knowledge & skills	2 = Low level of need
Maintain District Health Advisory Committee (DHAC) that represents schools (including charters), the district, and community	4 = High level of knowledge & skills	1 = No need
Implement school-based health/wellness best practices in district or schools	3 = Moderate level of knowledge & skills	2 = Low level of need
Integrate health/wellness into district or school culture	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Evaluate the success of WSCC practices and efforts	3 = Moderate level of knowledge & skills	3 = Moderate level of need
Develop & maintain strategic partnerships to support the success of WSCC practices and efforts	3 = Moderate level of knowledge & skills	2 = Low level of need

PAGE 10: Implementation Challenges

Q23: Identify the extent to which each of the following are a challenge to successfully planning programs, practices, and/or policies around WSCC in your district. Here, implementation support is when district/school personnel receive PD (knowledge, skills, and abilities) to support the implementation of a program, practice, or policy. Coaching is ongoing implementation support.

Sufficient support for using data to inform practice	Somewhat challenging
Access to research evidence	Not a challenge
Access to practice based evidence	Not a challenge
Access to resources for using evidence-based programs, practices, policies	Not a challenge
Sufficient peer support	A little challenging

Healthy Schools Collective Impact Needs Assessment

Sufficient implementation support	Somewhat challenging
Sufficient funding for implementation	A major challenge
Sufficient ongoing coaching	Somewhat challenging
Sufficient time	A major challenge
Content of suggested best practices does not fit with district or school or match curriculum	Not a challenge
Content of programs/practices/policies is too long	Not a challenge
Content is too resource intensive	Not a challenge
Enough administrative support	A major challenge
Enough buy-in from school leadership	Somewhat challenging
Access to tools and resources to advocate for health and wellness	Somewhat challenging
Sufficient knowledge of strategies for advocating to decision makers for health and wellness	A little challenging
Sufficient buy-in from school personnel	A little challenging
Sufficient staffing at the district level	Not a challenge
Sufficient training and technical assistance (tailored guidance to meet specific needs of site(s) through collaborative communication between a specialist and the site(s)) to support the district.	Not a challenge
Sufficient training and technical assistance available to support schools. Assistance takes into account site-specific circumstances and culture and can be provided through phone, mail, e-mail, Internet, or in-person meetings.	Not a challenge
Accessing information on how to integrate best practices into existing school curriculum/infrastructure.	Not a challenge
Sufficient support for ensuring that best practices are being implemented as intended (i.e., with fidelity).	A little challenging
Sufficient support for best practices outcome evaluation.	A little challenging
Sufficient resources for using data to improve existing practices.	A little challenging
Sufficient support for a process to use data to guide best practices planning decisions.	Somewhat challenging

Healthy Schools Collective Impact Needs Assessment

Q24: Please rank the top 3 types of professional development your district prefers to receive. 1 = most preferred.

In-person trainings	3
Tools and resources	1
Learning from other districts or schools	2

Q25: If you said "other" above, please specify

Respondent skipped this question

Q26: Please rank which top three training method your district prefers to receive. 1 = most preferred.

Internet-based	3
In-person	1
Conferences/workshop	2

Q27: If you said "other" above, please specify

Respondent skipped this question

Q28: If we have a day's worth of in-person training, how would your district prefer to receive it? (select all that apply)

In 1-3 hour chunks over multiple days , 2 half days,
A full day , During school breaks,
Other (please specify) PD days, summer

Q29: Where would staff in your districts prefer to go for in-person professional development? These are CDE regions. Rank your top 3 choices.

Metro	2
Pikes Peak	3
North Central	1

Q30: If your district has allocated budget for professional development travel, what distance does it allow (select all that apply)?

There is no funding for travel

Q31: When is the best time of year to offer these types of trainings in your district?

In person	Fall, Winter, Summer
Web-based	Fall, Spring, Summer

Additional comments on timing?

This is a difficult question. Everyone had one time that would be best, so technically every single box would be checked. Tried my best to come to an overall consensus. Spring is PARCC testing and always hectic, so the earlier the better. Summer, most teachers check out near the end, so middle will be best, unless targeting admin.

Q32: What encourages or motivates school and district staff to participate in professional development opportunities? Please rank your top three where 1 = most effective

Respondent skipped this question

Healthy Schools Collective Impact Needs Assessment

Q33: Do any of the following prevent school and district staff from attending a training they want to attend? Select up to three for each type of staff.

Expenses (e.g., cost of course, cost of travel)	Barrier for school staff, Barrier for district staff
Substitute pay	Barrier for school staff
Travel distance	Barrier for school staff, Barrier for district staff
Workshops are held at inconvenient times	Barrier for school staff, Barrier for district staff
Lack of buy-in/support from leadership	Barrier for school staff, Barrier for district staff
Unable to leave existing job duties for training	Barrier for school staff, Barrier for district staff

PAGE 12: Communication Needs

Q34: If there was an online location for healthy schools resources and information, would you be willing to register/create a user profile in order to log in and access it? Yes

Q35: Indicate your school and district staff's general access to the internet at both home and work locations. Please estimate as best you can.

Home	Average
Work	Poor

Comments

At work, there is access but hardly any time to access for most. At home, there is access, however there are competing responsibilities (after-school committees, kids, kid's after-school activities).

Q36: Does your district or school use technology platforms (e.g., Basecamp, Socius, Schoology, Google Classroom etc.) to facilitate internal or external communications? If yes, please specify
Resources are shared with teachers in Schoology.

Q37: What sources of information do you go to most often for information regarding your work in the following areas:

Best Practices (evidence-based preferred)	Websites, E-mail
Research	Websites, E-mail
Health & Academics	Websites, E-mail
Innovative/Promising Programs/Practices/Policies	Websites, E-mail
Professional Development	Websites, E-mail
Funding Opportunities	Websites, E-mail, Other
Resources	Websites, E-mail, Other
If you said other for any response, please specify	Word of mouth

Healthy Schools Collective Impact Needs Assessment

Q38: Select the top three ways you access information regarding comprehensive health and wellness programs, practices, and policies (that we should use to communicate them with you):

Websites, E-mail, Other,
If you said other, please specify
In-person at conferences/meetings, etc.

PAGE 13: Wrap Up

Q39: Please list all data sources you used to complete this survey.

Smart Source

Q40: What are some challenges to doing health & wellness work in your district this survey has not asked about?

Overall budget (i.e., our district is severely cutting funding due to not receiving a mill levy override. This causes problems in multiple areas within a school district)

Q41: Do you have any questions?

Respondent skipped this question
