

# Smart Source Immediate Report

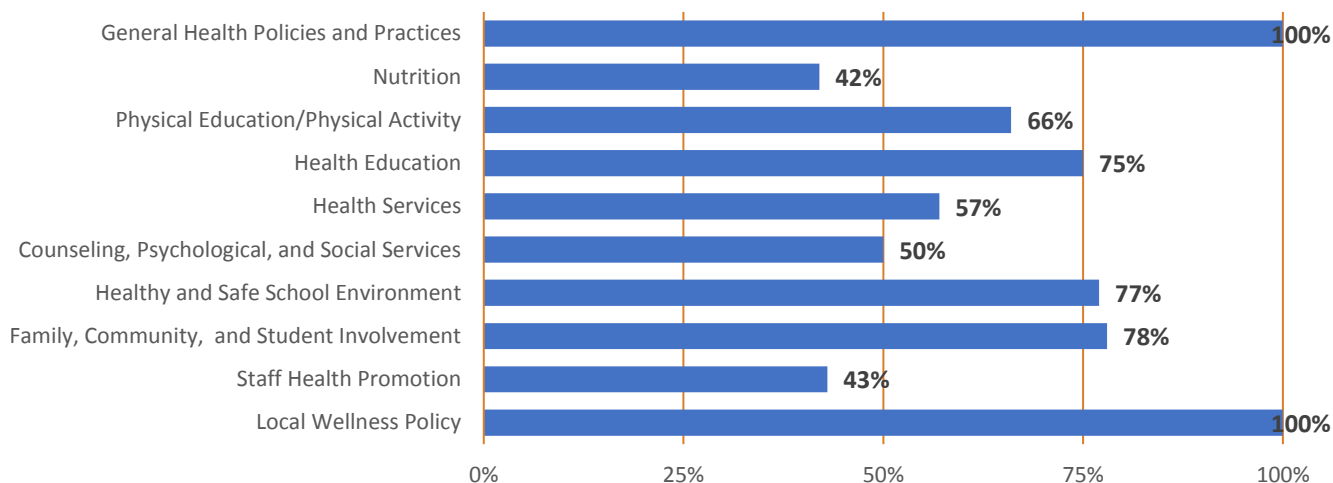
Kit Carson Junior-Senior High School

Date Submitted: 10/21/19



Thank you for completing the Smart Source inventory. By assessing your school health efforts, you are on your way toward building and sustaining a healthy school environment for your students and staff.

## Summary of results: Percentage of your school's responses that align with best practice



### Where did this report come from?

This report shows your school's responses to the Smart Source inventory and was submitted into our online system by Robert Framel. It is recommended that site coordinators consult with a variety of staff to inform responses and, if possible, for staff to complete the inventory as a team. It is okay if there is disagreement about your school's responses, as your school is not being graded or scored and the goal of Smart Source is to guide improvements.

### How do I interpret this report?

The "Summary of results" figure above shows the percentage of your school's responses within each component area that align with best practice as identified by content experts. Items for which there is no school response, a response of 'N/A', or no defined best practice are excluded from percentage calculations. Please note that it is not always possible for schools to implement all designated best practices as there are often exceptions given the unique context of many of our Colorado schools. Throughout this report, your school's response for each item is compared to best practice by using the following conventions:

- If your school aligns with best practice, you will see a '✓'.
- If your school does not align with best practice, you will see an '✗'.
- If there is not a clearly defined best practice or if the best practice is more nuanced than the response options, you will see an 'N/A' accompanied by a footnote located at the end of each section.
- If there is no school response, or if 'N/A' is selected, you will see a dash.

### What do I do with this information?

This report is intended to provide you with immediate information so you can prioritize improvements in your school health efforts. To do this well, we recommend 1) convening your school health team (or staff who focus on health and wellness efforts) to look at this report, 2) identify 5-10 areas of improvement for your school, 3) assess your current resources and readiness to address those improvements, 4) determine the action steps needed to work toward your areas of improvement, and 5) get to work! Each school has different populations, priorities, administration, etc. so work on whatever is right for your school given your unique context. Keep in mind that higher impact improvements require buy-in from all stakeholders who will be impacted (i.e., students, staff, families, communities) and tend to center on the following cross cutting themes: systems and culture; professional development; assessment and data policy; and quality assurance.

## General Health Policies and Practices



100%

Percentage of responses that align with best practice

| Item  | Your School's Response | Did You Report Best Practice? |
|---|------------------------|-------------------------------|
| <b>Wellness team and membership</b>   |                        |                               |
| Has a wellness team   | Yes                    | ✓                             |
| School administrators   | Yes                    | ✓                             |
| Students  | Yes                    | ✓                             |
| Parents/guardians   | Yes                    | ✓                             |
| Community leaders   | Yes                    | ✓                             |
| <b>Wellness team activities</b>   |                        |                               |
| Number of times wellness team meets per school year   | 7 or more times        | ✓ <sup>1</sup>                |
| Identified student health needs based on a review of relevant data  | Yes                    | ✓                             |
| Recommended new or revised health and safety policies and activities to school administrators or the school improvement team  | Yes                    | ✓                             |
| Sought funding or leveraged resources to support health and safety priorities for students and staff  | Yes                    | ✓                             |
| Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members | Yes                    | ✓                             |
| Reviewed health-related curricula or instructional materials  | Yes                    | ✓                             |
| Assessed the availability of physical activity opportunities for students   | Yes                    | ✓                             |
| Developed a written plan for implementing a Comprehensive Physical Activity Program   | Yes                    | ✓                             |
| <b>Practices and policies to address health and wellness</b>  |                        |                               |
| Has a staff person leading health efforts   | Yes                    | ✓                             |
| Has adopted a wellness policy   | Yes                    | ✓                             |
| Has process for identifying students who are at risk of being chronically absent  | Yes                    | ✓                             |
| Has process for following up on chronic absenteeism   | Yes                    | ✓                             |
| Incorporates health and wellness in UIP   | Yes                    | ✓                             |

**Administration of climate surveys**

|                                      |     |   |
|--------------------------------------|-----|---|
| Student climate assessment           | Yes | ✓ |
| Teacher climate assessment           | Yes | ✓ |
| Other staff climate assessment       | Yes | ✓ |
| Parents/guardians climate assessment | Yes | ✓ |

**Administration of student-level health assessments**

|                                  |     |                  |
|----------------------------------|-----|------------------|
| District-created assessment      | Yes | ✓                |
| Healthy Kids Colorado Survey     | Yes | ✓                |
| Other student health assessments | No  | N/A <sup>2</sup> |

**Components of administered school health self-assessment**

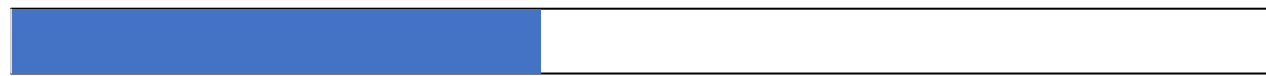
|   |     |   |
|---|-----|---|
| Physical activity                       | Yes | ✓ |
| Nutrition                               | Yes | ✓ |
| Tobacco-use prevention                  | Yes | ✓ |
| Asthma                                  | Yes | ✓ |
| Injury and violence prevention          | Yes | ✓ |
| HIV, STI, and teen pregnancy prevention | Yes | ✓ |

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<sup>1</sup> It is best practice for wellness teams to meet as regularly as possible and at least once per school year.

<sup>2</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.

## Nutrition



42%

Percentage of responses that align with best practice

| Item   | Your School's Response | Did You Report Best Practice? |
|--|------------------------|-------------------------------|
| <b>Meal provision</b>  |                        |                               |
| Provides breakfast   | No                     | ✗                             |
| Provides lunch   | Yes                    | ✓                             |
| Total breakfast minutes  | -                      | - <sup>3</sup>                |
| "Seated time" breakfast minutes                                      | -                      | - <sup>3</sup>                |
| Has strategies to increase universal access to breakfast             | -                      | -                             |
| Total lunch minutes  | 35                     | N/A <sup>4</sup>              |
| "Seated time" lunch minutes  | 30                     | ✓ <sup>4</sup>                |
| <b>Locations where water is accessible</b>                           |                        |                               |
| Permits students to have water bottle                                | Yes, in all locations  | ✓                             |
| Cafeteria during breakfast   | N/A                    | -                             |
| Cafeteria during lunch   | Yes                    | ✓                             |
| Gymnasium or other indoor physical activity facilities               | Yes                    | ✓                             |
| Outdoor physical activity facilities and sports fields               | Yes                    | ✓                             |
| Hallways throughout the school                                       | Yes                    | ✓                             |
| <b>Fruit and vegetable offerings at celebrations</b>                 |                        |                               |
| Offers fruit or non-fried vegetables for celebrations                | Rarely                 | ✗ <sup>5</sup>                |
| <b>Locations where food and beverage advertisement is prohibited</b> |                        |                               |
| In school buildings  | No                     | ✗                             |
| On school grounds or other areas of the campus                       | No                     | ✗                             |
| On school buses or other vehicles to transport students              | No                     | ✗                             |
| In school publications   | No                     | ✗                             |
| In curricula or other educational materials                          | No                     | ✗                             |

**Food-related policies**

|  |     |   |
|--|-----|---|
| Prohibits the use of food as a reward  | No  | ✗ |
| Prohibits the advertising of unhealthy foods and beverages on school grounds | No  | ✗ |
| Requires predominantly healthy foods and beverages for celebrations          | No  | ✗ |
| Requires non-food or healthy food school-sponsored fundraisers               | No  | ✗ |
| Allows student purchasing of snack food or beverages                         | Yes | ✓ |

**Food and beverages available for student purchase before school**

|                                     |     |                  |
|-------------------------------------|-----|------------------|
| Vending machines                    | Yes | N/A <sup>6</sup> |
| School store, canteen, or snack bar | No  | N/A <sup>6</sup> |

**Food and beverages available for student purchase during lunch**

|                                     |    |                  |
|-------------------------------------|----|------------------|
| Vending machines                    | No | N/A <sup>6</sup> |
| School store, canteen, or snack bar | No | N/A <sup>6</sup> |

**Food and beverages available for student purchase during the school day**

|                                     |     |                  |
|-------------------------------------|-----|------------------|
| Vending machines                    | Yes | N/A <sup>6</sup> |
| School store, canteen, or snack bar | Yes | N/A <sup>6</sup> |

**Food and beverages available for student purchase after school**

|                                     |     |                  |
|-------------------------------------|-----|------------------|
| Vending machines                    | Yes | N/A <sup>6</sup> |
| School store, canteen, or snack bar | Yes | N/A <sup>6</sup> |

**Food items available for student purchase**

|  |     |   |
|--|-----|---|
| Chocolate candy  | Yes | ✗ |
| Other kinds of candy   | Yes | ✗ |
| Salty snacks that are not low in fat   | Yes | ✗ |
| Low sodium pretzels, crackers, or chips  | Yes | ✓ |
| Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat | Yes | ✗ |
| Ice cream or frozen yogurt that is not low in fat                                | No  | ✓ |
| 2% or whole milk (plain or flavored)   | No  | ✓ |
| Nonfat or 1% (low-fat) milk (plain)  | Yes | ✓ |
| Water ices or frozen slushes that do not contain juice                           | No  | ✓ |

|  |     |   |
|--|-----|---|
| Soda pop or fruit drinks that are not 100% juice | Yes | ✗ |
| Sports drinks                                    | Yes | ✗ |
| Energy drinks                                    | No  | ✓ |
| Bottled water                                    | Yes | ✓ |
| 100% fruit or vegetable juice                    | No  | ✗ |
| Foods or beverages containing caffeine           | Yes | ✗ |
| Fruits   | No  | ✗ |
| Non-fried vegetables                             | No  | ✗ |

### Activities to promote healthy eating

|  |     |   |
|--|-----|---|
| Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages                    | No  | ✗ |
| Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating    | Yes | ✓ |
| Provided information to students or families on the nutrition and caloric content of foods available                                       | Yes | ✓ |
| Conducted taste tests to determine food preferences for nutritious items   | No  | ✗ |
| Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics | Yes | ✓ |
| Served locally or regionally grown foods in the cafeteria or classrooms  | No  | ✗ |
| Planted a school food or vegetable garden  | No  | ✗ |
| Placed fruits and vegetables near the cafeteria cashier, where they are easy to access   | Yes | ✓ |
| Used attractive displays for fruits and vegetables in the cafeteria  | No  | ✗ |
| Offered a self-serve salad bar to students   | Yes | ✓ |
| Labeled healthful foods with appealing names (e.g., crunchy carrots)   | No  | ✗ |
| Encouraged students to drink plain water   | Yes | ✓ |
| Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance               | No  | ✗ |
| Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes                         | No  | ✗ |

<sup>3</sup> It is best practice to allow students at least 15 minutes of seated breakfast time.

<sup>4</sup> It is best practice to allow students at least 20 minutes of seated lunch time.

<sup>5</sup> It is recommended that at school celebrations food either (1) not be provided; or (2) include healthy options such as fruit and non-fried vegetables.

<sup>6</sup> According to the Colorado Competitive Food Service Policy (2202-R-201.00), foods and beverages that compete with the district's food service program cannot be sold to students 30 minutes before to 30 minutes after each scheduled meal service (some exemptions apply). Schools that primarily offer and/or sell healthy snacks to students that comply with the federal Smart Snacks nutrition standards are helping to promote the health of their students.

## Physical Education/Physical Activity



66%

Percentage of responses that align with best practice

| Item   | Your School's Response | Did You Report Best Practice? |
|--|------------------------|-------------------------------|
| <b>Grades with required Physical Education course</b>                                      |                        |                               |
| 6th grade  | Yes                    | ✓                             |
| 7th grade  | Yes                    | ✓                             |
| 8th grade  | Yes                    | ✓                             |
| 9th grade  | Yes                    | ✓                             |
| 10th grade   | Yes                    | ✓                             |
| 11th grade   | Yes                    | ✓                             |
| 12th grade   | Yes                    | ✓                             |
| <b>Average P.E. minutes</b>  |                        |                               |
| Number of required P.E. semesters per secondary student                                    | 2                      | N/A                           |
| Number of P.E. minutes offered per week per secondary student                              | 215                    | ✗ <sup>7</sup>                |
| Number of P.E. sessions per week per secondary student                                     | 5                      | N/A <sup>8</sup>              |
| Number of minutes per session of secondary-level physical education                        | 43                     | ✗ <sup>9</sup>                |
| <b>Waivers/Exemptions for P.E.</b>   |                        |                               |
| Band   | N/A                    | -                             |
| School-sponsored athletics   | N/A                    | -                             |
| ROTC   | N/A                    | -                             |
| Other  | N/A                    | - <sup>10</sup>               |
| <b>Practices for quality P.E.</b>  |                        |                               |
| Percentage of P.E. time with moderate to vigorous physical activity                        | 85%                    | ✓ <sup>11</sup>               |
| Appropriately modified activities to promote the participation of all students             | Yes                    | ✓                             |
| Instructional strategies that support the needs of the diversity of the student population | Yes                    | ✓                             |



|  |                                    |                   |
|--|------------------------------------|-------------------|
| Student/teacher ratio that is comparable with other classes at all grade levels                                    | Yes                                | ✓                 |
| Curriculum aligned to the Colorado Academic Standards, specifically the Comprehensive Physical Education Standards | Yes                                | ✓                 |
| Unit and lesson plans to guide instruction   | Yes                                | ✓                 |
| Objectives that are observable and measurable  | Yes                                | ✓                 |
| Summative/performative assessments   | Yes                                | ✓                 |
| Formative assessments  | Yes                                | ✓                 |
| Number of P.E. full-time equivalents (FTEs)  | 2.5                                | N/A <sup>12</sup> |
| <b>Requirements of P.E. teachers</b>   |                                    |                   |
| Undergraduate training in P.E.   | No                                 | ✗                 |
| Graduate training in P.E.  | No                                 | ✗                 |
| Licensure with an endorsement in P.E.  | No                                 | ✗                 |
| Ongoing professional development related to physical education (at least annually)                                 | No                                 | ✗                 |
| <b>Physical activity opportunities</b>   |                                    |                   |
| Before-school activities   | Yes                                | ✓                 |
| Classroom physical activity breaks   | Yes                                | ✓                 |
| Proportion of teachers incorporating physical activity breaks in their classrooms                                  | Some teachers (approximately half) | ✗ <sup>13</sup>   |
| Intramural sports or physical activity clubs   | No                                 | ✗                 |
| Interscholastic sports   | Yes                                | ✓                 |
| <b>Physical activity as punishment</b>   |                                    |                   |
| Physical activity used as punishment   | Sometimes                          | ✗ <sup>14</sup>   |
| Has policy prohibiting use of physical activity as punishment  | No                                 | ✗                 |

<sup>7</sup> It is recommended that secondary students receive at least 225 minutes of P.E. per week.

<sup>8</sup> There is no established best practice for the number of P.E. sessions per week. See footnote on P.E. minutes per session for secondary students.

<sup>9</sup> It is recommended that secondary-level P.E. sessions be at least 45 minutes.

<sup>10</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.

<sup>11</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>12</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>13</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>14</sup> It is recommended that physical activity never be used as punishment.

## Health Education



75%

Percentage of responses that align with best practice

| Item  | Your School's Response | Did You Report Best Practice? |
|---|------------------------|-------------------------------|
| <b>Grades with an offered Health Education course</b>                     |                        |                               |
| 6th grade   | Yes                    | ✓                             |
| 7th grade   | Yes                    | ✓                             |
| 8th grade   | Yes                    | ✓                             |
| 9th grade   | Yes                    | ✓                             |
| 10th grade  | Yes                    | ✓                             |
| 11th grade  | Yes                    | ✓                             |
| 12th grade  | Yes                    | ✓                             |
| <b>Average health education minutes</b>                                   |                        |                               |
| Number of required health education semesters per secondary student       | 0                      | N/A                           |
| Number of health education minutes offered per week per secondary student | 20                     | ✗ <sup>15</sup>               |
| Number of health education sessions per week per secondary student        | 1                      | N/A <sup>16</sup>             |
| Number of minutes per session of secondary-level health education         | 20                     | ✗ <sup>17</sup>               |
| <b>Staff teaching health education</b>                                    |                        |                               |
| Health education teacher  | No                     | ✗                             |
| Physical education teacher  | No                     | ✗                             |
| Science teacher   | Yes                    | ✓                             |
| Non-science classroom teacher   | Yes                    | ✓                             |
| School counselor  | Yes                    | ✓                             |
| School nurse  | No                     | ✗                             |
| Other   | No                     | N/A <sup>18</sup>             |
| <b>Training for staff teaching health education</b>                       |                        |                               |
| Health education teacher  | -                      | -                             |

|                               |    |    |
|-------------------------------|----|----|
| Physical education teacher    | -  | -  |
| Science teacher               | No | ✗  |
| Non-science classroom teacher | No | ✗  |
| School counselor              | No | ✗  |
| School nurse                  | -  | -  |
| Other                         | -  | 19 |

### Requirements of health education teachers

|  |   |   |
|--|---|---|
| Undergraduate training in health education     | - | - |
| Graduate training in health education          | - | - |
| Certification or licensure in health education | - | - |

### Practices for quality health education

|   |     |   |
|---|-----|---|
| Instruction/curriculum aligned to the Comprehensive Health Education Standards    | Yes | ✓ |
| Unit and lesson plans to guide instruction  | Yes | ✓ |
| Objectives that are observable and measurable                                     | Yes | ✓ |
| Units and lessons that provide opportunities for practicing health-related skills | Yes | ✓ |
| Summative/performative assessments  | Yes | ✓ |
| Formative assessments   | No  | ✗ |
| Health education courses and lessons prioritize instruction on health skills      | Yes | ✓ |

### Topics included in health education

|   |     |   |
|---|-----|---|
| Healthy eating                                  | Yes | ✓ |
| Physical activity                               | Yes | ✓ |
| Personal hygiene                                | Yes | ✓ |
| Oral health                                     | Yes | ✓ |
| Mental and emotional wellness                   | Yes | ✓ |
| Alcohol, tobacco, and other drug use prevention | Yes | ✓ |
| Unintentional injury prevention                 | Yes | ✓ |
| Violence prevention                             | Yes | ✓ |
| Suicide prevention                              | Yes | ✓ |

|   |  |                 |
|---|--|-----------------|
| Human sexuality/sexual health education   | Yes  | ✓               |
| Stress management   | Yes  | ✓               |
| Other   | -  | <u>20</u>       |
| <b>Topics included in sexual health education</b>                                       |  |                 |
| Consent (i.e., voluntarily giving permission or saying "yes")                           | Yes  | ✓               |
| Healthy relationships   | Yes  | ✓               |
| Alcohol and drug use  | Yes  | ✓               |
| Internet/social media literacy  | Yes  | ✓               |
| Abstinence  | Yes  | ✓               |
| Contraception   | Yes  | ✓               |
| STI prevention  | Yes  | ✓               |
| Adolescent pregnancy options and resources  | Yes  | ✓               |
| <b>Cultural sensitivity in sexual health education</b>                                  |  |                 |
| Students who identify as lesbian, gay, bisexual, queer or questioning                   | No   | ✗               |
| Students who identify as transgender  | No   | ✗               |
| Students who identify as intersex   | No   | ✗               |
| Students with physical or intellectual disabilities                                     | No   | ✗               |
| Students who have experienced sexual assault  | Yes  | ✓               |
| Students with diverse backgrounds including race, color, ethnicity, and national origin | Yes  | ✓               |
| <b>Health education integration</b>   |  |                 |
| Integrates health content and skills into other courses/subjects                        | Yes, most if not all courses/subject areas have integrated health content and skills | ✓ <sup>21</sup> |

<sup>15</sup> It is recommended that students in grades 3 through 12 receive at least 120 minutes of health education per week.

<sup>16</sup> There is no established best practice for the number of health education sessions per week. See footnote on health education minutes per session for secondary students.

<sup>17</sup> It is recommended that secondary-level health education sessions be at least 45 minutes.

<sup>18</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.

<sup>19</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.

<sup>20</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.

<sup>21</sup> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



57%

Percentage of responses that align with best practice

| Item  | Your School's Response | Did You Report Best Practice? |
|---|------------------------|-------------------------------|
| <b>Access to school nurse</b>   |                        |                               |
| Hours per week school nurse/school nurse consultant is present  | 0 hours/week           | ✗ <sup>22</sup>               |
| <b>Staff providing health services</b>  |                        |                               |
| School nurse/school nurse consultant  | No                     | ✗                             |
| Health clerk, health aide, health paraprofessional  | No                     | ✗                             |
| Administrator   | No                     | ✓                             |
| Secretary/administrative assistant  | Yes                    | ✗                             |
| Other   | No                     | N/A <sup>23</sup>             |
| <b>Oversight and training of designated staff by school nurse</b>   |                        |                               |
| Health clerk, health aide, health paraprofessional  | -                      | -                             |
| Administrator   | -                      | -                             |
| Secretary/administrative assistant  | Yes                    | ✓                             |
| Other   | -                      | - <sup>24</sup>               |
| <b>Monthly health room visits</b>   |                        |                               |
| Number of health office visits per month per student  | 0.34                   | N/A <sup>25</sup>             |
| Number of visits per month  | 20                     | N/A <sup>25</sup>             |
| <b>Components of health services records</b>  |                        |                               |
| Health conditions (e.g., asthma, life-threatening allergies, diabetes type 1 or 2, seizures)                  | Yes                    | ✓                             |
| Immunization status (including the number of students with signed personal, religious, or medical exemptions) | Yes                    | ✓                             |
| Health insurance  | Yes                    | ✓                             |
| Medication needs  | Yes                    | ✓                             |
| A BMI at or above the 85th percentile   | No                     | ✗                             |

### Electronic documentation of health service record components

|   |     |   |
|---|-----|---|
| Health conditions (e.g., asthma, life-threatening allergies, diabetes type 1 or 2, seizures)                  | Yes | ✓ |
| Immunization status (including the number of students with signed personal, religious, or medical exemptions) | No  | ✗ |
| Health insurance  | No  | ✗ |
| Medication needs  | No  | ✗ |
| A BMI at or above the 85th percentile   | -   | - |

### Annual screening and referrals

|             |   |                 |
|-------------|---|-----------------|
| Hearing     | Yes, in certain grades and for new students | ✓ <sup>26</sup> |
| Vision      | Yes, in certain grades and for new students | ✓ <sup>26</sup> |
| Oral health | No  | ✗ <sup>27</sup> |

### Follow up procedure for referrals

|                      |     |   |
|----------------------|-----|---|
| Hearing problems     | Yes | ✓ |
| Vision problems      | Yes | ✓ |
| Oral health problems | -   | - |

### Practices for quality health services

|  |     |   |
|--|-----|---|
| Seeks outside funding to support health services   | Yes | ✓ |
| Regularly evaluates students with a physical and/or mental impairment for disability under Section 504 | Yes | ✓ |
| Provides case management for students with chronic health conditions (e.g., asthma, diabetes)          | No  | ✗ |

<sup>22</sup> It is recommended that the number of school nurse FTE(s) match a provider to student ratio of 1:750. For the purposes of this report, any access to a school nurse is considered best practice.

<sup>23</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.

<sup>24</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.

<sup>25</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>26</sup> It is recommended that at a minimum, hearing and vision screenings occur in state-mandated grades (i.e., kindergarten, first, second, third, fifth, seventh, and ninth). In addition, best practice suggests all new students be screened.

<sup>27</sup> Oral screenings should occur regularly and capture all students, including new students.



## Counseling, Psychological, and Social Services



50%

Percentage of responses that align with best practice

| Item  | Your School's Response                | Did You Report Best Practice? |
|---|---------------------------------------|-------------------------------|
| <b>Access to mental health professionals</b>  |                                       |                               |
| Hours per week school counselor is present  | 0 hours/week                          | ✗ <sup>28</sup>               |
| Hours per week school psychologist is present   | 0 hours/week                          | ✗ <sup>29</sup>               |
| Hours per week school social worker is present  | 0 hours/week                          | ✗ <sup>30</sup>               |
| <b>Training for staff to identify and support students with social, emotional, and behavioral health needs</b>  |                                       |                               |
| Teachers  | Yes, most if not all receive training | ✓ <sup>31</sup>               |
| Administrators  | Yes, most if not all receive training | ✓ <sup>31</sup>               |
| Coaches   | Yes, most if not all receive training | ✓ <sup>31</sup>               |
| Health aides, health paraprofessionals  | Yes, most if not all receive training | ✓ <sup>31</sup>               |
| Other   | Yes, most if not all receive training | ✓ <sup>31</sup>               |
| <b>Mindfulness in the classroom</b>   |                                       |                               |
| Proportion of teachers who practice mindfulness in their classrooms.  | All teachers                          | ✓ <sup>32</sup>               |
| <b>Supports for all students (Tier 1)</b>   |                                       |                               |
| Conducts universal screening  | No                                    | ✗                             |
| Provides opportunities to develop social emotional wellness   | Yes                                   | ✓                             |
| Provides school-wide supports for pro-social behavior   | Yes                                   | ✓                             |
| <b>Supports for some students (Tier 2)</b>  |                                       |                               |
| Uses system (e.g., Check & Connect, Check-In/Check-Out) to monitor weekly the progress of select students toward identified goals   | No                                    | ✗                             |
| Has class(es) for identified students in need of social, emotional, and behavioral health supports (e.g., Advancement Via Individual Determination (AVID), Healthy Environment And Response To Trauma in School (HEARTS)) | No                                    | ✗                             |

### Supports for few students (Tier 3)

|  |                            |                 |
|--|----------------------------|-----------------|
| Staff have received training on how to respond to an individual student in crisis (i.e., threatening harm to self or others)   | Yes, some receive training | ✗ <sup>33</sup> |
| Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school   | No                         | ✗               |
| Individual counseling (in-school)  | Yes                        | ✓               |
| Group counseling (in-school)   | No                         | ✗               |
| Referrals to services (outside of school)  | Yes                        | ✓               |
| Has referral protocol that involves and in-person meeting where a school staff member directly introduces the student to the external behavioral health provider (e.g., "warm hand-off") | No                         | ✗               |

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<sup>28</sup> It is recommended that the number of school counselor FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school counselor is considered best practice.

<sup>29</sup> It is recommended that the number of school psychologist FTE(s) match a provider to student ratio of 1:500. For the purposes of this report, any access to a school psychologist is considered best practice.

<sup>30</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<sup>31</sup> It is recommended that all staff members receive appropriate training.

<sup>32</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>33</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



77%

Percentage of responses that align with best practice

| Item  | Your School's Response                | Did You Report Best Practice? |
|---|---------------------------------------|-------------------------------|
| <b>Components of school crisis plan</b>   |                                       |                               |
| Has a formal crisis preparedness, response, and recovery plan in place  | Yes                                   | ✓                             |
| Evacuation plans  | Yes                                   | ✓                             |
| Procedures to stop people from leaving or entering school buildings   | Yes                                   | ✓                             |
| Requirements to conduct regular emergency drills, other than fire drills  | Yes                                   | ✓                             |
| Family reunification procedures   | Yes                                   | ✓                             |
| Accommodations for students and staff with special needs  | Yes                                   | ✓                             |
| Provision of mental health services for students, faculty, and staff after a crisis has occurred                                      | Yes                                   | ✓                             |
| Mechanisms for communicating with school personnel  | Yes                                   | ✓                             |
| Requirements for periodic review and revision of the crisis preparedness, response, and recovery plan                                 | Yes                                   | ✓                             |
| Procedures to coordinate with first responders  | Yes                                   | ✓                             |
| Staff have received training in implementing the crisis preparedness, response, and recovery plan                                     | Yes, most if not all receive training | ✓ <sup>34</sup>               |
| Has process to determine the credibility and seriousness of a threat  | Yes                                   | ✓                             |
| <b>Practices for positive school climate</b>  |                                       |                               |
| Communicates expectations for learning and behavior to students   | Yes                                   | ✓                             |
| Communicates expectations for student learning and behavior to parents/guardians  | Yes                                   | ✓                             |
| Holds school-wide activities that give students opportunities to share in diverse cultures and experiences                            | Yes                                   | ✓                             |
| Incorporates materials and activities that reflect the diversity of your student body   | Yes                                   | ✓                             |
| Has student-led club that creates a safe and welcoming school environment and includes gender and sexually diverse students and staff | Yes                                   | ✓                             |

**Policies to prevent bullying**

|   |  |                 |
|---|--|-----------------|
| Has written policy prohibiting harassment and bullying (including cyber bullying) | Yes, our school has a written policy, and it includes cyber bullying | ✓ <sup>35</sup> |
| Has written policy that delineates protections for specific groups                | Yes  | ✓               |

**Practices to prevent bullying**

|   |     |   |
|---|-----|---|
| Conducts trainings for school staff about how to respond to harassment and bullying | Yes | ✓ |
| Provides information to parents/guardians about harassment and bullying             | Yes | ✓ |
| Provides information to students about the consequences of harassment and bullying  | Yes | ✓ |
| Implements strategies or programming to prevent harassment and bullying             | Yes | ✓ |
| Provides anonymous methods for students to report harassment and bullying           | Yes | ✓ |
| Institutes corrective measures for students engaged in bullying                     | Yes | ✓ |

**Practices to support LGBTQ students**

|  |     |   |
|--|-----|---|
| Identifies "safe spaces" where LGBTQ youth can receive support from administrators, teachers, or other school staff  | No  | ✗ |
| Prohibits harassment based on a student's perceived or actual sexual orientation or gender identity  | Yes | ✓ |
| Encourages staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity | No  | ✗ |
| Facilitates access to providers not on school property who have experience in providing health services to LGBTQ youth   | No  | ✗ |
| Facilitates access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth                             | No  | ✗ |

**Indoor features for safe environment**

|   |     |   |
|---|-----|---|
| Slip-resistant flooring surfaces  | No  | ✗ |
| Sturdy guardrails on stairways or ramps   | Yes | ✓ |
| Clearly labeled poisons and chemical hazards that are stored in locked cabinets | Yes | ✓ |
| First aid equipment and notices describing safety procedures available          | Yes | ✓ |
| Sufficient lighting in all indoor areas of the school                           | Yes | ✓ |
| Supervised or sealed-off secluded areas   | No  | ✗ |
| Operational smoke alarms, sprinklers, and fire extinguishers                    | Yes | ✓ |

|   |    |   |
|---|----|---|
| Methods to keep weapons out of the school environment | No | ✗ |
| An air quality management program                     | No | ✗ |

**Outdoor features for safe environment**

|  |     |   |
|--|-----|---|
| Sidewalks leading to/from the school that are safe to use  | Yes | ✓ |
| Trails or paths leading to/from the school that are safe to use  | Yes | ✓ |
| Bike lanes leading to/from the school that are safe to use   | No  | ✗ |
| Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades   | No  | ✗ |
| Facilities (e.g., playground, tennis courts, track, fields, basketball courts) that are safe to use (e.g., not damaged, clear of glass, debris, and holes) | Yes | ✓ |
| Shade structures such as trees or canopies   | Yes | ✓ |
| Sufficient lighting in all outdoor areas of the school   | Yes | ✓ |

**Safe routes to school**

|  |    |   |
|--|----|---|
| Has programming or partnerships for safe biking and walking routes to school | No | ✗ |
|--|----|---|

**Periodic inspections**

|   |     |   |
|---|-----|---|
| Pests   | Yes | ✓ |
| Condensation in and around school facilities                | No  | ✗ |
| Cracks or leaks in the building foundation, walls, and roof | Yes | ✓ |
| Mold  | Yes | ✓ |
| Plumbing system   | Yes | ✓ |
| Heating, ventilation, and air conditioning system           | Yes | ✓ |

<sup>34</sup> It is recommended that all staff members receive appropriate training.

<sup>35</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



78%

Percentage of responses that align with best practice

| Item   | Your School's Response                   | Did You Report Best Practice? |
|--|--|-------------------------------|
| <b>Community access to school facilities</b>   |  |                               |
| Indoor facilities  | Yes, they have access to some facilities | ✓                             |
| Outdoor facilities   | Yes, they have access to all facilities  | ✓                             |
| Has a joint use agreement for school or community physical activity or sports facilities | Yes                                      | ✓                             |
| <b>Community involvement in school health events</b>                                     |  |                               |
| Invites community members to activities or events related to health and safety           | Yes                                      | ✓                             |
| Asks community members to plan and conduct health and safety-related events/activities   | Yes                                      | ✓                             |
| <b>School health collaboration</b>   |  |                               |
| Local health department  | Yes                                      | ✓                             |
| Parks and recreation department  | No                                       | ✗                             |
| Hospital   | Yes                                      | ✓                             |
| Health clinic  | Yes                                      | ✓                             |
| Doctor's office  | Yes                                      | ✓                             |
| Mental health center   | No                                       | ✗                             |
| Social services agency   | Yes                                      | ✓                             |
| Service club (e.g., Rotary Club)   | No                                       | ✗                             |
| Nonprofit (e.g., YMCA)   | No                                       | ✗                             |
| Faith-based group  | Yes                                      | ✓                             |
| College or university  | No                                       | ✗                             |
| Businesses   | No                                       | ✗                             |
| Local family/youth leadership councils   | Yes                                      | ✓                             |

### School communication methods to families about school health

|   |     |   |
|---|-----|---|
| Written materials   | Yes | ✓ |
| Meetings held at the school   | Yes | ✓ |
| Meetings held in the community  | Yes | ✓ |
| Phone or text notifications   | Yes | ✓ |
| Website   | Yes | ✓ |
| Social media  | Yes | ✓ |
| Develops culturally relevant communications for students, families, and the community | Yes | ✓ |

### Family engagement strategies

|  |     |   |
|--|-----|---|
| Gathers feedback and input from families on school health and wellness activities      | Yes | ✓ |
| Meets with a parent organization to discuss school health needs and strategies         | Yes | ✓ |
| Provides families with information on school health policies, strategies, and services | Yes | ✓ |
| Hosts school health activities for families  | Yes | ✓ |

### Level of student engagement in school health components

|  |   |                 |
|--|---|-----------------|
| Student health services                        | Suggestions are collected from students | ✓ <sup>36</sup> |
| Health (including sexual health) education     | Suggestions are collected from students | ✓ <sup>36</sup> |
| Physical education                             | Input from students is not solicited    | ✗ <sup>36</sup> |
| Counseling, psychological, and social services | Input from students is not solicited    | ✗ <sup>36</sup> |
| Food served in school                          | Suggestions are collected from students | ✓ <sup>36</sup> |
| The school's physical environment              | Suggestions are collected from students | ✓ <sup>36</sup> |
| School culture and climate                     | Suggestions are collected from students | ✓ <sup>36</sup> |
| Other  | -                                       | - <sup>37</sup> |

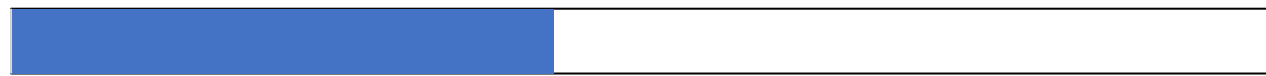
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<sup>36</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>37</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.



## Staff Health Promotion



43%

Percentage of responses that align with best practice

| Item  | Your School's Response | Did You Report Best Practice? |
|---|------------------------|-------------------------------|
| <b>Practices to promote staff wellness</b>                              |                        |                               |
| Conducts a school employee wellness needs assessment or interest survey | No                     | ✗                             |
| Develops a written school employee wellness action plan                 | No                     | ✗                             |
| Has school employee wellness leader or committee                        | Yes                    | ✓                             |
| Obtains administrator support for school employee wellness              | Yes                    | ✓                             |
| <b>Staff wellness activities</b>  |                        |                               |
| Health screenings   | No                     | ✗                             |
| Annual flu shots at the school or district office                       | Yes                    | ✓                             |
| Stress management activities  | No                     | ✗                             |
| Tobacco cessation efforts   | No                     | ✗                             |
| Healthy food-related activities   | No                     | ✗                             |
| Physical activity   | Yes                    | ✓                             |
| First Aid/CPR training  | Yes                    | ✓                             |
| Conflict resolution education   | Yes                    | ✓                             |
| Counseling for emotional disorders                                      | No                     | ✗                             |
| Crisis intervention for personal problems                               | No                     | ✗                             |
| Other   | -                      | <u>38</u>                     |

<sup>38</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.

## Local Wellness Policy

Percentage of responses that align with best practice

100%

| Item  | Your School's Response                       | Did You Report Best Practice? |
|---|--|-------------------------------|
| <b>Implementation of local wellness policy elements</b>   |  |                               |
| Nutrition education   | Implementing some related activities         | ✓ <sup>39</sup>               |
| Nutrition promotion   | Implementing some related activities         | ✓ <sup>39</sup>               |
| Food and beverage marketing guidelines on school grounds  | Making plans to implement related activities | ✓ <sup>39</sup>               |
| Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.) | Making plans to implement related activities | ✓ <sup>39</sup>               |
| Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)                      | Making plans to implement related activities | ✓ <sup>39</sup>               |
| Physical activity   | Implementing some related activities         | ✓ <sup>39</sup>               |
| Other school-based activities (as defined by your policy)   | Implementing some related activities         | ✓ <sup>39</sup>               |

<sup>39</sup> Federal law requires that schools assess the implementation of their district or charter school's local wellness policy at least once every three years. Although a school's response of 'No Action Taken' will receive an '✗' in this report, schools that have completed this section of the assessment have met the requirement to assess their implementation of the local wellness policy. A response of 'No Action Taken' will not reflect negatively on your school, district, or charter school. All other responses in this section will receive a '✓' as any progress made towards implementing the goals of the local wellness policy is considered best practice in this report. It is recommended that the local wellness policy is updated after this assessment based on the progress of these goals.