

# Smart Source Immediate Report

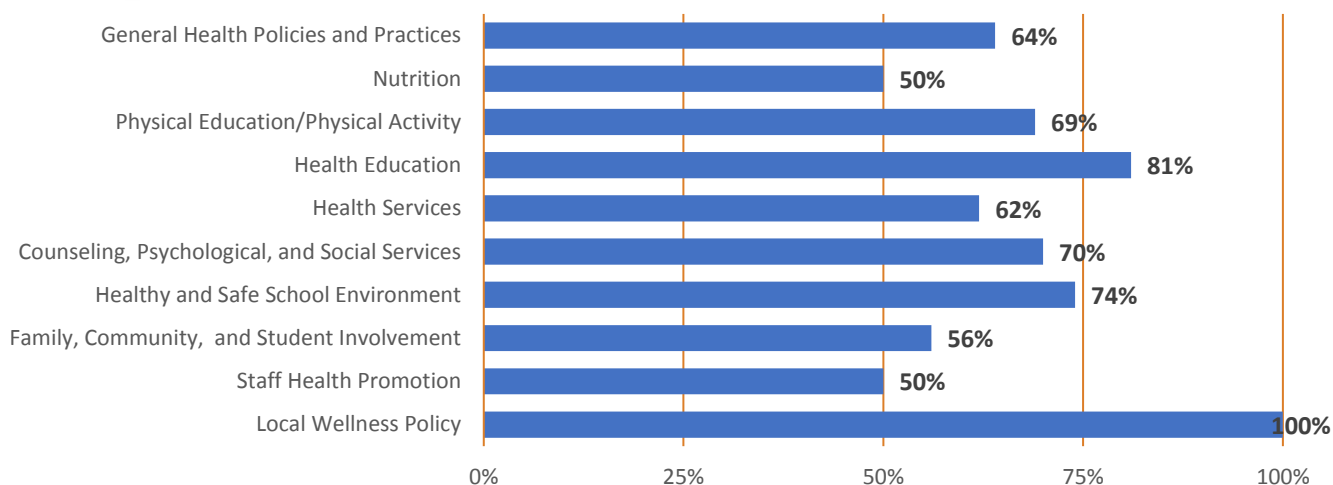
Benjamin Franklin Elementary School

Date Submitted: 10/02/17



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 Cary Palumbo. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



64%

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	No	✗
School administrators	-	-
Students	-	-
Parents/guardians	-	-
Community leaders	-	-
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	-	1
Identified student health needs based on a review of relevant data	-	-
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team	-	-
Sought funding or leveraged resources to support health and safety priorities for students and staff	-	-
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	-	-
Reviewed health-related curricula or instructional materials	-	-
Assessed the availability of physical activity opportunities for students	-	-
Developed a written plan for implementing a Comprehensive Physical Activity Program	-	-
<b>Practices and policies to address health and wellness</b>		
Has a staff person leading health efforts	Yes	✓
Has adopted a wellness policy	No	✗
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	No	✗
Parents/guardians climate assessment	Yes	✓

**Administration of student-level health assessments**

District-created assessment	No	✗
Other student health assessments	No	N/A <sup>2</sup>

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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



50%

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	30	N/A <sup>3</sup>
"Seated time" breakfast minutes	20	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	20	N/A <sup>4</sup>
"Seated time" lunch minutes	15	✗ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	No	✗
Cafeteria during lunch	Yes	✓
Gymnasium or other indoor physical activity facilities	Yes	✓
Outdoor physical activity facilities and sports fields	No	✗
Hallways throughout the school	Yes	✓
<b>Fruit and vegetable offerings at celebrations</b>		
Offers fruit or non-fried vegetables for celebrations	Never	✗ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓
In curricula or other educational materials	Yes	✓

**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	No	✗

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

**Food items available for student purchase**

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-
Water ices or frozen slushes that do not contain juice	-	-

Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

#### 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	No	✗
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	No	✗
Served locally or regionally grown foods in the cafeteria or classrooms	Yes	✓
Planted a school food or vegetable garden	Yes	✓
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	Yes	✓
Offered a self-serve salad bar to students	No	✗
Labeled healthful foods with appealing names (e.g., crunchy carrots)	No	✗
Encouraged students to drink plain water	No	✗
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



69%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	80	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	2	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	70%	✓ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓

#### Physical activity opportunities

Before-school activities	No	✗
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	All teachers	✓ <sup>12</sup>
Intramural sports or physical activity clubs	Yes	✓

#### Physical activity as punishment



Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades







Kindergarten	40	✓ <sup>14</sup>
1st grade	30	✓ <sup>14</sup>
2nd grade	30	✓ <sup>14</sup>
3rd grade	30	✓ <sup>14</sup>
4th grade	30	✓ <sup>14</sup>
5th grade	30	✓ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	No	✗ <sup>15</sup>
1st grade	No	✗ <sup>15</sup>
2nd grade	No	✗ <sup>15</sup>
3rd grade	No	✗ <sup>15</sup>
4th grade	No	✗ <sup>15</sup>

5th grade	No	 <sup>15</sup>
6th grade	-	 <sup>15</sup>

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Never	 <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	
Recess taken away as punishment for misbehavior	Sometimes	 <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Sometimes	 <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	Yes	
Has policy prohibiting taking away recess to make up for lost instructional time or testing	Yes	

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



81%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	80	✓ <sup>19</sup>
Number of health education sessions per week per elementary student	2	N/A <sup>20</sup>
Number of minutes per session of elementary-level health education	40	✓ <sup>21</sup>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	No	✗
School counselor	Yes	✓
School nurse	No	✗
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	Yes	✓

Science teacher	-	-
Non-science classroom teacher	-	-
School counselor	Yes	✓
School nurse	-	-
Other	-	23

#### 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	Yes	✓
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	No	✗
Human sexuality/sexual health education	No	✗

Stress management	Yes	✓
Other	No	N/A <sup>24</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	Yes, some courses/subject areas have integrated health content and skills	✓ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



62%

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	1-10 hours/week	✓ <sup>26</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>27</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>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.52	N/A <sup>29</sup>
Number of visits per month	200	N/A <sup>29</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	No	✗
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)	Yes	✓
Health insurance	-	-
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades but not for new students	✗ <sup>30</sup>
Vision	Yes, in certain grades but not for new students	✗ <sup>30</sup>
Oral health	No	✗ <sup>31</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	✓

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.

## Counseling, Psychological, and Social Services









70%

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	31-40 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	1-10 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</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>35</sup>
Administrators	Yes, most if not all receive training	✓ <sup>35</sup>
Coaches	Yes, most if not all receive training	✓ <sup>35</sup>
Health aides, health paraprofessionals	Yes, most if not all receive training	✓ <sup>35</sup>
Other	Yes, most if not all receive training	✓ <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Few teachers	✗ <sup>36</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	Yes	✓
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>37</sup>
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	Yes	
Individual counseling (in-school)	Yes	
Group counseling (in-school)	Yes	
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	

<sup>32</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>33</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>34</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>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment

Percentage of responses that align with best practice

74%

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>38</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	No	✗
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>39</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	No	✗
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	Yes	✓
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	Yes	✓

**Indoor features for safe environment**

Slip-resistant flooring surfaces	Yes	✓
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	No	✗
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	✗
<b>Outdoor features for safe environment</b>		
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	Yes	✓
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	No	✗
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	No	✗
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	No	✗
Plumbing system	No	✗
Heating, ventilation, and air conditioning system	Yes	✓

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<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



56%

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

**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	No	✗

**Level of student engagement in school health components**

Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Input from students is not solicited	✗ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Input from students is not solicited	✗ <sup>40</sup>
School culture and climate	Suggestions are collected from students	✓ <sup>40</sup>
Other	Input from students is not solicited	N/A <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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



50%

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	No	✗
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	Yes	✓
Tobacco cessation efforts	No	✗
Healthy food-related activities	No	✗
Physical activity	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	Yes	✓
Counseling for emotional disorders	Yes	✓
Crisis intervention for personal problems	Yes	✓
Other	No	N/A <sup>42</sup>

<sup>42</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	✓ 43
Nutrition promotion	Implementing some related activities	✓ 43
Food and beverage marketing guidelines on school grounds	Implementing all related activities	✓ 43
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing some related activities	✓ 43
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	Implementing all related activities	✓ 43
Physical activity	Implementing all related activities	✓ 43
Other school-based activities (as defined by your policy)	Implementing some related activities	✓ 43

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

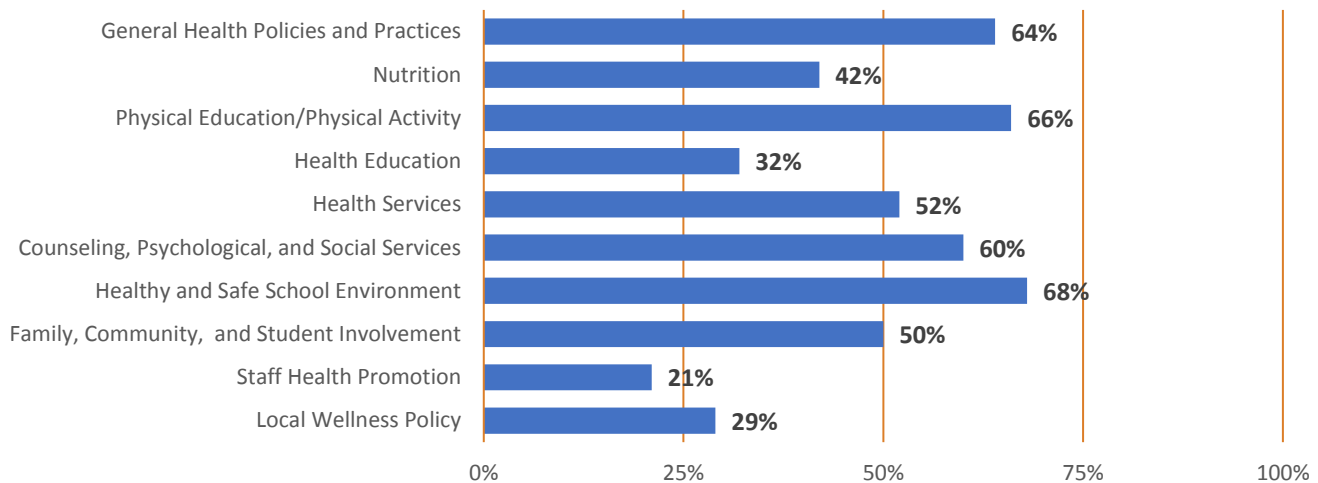
Bessemer Elementary School

Date Submitted: 09/18/17



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 Angela Flores. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



64%

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	No	✗
School administrators	-	-
Students	-	-
Parents/guardians	-	-
Community leaders	-	-
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	-	1
Identified student health needs based on a review of relevant data	-	-
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team	-	-
Sought funding or leveraged resources to support health and safety priorities for students and staff	-	-
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	-	-
Reviewed health-related curricula or instructional materials	-	-
Assessed the availability of physical activity opportunities for students	-	-
Developed a written plan for implementing a Comprehensive Physical Activity Program	-	-
<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	No	✗

**Administration of climate surveys**

Student climate assessment	Yes	✓
Teacher climate assessment	Yes	✓
Other staff climate assessment	No	✗
Parents/guardians climate assessment	Yes	✓

**Administration of student-level health assessments**

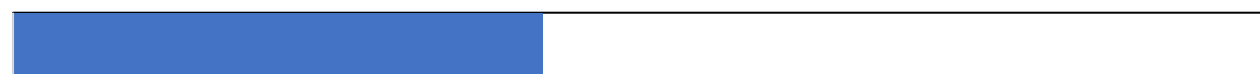
District-created assessment	No	✗
Other student health assessments	No	N/A <sup>2</sup>

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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	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	20	N/A <sup>3</sup>
"Seated time" breakfast minutes	15	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	20	N/A <sup>4</sup>
"Seated time" lunch minutes	15	✗ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	No	✗
Cafeteria during lunch	Yes	✓
Gymnasium or other indoor physical activity facilities	No	✗
Outdoor physical activity facilities and sports fields	No	✗
Hallways throughout the school	Yes	✓
<b>Fruit and vegetable offerings at celebrations</b>		
Offers fruit or non-fried vegetables for celebrations	Sometimes	✗ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓
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	Yes	✓
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	No	✗

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

**Food items available for student purchase**

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-
Water ices or frozen slushes that do not contain juice	-	-

Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

### 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	No	✗
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	No	✗
Served locally or regionally grown foods in the cafeteria or classrooms	Yes	✓
Planted a school food or vegetable garden	No	✗
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access	No	✗
Used attractive displays for fruits and vegetables in the cafeteria	No	✗
Offered a self-serve salad bar to students	No	✗
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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	80	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	2	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	80%	✓ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓

#### Physical activity opportunities

Before-school activities	No	✗
Classroom physical activity breaks	No	✗
Proportion of teachers incorporating physical activity breaks in their classrooms	-	- <sup>12</sup>
Intramural sports or physical activity clubs	No	✗

#### Physical activity as punishment

Physical activity used as punishment	Rarely	✗ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades

Kindergarten	40	✓ <sup>14</sup>
1st grade	40	✓ <sup>14</sup>
2nd grade	40	✓ <sup>14</sup>
3rd grade	20	✗ <sup>14</sup>
4th grade	20	✗ <sup>14</sup>
5th grade	20	✗ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	Yes, for all students in this grade	✓ <sup>15</sup>
1st grade	Yes, for all students in this grade	✓ <sup>15</sup>
2nd grade	Yes, for all students in this grade	✓ <sup>15</sup>

3rd grade	Yes, for all students in this grade	✓ <sup>15</sup>
4th grade	Yes, for all students in this grade	✓ <sup>15</sup>
5th grade	Yes, for all students in this grade	✓ <sup>15</sup>
6th grade	-	- <sup>15</sup>

### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Sometimes	✗ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	Yes	✓
Recess taken away as punishment for misbehavior	Sometimes	✗ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Sometimes	✗ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



32%

Item	Your School's Response	Did You Report Best Practice?
<b>Grades with an offered Health Education course</b>		
Kindergarten	No	✗
1st grade	No	✗
2nd grade	No	✗
3rd grade	No	✗
4th grade	No	✗
5th grade	No	✗
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	-	<u>19</u>
Number of health education sessions per week per elementary student	-	<u>20</u>
Number of minutes per session of elementary-level health education	-	<u>21</u>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	No	✗
School counselor	No	✗
School nurse	Yes	✓
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	Yes	✓

Science teacher	-	-
Non-science classroom teacher	-	-
School counselor	-	-
School nurse	Yes	✓
Other	-	23

#### 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	No	✗
Formative assessments	No	✗
Health education courses and lessons prioritize instruction on health skills	No	✗

#### Topics included in health education

Healthy eating	No	✗
Physical activity	Yes	✓
Personal hygiene	No	✗
Oral health	No	✗
Mental and emotional wellness	No	✗
Alcohol, tobacco, and other drug use prevention	No	✗
Unintentional injury prevention	No	✗
Violence prevention	Yes	✓
Suicide prevention	Yes	✓
Human sexuality/sexual health education	No	✗

Stress management	No	✗
Other	No	N/A <sup>24</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	No	✗ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



52%

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	1-10 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	No	✗
Administrator	No	✓
Secretary/administrative assistant	Yes	✗
Other	No	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	-	-
Administrator	-	-
Secretary/administrative assistant	No	✗
Other	-	- <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.01	N/A <sup>29</sup>
Number of visits per month	3	N/A <sup>29</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	No	✗
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)	Yes	✓
Health insurance	-	-
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades and for new students	✓ <sup>30</sup>
Vision	Yes, in certain grades and for new students	✓ <sup>30</sup>
Oral health	No	✗ <sup>31</sup>

**Follow up procedure for referrals**

Hearing problems	No	✗
Vision problems	No	✗
Oral health problems	-	-

**Practices for quality health services**

Seeks outside funding to support health services	No	✗
Regularly evaluates students with a physical and/or mental impairment for disability under Section 504	No	✗

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.



## Counseling, Psychological, and Social Services









60%

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	21-30 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	1-10 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	1-10 hours/week	✓ <sup>34</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>35</sup>
Administrators	Yes, most if not all receive training	✓ <sup>35</sup>
Coaches	Yes, most if not all receive training	✓ <sup>35</sup>
Health aides, health paraprofessionals	Yes, some receive training	✗ <sup>35</sup>
Other	No	✗ <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Most teachers	✓ <sup>36</sup>
<b>Supports for all students (Tier 1)</b>		
Conducts universal screening	Yes	✓
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>37</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	

<sup>32</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>33</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.

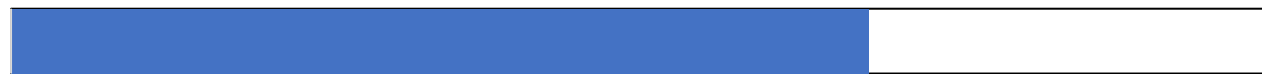
<sup>34</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<sup>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



68%

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, some receive training	✗ 38
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>39</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	No	✗
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	✗
<b>Outdoor features for safe environment</b>		
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	Yes	✓
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	No	✗
Sufficient lighting in all outdoor areas of the school	Yes	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	No	✗
Condensation in and around school facilities	No	✗
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	No	✗
Plumbing system	No	✗
Heating, ventilation, and air conditioning system	Yes	✓

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<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



50%

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 some 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	No	✗
Health clinic	Yes	✓
Doctor's office	No	✗
Mental health center	No	✗
Social services agency	No	✗
Service club (e.g., Rotary Club)	No	✗
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	No	✗
College or university	Yes	✓
Businesses	No	✗
Local family/youth leadership councils	No	✗

**School communication methods to families about school health**

Written materials	Yes	✓
Meetings held at the school	Yes	✓
Meetings held in the community	No	✗
Phone or text notifications	No	✗
Website	Yes	✓
Social media	No	✗
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	No	✗
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**

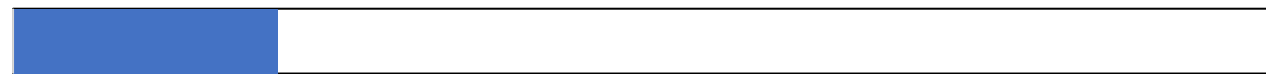
Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Suggestions are collected from students	✓ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Input from students is not solicited	✗ <sup>40</sup>
School culture and climate	Suggestions are collected from students	✓ <sup>40</sup>
Other	Input from students is not solicited	N/A <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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



21%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<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	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	Yes	✓
Counseling for emotional disorders	No	✗
Crisis intervention for personal problems	No	✗
Other	No	N/A <sup>42</sup>

<sup>42</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



29%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Implementation of local wellness policy elements</b>		
Nutrition education	No action taken	✗ <sup>43</sup>
Nutrition promotion	No action taken	✗ <sup>43</sup>
Food and beverage marketing guidelines on school grounds	No action taken	✗ <sup>43</sup>
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	No action taken	✗ <sup>43</sup>
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	No action taken	✗ <sup>43</sup>
Physical activity	Implementing some related activities	✓ <sup>43</sup>
Other school-based activities (as defined by your policy)	Implementing some related activities	✓ <sup>43</sup>

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

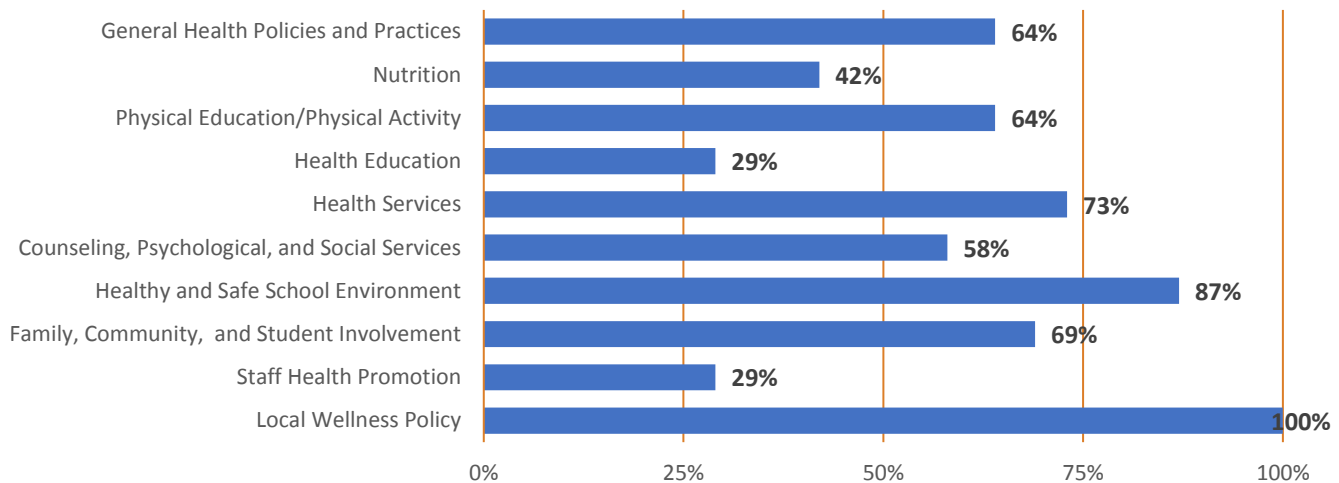
## Beulah Heights Elementary School

Date Submitted: 10/02/17



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 Jonathan Dehn. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



64%

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	No	✗
School administrators	-	-
Students	-	-
Parents/guardians	-	-
Community leaders	-	-
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	-	1
Identified student health needs based on a review of relevant data	-	-
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team	-	-
Sought funding or leveraged resources to support health and safety priorities for students and staff	-	-
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	-	-
Reviewed health-related curricula or instructional materials	-	-
Assessed the availability of physical activity opportunities for students	-	-
Developed a written plan for implementing a Comprehensive Physical Activity Program	-	-
<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	No	✗

**Administration of climate surveys**

Student climate assessment	Yes	✓
Teacher climate assessment	Yes	✓
Other staff climate assessment	Yes	✓
Parents/guardians climate assessment	No	✗

**Administration of student-level health assessments**

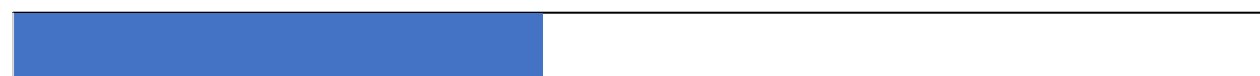
District-created assessment	No	✗
Other student health assessments	No	N/A <sup>2</sup>

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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	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	20	N/A <sup>3</sup>
"Seated time" breakfast minutes	15	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	20	N/A <sup>4</sup>
"Seated time" lunch minutes	15	✗ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in certain locations	✓
Cafeteria during breakfast	No	✗
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	Always or almost always	✓ <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	Yes	✓
In school publications	No	✗

In curricula or other educational materials	Yes	✓
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#### 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	No	✗

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

#### Food items available for student purchase

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-

Water ices or frozen slushes that do not contain juice	-	-
Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

#### 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	No	✗
Provided information to students or families on the nutrition and caloric content of foods available	No	✗
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	No	✗
Served locally or regionally grown foods in the cafeteria or classrooms	Yes	✓
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	No	✗
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



64%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	120	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	3	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	30%	✗ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓

#### Physical activity opportunities

Before-school activities	No	✗
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	All teachers	✓ <sup>12</sup>
Intramural sports or physical activity clubs	No	✗

#### Physical activity as punishment

Physical activity used as punishment	Rarely	✗ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades

Kindergarten	35	✓ <sup>14</sup>
1st grade	25	✗ <sup>14</sup>
2nd grade	25	✗ <sup>14</sup>
3rd grade	25	✗ <sup>14</sup>
4th grade	25	✗ <sup>14</sup>
5th grade	25	✗ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	Yes, for all students in this grade	✓ <sup>15</sup>
1st grade	Yes, for all students in this grade	✓ <sup>15</sup>
2nd grade	Yes, for all students in this grade	✓ <sup>15</sup>

3rd grade	Yes, for all students in this grade	✓ <sup>15</sup>
4th grade	Yes, for all students in this grade	✓ <sup>15</sup>
5th grade	Yes, for all students in this grade	✓ <sup>15</sup>
6th grade	-	<sup>15</sup>

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Always or almost always	✓ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Sometimes	✗ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Never	✓ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

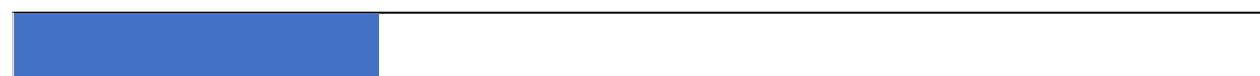
<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



29%

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>		
Kindergarten	No	✗
1st grade	No	✗
2nd grade	No	✗
3rd grade	No	✗
4th grade	No	✗
5th grade	No	✗
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	-	<u>19</u>
Number of health education sessions per week per elementary student	-	<u>20</u>
Number of minutes per session of elementary-level health education	-	<u>21</u>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	Yes	✓
School counselor	Yes	✓
School nurse	No	✗
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	No	✗

Science teacher	-	-
Non-science classroom teacher	No	✗
School counselor	No	✗
School nurse	-	-
Other	-	23

#### 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	No	✗
Unit and lesson plans to guide instruction	No	✗
Objectives that are observable and measurable	No	✗
Units and lessons that provide opportunities for practicing health-related skills	No	✗
Summative/performative assessments	No	✗
Formative assessments	No	✗
Health education courses and lessons prioritize instruction on health skills	-	-

#### 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	No	✗
Violence prevention	Yes	✓
Suicide prevention	No	✗
Human sexuality/sexual health education	No	✗

Stress management	No	✗
Other	No	N/A <sup>24</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	No	✗ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



73%

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	1-10 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	No	✗
Administrator	Yes	✗
Secretary/administrative assistant	Yes	✗
Other	Yes	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	-	-
Administrator	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	Yes	N/A <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.19	N/A <sup>29</sup>
Number of visits per month	75	N/A <sup>29</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	No	✗
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)	Yes	✓
Health insurance	-	-
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades and for new students	✓ <sup>30</sup>
Vision	Yes, in certain grades and for new students	✓ <sup>30</sup>
Oral health	No	✗ <sup>31</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	✓

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.

## Counseling, Psychological, and Social Services









58%

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	31-40 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	11-20 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</sup>
<b>Training for staff to identify and support students with social, emotional, and behavioral health needs</b>		
Teachers	Yes, some receive training	✗ <sup>35</sup>
Administrators	Yes, some receive training	✗ <sup>35</sup>
Coaches	Yes, some receive training	✗ <sup>35</sup>
Health aides, health paraprofessionals	Yes, most if not all receive training	✓ <sup>35</sup>
Other	-	- <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Some teachers (approximately half)	✗ <sup>36</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	Yes	✓
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))	Yes	✓

### 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>37</sup>
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	Yes	
Individual counseling (in-school)	Yes	
Group counseling (in-school)	Yes	
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	

<sup>32</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>33</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.

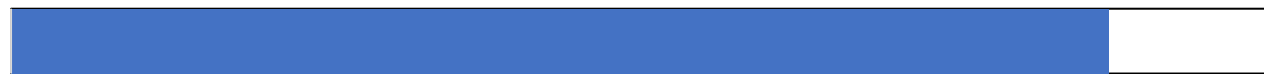
<sup>34</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<sup>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



87%

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>38</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	No	✗

**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>39</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	Yes	✓
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	Yes	✓
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	Yes	✓

**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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓

Methods to keep weapons out of the school environment	No	✗
An air quality management program	No	✗
<b>Outdoor features for safe environment</b>		
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	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



69%

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	No	✗
<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	No	✗
Parks and recreation department	Yes	✓
Hospital	No	✗
Health clinic	Yes	✓
Doctor's office	Yes	✓
Mental health center	Yes	✓
Social services agency	Yes	✓
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	Yes	✓
College or university	Yes	✓
Businesses	Yes	✓
Local family/youth leadership councils	No	✗

### 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	No	✗
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

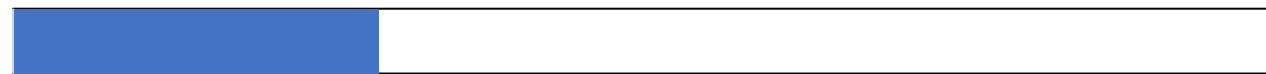
Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Input from students is not solicited	✗ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Input from students is not solicited	✗ <sup>40</sup>
School culture and climate	Suggestions are collected from students	✓ <sup>40</sup>
Other	-	- <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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



29%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<b>Staff wellness activities</b>		
Health screenings	No	✗
Annual flu shots at the school or district office	Yes	✓
Stress management activities	Yes	✓
Tobacco cessation efforts	No	✗
Healthy food-related activities	No	✗
Physical activity	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	Yes	✓
Counseling for emotional disorders	No	✗
Crisis intervention for personal problems	No	✗
Other	-	<sup>42</sup>

<sup>42</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



100%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Implementation of local wellness policy elements</b>		
Nutrition education	Implementing some related activities	✓ 43
Nutrition promotion	Implementing some related activities	✓ 43
Food and beverage marketing guidelines on school grounds	Implementing some related activities	✓ 43
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing some related activities	✓ 43
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	Implementing all related activities	✓ 43
Physical activity	Implementing all related activities	✓ 43
Other school-based activities (as defined by your policy)	Implementing some related activities	✓ 43

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

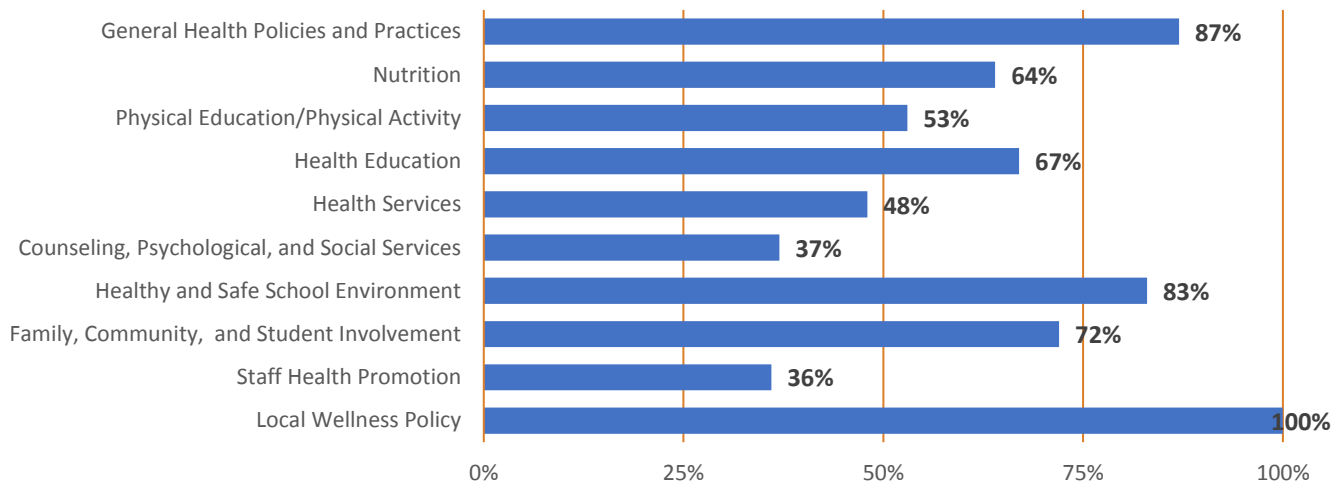
Bradford Elementary School

Date Submitted: 09/27/17



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 Sandra Alvarez. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



87%

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	5-6 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	No	✗
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	No	✗

**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	No	✗
Other student health assessments	No	N/A <sup>2</sup>

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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



64%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	15	N/A <sup>3</sup>
"Seated time" breakfast minutes	15	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	30	N/A <sup>4</sup>
"Seated time" lunch minutes	20	✓ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	Yes	✓
Cafeteria during lunch	Yes	✓
Gymnasium or other indoor physical activity facilities	Yes	✓
Outdoor physical activity facilities and sports fields	No	✗
Hallways throughout the school	Yes	✓
<b>Fruit and vegetable offerings at celebrations</b>		
Offers fruit or non-fried vegetables for celebrations	Sometimes	✗ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓
In curricula or other educational materials	Yes	✓

**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	No	✗

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

**Food items available for student purchase**

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-
Water ices or frozen slushes that do not contain juice	-	-

Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

### 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	No	✗
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	Yes	✓
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	Yes	✓
Offered a self-serve salad bar to students	Yes	✓
Labeled healthful foods with appealing names (e.g., crunchy carrots)	Yes	✓
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



53%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	80	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	2	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	30%	✗ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓

#### Physical activity opportunities

Before-school activities	Yes	✓
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	All teachers	✓ <sup>12</sup>
Intramural sports or physical activity clubs	Yes	✓

#### Physical activity as punishment

Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades

Kindergarten	30	✓ <sup>14</sup>
1st grade	20	✗ <sup>14</sup>
2nd grade	20	✗ <sup>14</sup>
3rd grade	20	✗ <sup>14</sup>
4th grade	20	✗ <sup>14</sup>
5th grade	20	✗ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	No	✗ <sup>15</sup>
1st grade	No	✗ <sup>15</sup>
2nd grade	No	✗ <sup>15</sup>
3rd grade	No	✗ <sup>15</sup>
4th grade	No	✗ <sup>15</sup>

5th grade	No	✗ <sup>15</sup>
6th grade	-	- <sup>15</sup>

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Sometimes	✗ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Sometimes	✗ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Sometimes	✗ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



67%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	30	✗ <sup>19</sup>
Number of health education sessions per week per elementary student	1	N/A <sup>20</sup>
Number of minutes per session of elementary-level health education	30	✓ <sup>21</sup>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	Yes	✓
School counselor	No	✗
School nurse	No	✗
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	Yes	✓

Science teacher	-	-
Non-science classroom teacher	No	✗
School counselor	-	-
School nurse	-	-
Other	-	23

#### 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	Yes	✓
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	No	✗
Unintentional injury prevention	No	✗
Violence prevention	Yes	✓
Suicide prevention	No	✗
Human sexuality/sexual health education	No	✗

Stress management	No	✗
Other	-	<sup>24</sup> -
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	Yes, some courses/subject areas have integrated health content and skills	✓ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



48%

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	1-10 hours/week	✓ <sup>26</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>27</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>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.05	N/A <sup>29</sup>
Number of visits per month	20	N/A <sup>29</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)	Yes	✓
Health insurance	No	✗
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades but not for new students	✗ <sup>30</sup>
Vision	Yes, in certain grades but not for new students	✗ <sup>30</sup>
Oral health	Yes, in certain grades but not for new students	✗ <sup>31</sup>

**Follow up procedure for referrals**

Hearing problems	No	✗
Vision problems	No	✗
Oral health problems	No	✗

**Practices for quality health services**

Seeks outside funding to support health services	No	✗
Regularly evaluates students with a physical and/or mental impairment for disability under Section 504	Yes	✓

<sup>26</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>27</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.

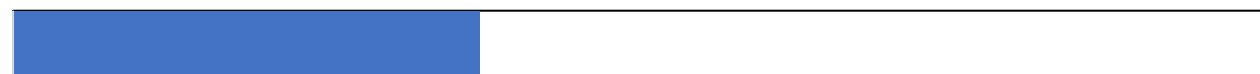
<sup>28</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.

<sup>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.

## Counseling, Psychological, and Social Services



Percentage of responses that align with best practice

37%

Item	Your School's Response	Did You Report Best Practice?
<b>Access to mental health professionals</b>		
Hours per week school counselor is present	31-40 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	1-10 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</sup>
<b>Training for staff to identify and support students with social, emotional, and behavioral health needs</b>		
Teachers	No	✗ <sup>35</sup>
Administrators	Yes, most if not all receive training	✓ <sup>35</sup>
Coaches	No	✗ <sup>35</sup>
Health aides, health paraprofessionals	No	✗ <sup>35</sup>
Other	-	- <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Most teachers	✓ <sup>36</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	No	✗
<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	Yes	✓
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)	No	✗ <sup>37</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)	No	✗
Group counseling (in-school)	No	✗
Referrals to services (outside of school)	Yes	✓
Has referral protocol that involves an in-person meeting where a school staff member directly introduces the student to the external behavioral health provider (e.g., "warm hand-off")	No	✗

<sup>32</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>33</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.

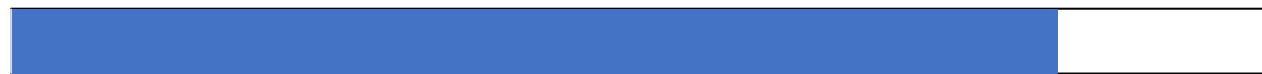
<sup>34</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<sup>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



83%

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>38</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	No	✗

**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>39</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	No	✗
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	Yes	✓
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	Yes	✓
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	Yes	✓
Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades	Yes	✓
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	✗
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#### Periodic inspections

Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



72%

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 all 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	Yes	✓
Hospital	Yes	✓
Health clinic	No	✗
Doctor's office	Yes	✓
Mental health center	Yes	✓
Social services agency	Yes	✓
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	Yes	✓
College or university	Yes	✓
Businesses	No	✗
Local family/youth leadership councils	No	✗

### School communication methods to families about school health

Written materials	Yes	✓
Meetings held at the school	Yes	✓
Meetings held in the community	No	✗
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	No	✗
Provides families with information on school health policies, strategies, and services	Yes	✓
Hosts school health activities for families	No	✗

### Level of student engagement in school health components

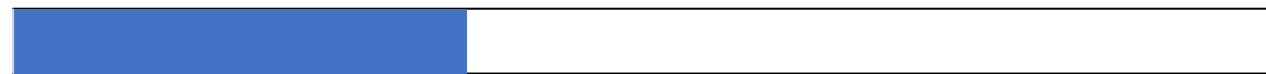
Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Suggestions are collected from students	✓ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Suggestions are collected from students	✓ <sup>40</sup>
School culture and climate	Suggestions are collected from students	✓ <sup>40</sup>
Other	-	- <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.



<sup>41</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



36%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<b>Staff wellness activities</b>		
Health screenings	Yes	✓
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	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	No	✗
Counseling for emotional disorders	Yes	✓
Crisis intervention for personal problems	Yes	✓
Other	-	<sup>42</sup>

<sup>42</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	✓ 43
Nutrition promotion	Implementing some related activities	✓ 43
Food and beverage marketing guidelines on school grounds	Implementing all related activities	✓ 43
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing some related activities	✓ 43
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	Implementing all related activities	✓ 43
Physical activity	Implementing all related activities	✓ 43
Other school-based activities (as defined by your policy)	Implementing some related activities	✓ 43

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

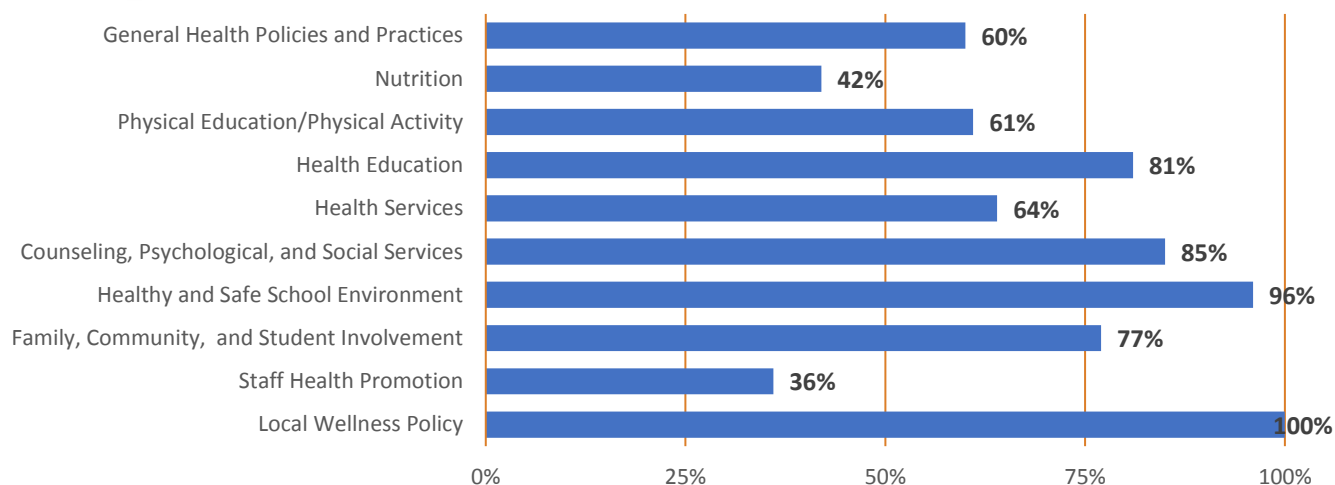
Centennial High School

Date Submitted: 09/18/17



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 Javin Baker. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



60%

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	No	✗
Parents/guardians	No	✗
Community leaders	No	✗
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	3-4 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	No	✗
<b>Practices and policies to address health and wellness</b>		
Has a staff person leading health efforts	Yes	✓
Has adopted a wellness policy	No	✗
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	No	✗
Healthy Kids Colorado Survey	Yes	✓
Other student health assessments	No	N/A <sup>2</sup>

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

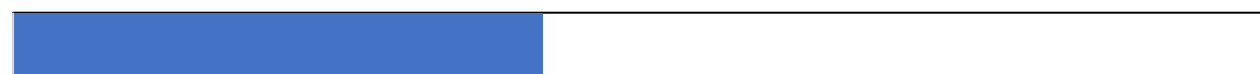
Physical activity	No	✗
Nutrition	No	✗
Tobacco-use prevention	No	✗
Asthma	No	✗
Injury and violence prevention	No	✗
HIV, STD, and teen pregnancy prevention	No	✗

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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	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	10	N/A <sup>3</sup>
"Seated time" breakfast minutes	10	✗ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	90	N/A <sup>4</sup>
"Seated time" lunch minutes	20	✓ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	Yes	✓
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	Sometimes	✗ <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	Yes	✓
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	No	✓
Other kinds of candy	No	✓
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)	No	✗
Water ices or frozen slushes that do not contain juice	No	✓



Soda pop or fruit drinks that are not 100% juice	No	✓
Sports drinks	No	✓
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	No	✗
Provided information to students or families on the nutrition and caloric content of foods available	No	✗
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	No	✗
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	No	✗
Used attractive displays for fruits and vegetables in the cafeteria	No	✗
Offered a self-serve salad bar to students	No	✗
Labeled healthful foods with appealing names (e.g., crunchy carrots)	No	✗
Encouraged students to drink plain water	No	✗
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



61%

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	-	-
7th grade	-	-
8th grade	-	-
9th grade	Yes	✓
10th grade	Yes	✓
11th grade	No	✗
12th grade	No	✗
<b>Average P.E. minutes</b>		
Number of required P.E. semesters per secondary student	4	N/A
Number of P.E. minutes offered per week per secondary student	250	✓ <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	50	✓ <sup>9</sup>
<b>Waivers/Exemptions for P.E.</b>		
Band	Yes	✗
School-sponsored athletics	Yes	✗
ROTC	Yes	✗
Other	-	- <sup>10</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	40%	✗ <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	No	✗
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)	3.2	N/A <sup>12</sup>
<b>Requirements of P.E. teachers</b>		
Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓
<b>Physical activity opportunities</b>		
Before-school activities	No	✗
Classroom physical activity breaks	No	✗
Proportion of teachers incorporating physical activity breaks in their classrooms	-	- <sup>13</sup>
Intramural sports or physical activity clubs	No	✗
Interscholastic sports	Yes	✓
<b>Physical activity as punishment</b>		
Physical activity used as punishment	Never	✓ <sup>14</sup>
Has policy prohibiting use of physical activity as punishment	Yes	✓

<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



81%

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	-	-
7th grade	-	-
8th grade	-	-
9th grade	Yes	✓
10th grade	No	✗
11th grade	No	✗
12th grade	No	✗
<b>Average health education minutes</b>		
Number of required health education semesters per secondary student	1	N/A
Number of health education minutes offered per week per secondary student	250	✓ <sup>15</sup>
Number of health education sessions per week per secondary student	5	N/A <sup>16</sup>
Number of minutes per session of secondary-level health education	50	✓ <sup>17</sup>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	Yes	✓
Non-science classroom teacher	Yes	✓
School counselor	No	✗
School nurse	Yes	✓
Other	No	N/A <sup>18</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-

Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	Yes	✓
School counselor	-	-
School nurse	Yes	✓
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	Yes	✓
Health education courses and lessons prioritize instruction on health skills	Yes	✓

#### Topics included in health education

Healthy eating	Yes	✓
Physical activity	Yes	✓
Personal hygiene	No	✗
Oral health	No	✗
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	-	<sup>20</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	Yes	✓
<b>Topics included in sexual health education</b>		
Abstinence	Yes	✓
Contraception	Yes	✓
HIV/STI awareness	Yes	✓
Adolescent pregnancy	Yes	✓
Safe relationships	Yes	✓
Internet/social media literacy	Yes	✓
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	Yes, some 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



64%

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	21-30 hours/week	✓ <sup>22</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	No	✗
Administrator	Yes	✗
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	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>24</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.04	N/A <sup>25</sup>
Number of visits per month	45	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	No	✗
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)	Yes	✓
Health insurance	-	-
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades but not for new students	✗ <sup>26</sup>
Vision	Yes, in certain grades but not 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	✓

<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



85%

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	31-40 hours/week	✓ <sup>28</sup>
Hours per week school psychologist is present	21-30 hours/week	✓ <sup>29</sup>
Hours per week school social worker is present	1-10 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	No	✗ <sup>31</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	No 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	Yes	✓
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))	Yes	✓

### 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, most if not all 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	Yes	✓
Individual counseling (in-school)	Yes	✓
Group counseling (in-school)	Yes	✓
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")	Yes	✓

<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.

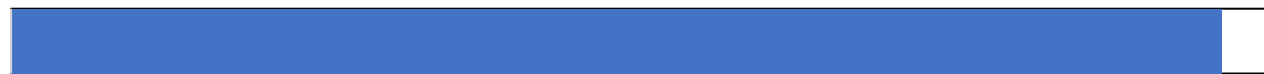
<sup>30</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<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



96%

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	Yes	✓
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	Yes	✓
Facilitates access to providers not on school property who have experience in providing health services to LGBTQ youth	Yes	✓
Facilitates access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth	Yes	✓

**Indoor features for safe environment**

Slip-resistant flooring surfaces	Yes	✓
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓

Methods to keep weapons out of the school environment	Yes	✓
An air quality management program	Yes	✓
<b>Outdoor features for safe environment</b>		
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	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<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



77%

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 all 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	Yes	✓
Hospital	No	✗
Health clinic	Yes	✓
Doctor's office	Yes	✓
Mental health center	Yes	✓
Social services agency	No	✗
Service club (e.g., Rotary Club)	No	✗
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	No	✗
College or university	Yes	✓
Businesses	No	✗
Local family/youth leadership councils	No	✗



### School communication methods to families about school health

Written materials	No	✗
Meetings held at the school	Yes	✓
Meetings held in the community	No	✗
Phone or text notifications	Yes	✓
Website	Yes	✓
Social media	Yes	✓
Develops culturally relevant communications for students, families, and the community	-	-

### 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

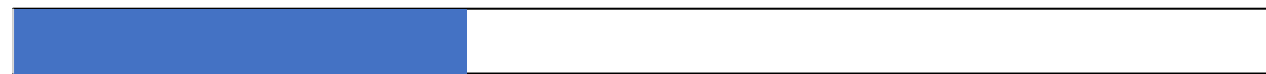
Student health services	Suggestions are collected from students	✓ <sup>36</sup>
Health (including sexual health) education	Suggestions are collected from students	✓ <sup>36</sup>
Physical education	Programs or policies are co-created by students	✓ <sup>36</sup>
Counseling, psychological, and social services	Suggestions are collected from students	✓ <sup>36</sup>
Food served in school	Programs or policies are co-created by students	✓ <sup>36</sup>
The school's physical environment	Programs or policies are co-created by students	✓ <sup>36</sup>
School culture and climate	Programs or policies are co-created by 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



36%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<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	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	Yes	✓
Counseling for emotional disorders	Yes	✓
Crisis intervention for personal problems	Yes	✓
Other	-	<sup>38</sup>

<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



100%

Percentage of responses that align with best practice

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

<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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

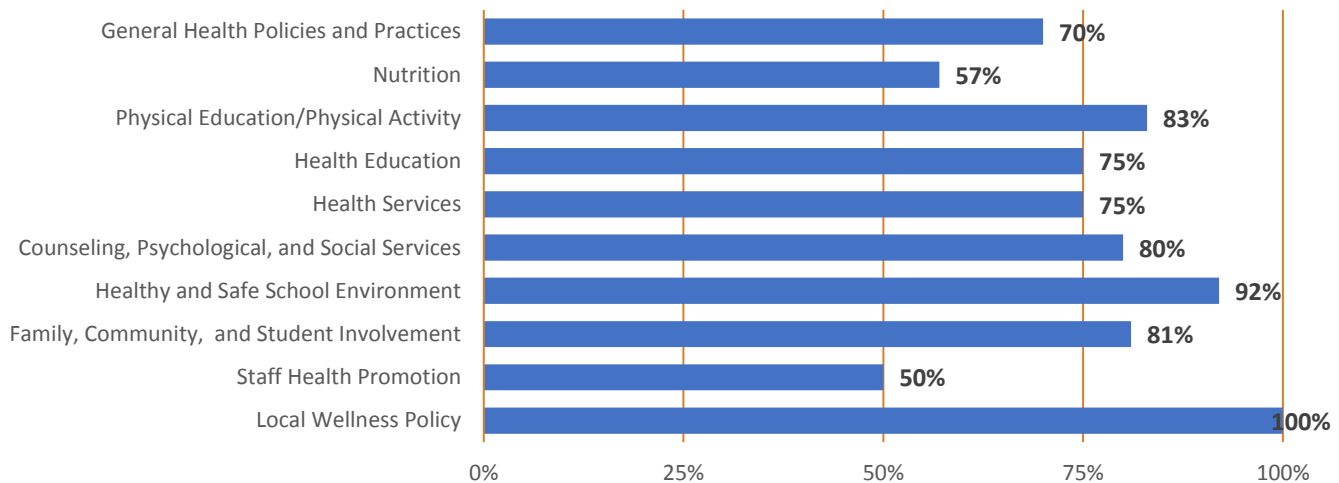
Central High School

Date Submitted: 09/27/17



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 Destin Mehess. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



70%

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	No	✗
Parents/guardians	Yes	✓
Community leaders	Yes	✓
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	1-2 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	No	✗
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	No	✗
Assessed the availability of physical activity opportunities for students	Yes	✓
Developed a written plan for implementing a Comprehensive Physical Activity Program	No	✗
<b>Practices and policies to address health and wellness</b>		
Has a staff person leading health efforts	No	✗
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	No	✗
Asthma	No	✗
Injury and violence prevention	No	✗
HIV, STD, and teen pregnancy prevention	No	✗

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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



57%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	10	N/A <sup>3</sup>
"Seated time" breakfast minutes	10	✗ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	30	N/A <sup>4</sup>
"Seated time" lunch minutes	20	✓ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	Yes	✓
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	Always or almost always	✓ <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	Yes	✓
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	Yes	N/A <sup>6</sup>

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

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 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	No	✓
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	No	✓
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)	No	✗
Water ices or frozen slushes that do not contain juice	Yes	✗

Soda pop or fruit drinks that are not 100% juice	No	✓
Sports drinks	Yes	✗
Energy drinks	No	✓
Bottled water	Yes	✓
100% fruit or vegetable juice	No	✗
Foods or beverages containing caffeine	No	✓
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	Yes	✓
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics	No	✗
Served locally or regionally grown foods in the cafeteria or classrooms	Yes	✓
Planted a school food or vegetable garden	Yes	✓
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access	No	✗
Used attractive displays for fruits and vegetables in the cafeteria	No	✗
Offered a self-serve salad bar to students	No	✗
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	Yes	✓
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes	Yes	✓

<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



83%

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	-	-
7th grade	-	-
8th grade	-	-
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	1,700.00	✓ <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	340	✓ <sup>9</sup>
<b>Waivers/Exemptions for P.E.</b>		
Band	No	✓
School-sponsored athletics	Yes	✗
ROTC	Yes	✗
Other	-	- <sup>10</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	80%	✓ <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)	4	N/A <sup>12</sup>
<b>Requirements of P.E. teachers</b>		
Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓
<b>Physical activity opportunities</b>		
Before-school activities	Yes	✓
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	Few teachers	✗ <sup>13</sup>
Intramural sports or physical activity clubs	Yes	✓
Interscholastic sports	Yes	✓
<b>Physical activity as punishment</b>		
Physical activity used as punishment	Rarely	✗ <sup>14</sup>
Has policy prohibiting use of physical activity as punishment	Yes	✓

<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	-	-
7th grade	-	-
8th grade	-	-
9th grade	Yes	✓
10th grade	No	✗
11th grade	No	✗
12th grade	No	✗
<b>Average health education minutes</b>		
Number of required health education semesters per secondary student	1	N/A
Number of health education minutes offered per week per secondary student	360	✓ <sup>15</sup>
Number of health education sessions per week per secondary student	3	N/A <sup>16</sup>
Number of minutes per session of secondary-level health education	120	✓ <sup>17</sup>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
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	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	No	✗
School counselor	Yes	✓
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	Yes	✓
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	No	✗
Stress management	Yes	✓
Other	No	N/A <sup>20</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	Yes, some 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



75%

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	11-20 hours/week	✓ <sup>22</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	Yes	✓
Administrator	Yes	✗
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	Yes	✓
Administrator	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>24</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.01	N/A <sup>25</sup>
Number of visits per month	10	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)	Yes	✓
Health insurance	No	✗
Medication needs	No	✗
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in all grades and for new students	✓ <sup>26</sup>
Vision	Yes, in all 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	✓

<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



80%

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	31-40 hours/week	✓ <sup>28</sup>
Hours per week school psychologist is present	21-30 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	No	✗ <sup>31</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Most teachers	✓ <sup>32</sup>
<b>Supports for all students (Tier 1)</b>		
Conducts universal screening	Yes	✓
Provides opportunities to develop social emotional wellness	No	✗
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))	Yes	✓

### 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, most if not all 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	Yes	✓
Individual counseling (in-school)	Yes	✓
Group counseling (in-school)	Yes	✓
Referrals to services (outside of school)	Yes	✓
Has referral protocol that involves an in-person meeting where a school staff member directly introduces the student to the external behavioral health provider (e.g., "warm hand-off")	Yes	✓

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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



92%

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	Yes	✓
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	Yes	✓
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	Yes	✓

**Indoor features for safe environment**

Slip-resistant flooring surfaces	Yes	✓
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓

Methods to keep weapons out of the school environment	No	✗
An air quality management program	No	✗
<b>Outdoor features for safe environment</b>		
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	Yes	✓
Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<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



81%

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 all 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	No	✗
<b>School health collaboration</b>		
Local health department	Yes	✓
Parks and recreation department	Yes	✓
Hospital	Yes	✓
Health clinic	Yes	✓
Doctor's office	No	✗
Mental health center	Yes	✓
Social services agency	Yes	✓
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	Yes	✓
College or university	Yes	✓
Businesses	Yes	✓
Local family/youth leadership councils	No	✗

**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	Input from students is not solicited	✗ <sup>36</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <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	Input from students is not solicited	N/A <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



50%

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	Yes	✓
Has school employee wellness leader or committee	No	✗
Obtains administrator support for school employee wellness	No	✗
<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	Yes	✓
Crisis intervention for personal problems	Yes	✓
Other	No	N/A <sup>38</sup>

<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



100%

Percentage of responses that align with best practice

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

<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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

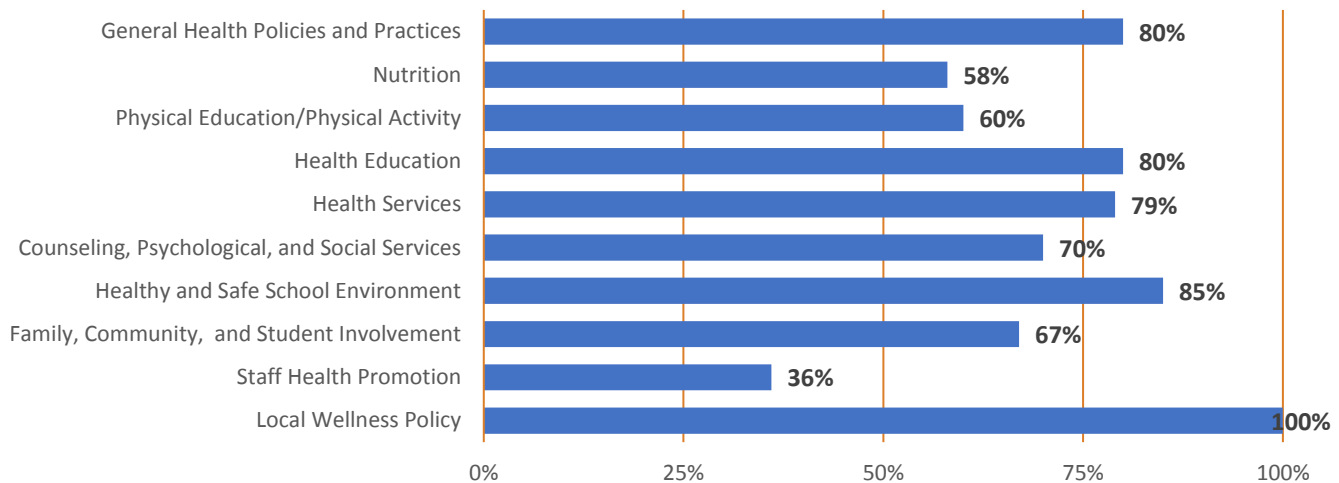
Corwin International Magnet School

Date Submitted: 09/27/17



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 Ryan Masciotra. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



80%

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	No	✗
Parents/guardians	No	✗
Community leaders	Yes	✓
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	3-4 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	Yes	N/A <sup>2</sup>

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

Physical activity	Yes	✓
Nutrition	Yes	✓
Tobacco-use prevention	No	✗
Asthma	No	✗
Injury and violence prevention	No	✗
HIV, STD, and teen pregnancy prevention	No	✗

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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



58%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	30	N/A <sup>3</sup>
"Seated time" breakfast minutes	30	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	35	N/A <sup>4</sup>
"Seated time" lunch minutes	20	✓ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in certain locations	✓
Cafeteria during breakfast	Yes	✓
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	Sometimes	✗ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓

In curricula or other educational materials	No	✗
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#### 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	Yes	✓
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	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 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	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 after school

Vending machines	No	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	No	✗
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	No	✓
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)	No	✗

Water ices or frozen slushes that do not contain juice	No	✓
Soda pop or fruit drinks that are not 100% juice	No	✓
Sports drinks	No	✓
Energy drinks	No	✓
Bottled water	No	✗
100% fruit or vegetable juice	No	✗
Foods or beverages containing caffeine	No	✓
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	No	✗
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	No	✗
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	Yes	✓
Offered a self-serve salad bar to students	Yes	✓
Labeled healthful foods with appealing names (e.g., crunchy carrots)	Yes	✓
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



60%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Grades requiring P.E.</b>		
Kindergarten	-	-
1st grade	-	-
2nd grade	-	-
3rd grade	-	-
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	Yes	✓
7th grade	Yes	✓
8th grade	Yes	✓
9th grade	-	-
10th grade	-	-
11th grade	-	-
12th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	110	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	2	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	55	✓ <sup>9</sup>
Number of required P.E. quarters per secondary student	4	N/A
Number of P.E. minutes offered per week per secondary student	137.5	✗ <sup>10</sup>
Number of P.E. sessions per week per secondary student	2.5	N/A <sup>11</sup>
Number of minutes per session of secondary-level physical education	55	✓ <sup>12</sup>

**Waivers/Exemptions for P.E.**

Band	Yes	✗
School-sponsored athletics	Yes	✗
ROTC	N/A	-
Other	No	N/A <sup>13</sup>

**Practices for quality P.E.**

Percentage of P.E. time with moderate to vigorous physical activity	90%	✓ <sup>14</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)	1.5	N/A <sup>15</sup>

**Requirements of P.E. teachers**

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓

**Physical activity opportunities**

Before-school activities	No	✗
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	Most teachers	✓ <sup>16</sup>
Intramural sports or physical activity clubs	No	✗
Interscholastic sports	Yes	✓

**Physical activity as punishment**

Physical activity used as punishment	Never	✓ <sup>17</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

**Average recess minutes in elementary grades**

Kindergarten	-	- <sup>18</sup>
1st grade	-	- <sup>18</sup>
2nd grade	-	- <sup>18</sup>
3rd grade	-	- <sup>18</sup>
4th grade	20	✗ <sup>18</sup>
5th grade	20	✗ <sup>18</sup>
6th grade	15	✗ <sup>18</sup>

**Recess provided before lunch**

Kindergarten	-	- <sup>19</sup>
1st grade	-	- <sup>19</sup>
2nd grade	-	- <sup>19</sup>
3rd grade	-	- <sup>19</sup>
4th grade	No	✗ <sup>19</sup>
5th grade	Yes, for all students in this grade	✓ <sup>19</sup>
6th grade	Yes, for all students in this grade	✓ <sup>19</sup>

**Recess practices and policies**

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Rarely	✗ <sup>20</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Rarely	✗ <sup>21</sup>
Recess taken away as make up for lost instructional time or testing	Sometimes	✗ <sup>22</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	Yes	✓
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

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<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that secondary students receive at least 225 minutes of P.E. per week.

<sup>11</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>12</sup> It is recommended that secondary-level P.E. sessions be at least 45 minutes.

<sup>13</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>14</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>15</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>16</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>17</sup> It is recommended that physical activity never be used as punishment.

<sup>18</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

<sup>19</sup> It is recommended that all students have recess before lunch.

<sup>20</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>21</sup> It is recommended that recess never be taken away as punishment.

<sup>22</sup> It is recommended that recess never be taken away as make-up for lost time or testing.



## Health Education



80%

Item	Your School's Response	Did You Report Best Practice?
<b>Grades offering health education</b>		
Kindergarten	-	-
1st grade	-	-
2nd grade	-	-
3rd grade	-	-
4th grade	No	✗
5th grade	No	✗
6th grade	Yes	✓
7th grade	Yes	✓
8th grade	Yes	✓
9th grade	-	-
10th grade	-	-
11th grade	-	-
12th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	-	<u>23</u>
Number of health education sessions per week per elementary student	-	<u>24</u>
Number of minutes per session of elementary-level health education	-	<u>25</u>
Number of required health education quarters per secondary student	4	N/A
Number of health education minutes offered per week per secondary student	137.5	✓ <sup>26</sup>
Number of health education sessions per week per secondary student	2.5	N/A <sup>27</sup>
Number of minutes per session of secondary-level health education	55	✓ <sup>28</sup>

**Staff teaching health education**

Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	No	✗
School counselor	Yes	✓
School nurse	No	✗
Other	No	N/A <sup>29</sup>

**Training for staff teaching health education**

Health education teacher	-	-
Physical education teacher	Yes	✓
Science teacher	-	-
Non-science classroom teacher	-	-
School counselor	Yes	✓
School nurse	-	-
Other	-	- <sup>30</sup>

**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	Yes	✓
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	No	✗
Stress management	Yes	✓
Other	No	N/A <sup>31</sup>

**LGBTQ inclusivity**

Health education program includes instruction that is LGBTQ-inclusive	Yes	✓
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**Topics included in sexual health education**

Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-

**Health education integration**

Integrates health content and skills into other courses/subjects	Yes, some courses/subject areas have integrated health content and skills	✓ <sup>32</sup>
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<sup>23</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>24</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 elementary students.

<sup>25</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>26</sup> It is recommended that students in grades 3 through 12 receive at least 120 minutes of health education per week.

<sup>27</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>28</sup> It is recommended that secondary-level health education sessions be at least 45 minutes.

<sup>29</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>30</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>31</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>32</sup> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



79%

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	31-40 hours/week	✓ <sup>33</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	Yes	✓
Administrator	Yes	✗
Secretary/administrative assistant	Yes	✗
Other	No	N/A <sup>34</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	Yes	✓
Administrator	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>35</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.28	N/A <sup>36</sup>
Number of visits per month	171	N/A <sup>36</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)	Yes	✓
Health insurance	Yes	✓
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>37</sup>
Vision	Yes, in certain grades and for new students	✓ <sup>37</sup>
Oral health	No	✗ <sup>38</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	✓

<sup>33</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>34</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>35</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>36</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>37</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>38</sup> Oral screenings should occur regularly and capture all students, including new students.

## Counseling, Psychological, and Social Services



70%

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	31-40 hours/week	✓ <sup>39</sup>
Hours per week school psychologist is present	11-20 hours/week	✓ <sup>40</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>41</sup>
<b>Training for staff to identify and support students with social, emotional, and behavioral health needs</b>		
Teachers	Yes, some receive training	✗ <sup>42</sup>
Administrators	Yes, some receive training	✗ <sup>42</sup>
Coaches	Yes, some receive training	✗ <sup>42</sup>
Health aides, health paraprofessionals	Yes, most if not all receive training	✓ <sup>42</sup>
Other	Yes, most if not all receive training	✓ <sup>42</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	All teachers	✓ <sup>43</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	Yes	✓
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))	Yes	✓

### 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, most if not all receive training	✓ <sup>44</sup>
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	Yes	✓
Individual counseling (in-school)	Yes	✓
Group counseling (in-school)	Yes	✓
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	✗

<sup>39</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>40</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>41</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>42</sup> It is recommended that all staff members receive appropriate training.

<sup>43</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>44</sup> It is recommended that all staff members receive appropriate training.



## Healthy and Safe School Environment



85%

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>45</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>46</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	Yes	✓
Prohibits harassment based on a student's perceived or actual sexual orientation or gender identity	No	✗
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	Yes	✓
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓

Methods to keep weapons out of the school environment	No	✗
An air quality management program	No	✗
<b>Outdoor features for safe environment</b>		
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	Yes	✓
Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
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	✓

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<sup>45</sup> It is recommended that all staff members receive appropriate training.

<sup>46</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



67%

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	Yes	✓
Hospital	Yes	✓
Health clinic	Yes	✓
Doctor's office	No	✗
Mental health center	Yes	✓
Social services agency	Yes	✓
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	No	✗
Faith-based group	No	✗
College or university	Yes	✓
Businesses	Yes	✓
Local family/youth leadership councils	No	✗

**School communication methods to families about school health**

Written materials	Yes	✓
Meetings held at the school	No	✗
Meetings held in the community	No	✗
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	No	✗

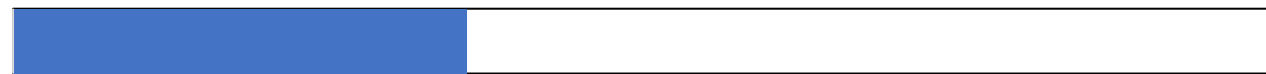
**Level of student engagement in school health components**

Student health services	Input from students is not solicited	✗ <sup>47</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>47</sup>
Physical education	Input from students is not solicited	✗ <sup>47</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>47</sup>
Food served in school	Input from students is not solicited	✗ <sup>47</sup>
The school's physical environment	Suggestions are collected from students	✓ <sup>47</sup>
School culture and climate	Suggestions are collected from students	✓ <sup>47</sup>
Other	Input from students is not solicited	N/A <sup>48</sup>

<sup>47</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>48</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



36%

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	Yes	✓
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	No	✗
First Aid/CPR training	No	✗
Conflict resolution education	No	✗
Counseling for emotional disorders	No	✗
Crisis intervention for personal problems	Yes	✓
Other	No	N/A <sup>49</sup>

<sup>49</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



100%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Implementation of local wellness policy elements</b>		
Nutrition education	Making plans to implement related activities	✓ 50
Nutrition promotion	Making plans to implement related activities	✓ 50
Food and beverage marketing guidelines on school grounds	Implementing all related activities	✓ 50
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	✓ 50
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	✓ 50
Physical activity	Implementing some related activities	✓ 50
Other school-based activities (as defined by your policy)	Making plans to implement related activities	✓ 50

<sup>50</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 'X' 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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.



# Smart Source Immediate Report

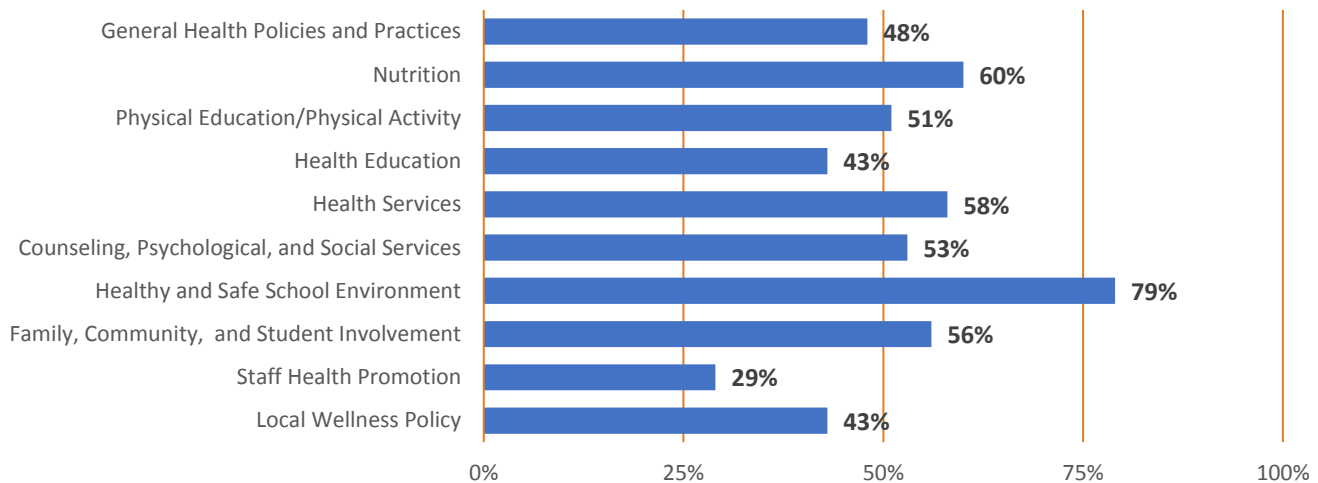
Eva R Baca Elementary School

Date Submitted: 10/12/17



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 Julie Griego. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



48%

Item	Your School's Response	Did You Report Best Practice?
<b>Wellness team and membership</b>		
Has a wellness team	Yes	✓
School administrators	-	-
Students	Yes	✓
Parents/guardians	-	-
Community leaders	Yes	✓
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	1-2 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	No	✗
Sought funding or leveraged resources to support health and safety priorities for students and staff	No	✗
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	No	✗
Assessed the availability of physical activity opportunities for students	Yes	✓
Developed a written plan for implementing a Comprehensive Physical Activity Program	No	✗
<b>Practices and policies to address health and wellness</b>		
Has a staff person leading health efforts	Yes	✓
Has adopted a wellness policy	No	✗
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	No	✗

**Administration of climate surveys**

Student climate assessment	No	✗
Teacher climate assessment	No	✗
Other staff climate assessment	No	✗
Parents/guardians climate assessment	No	✗

**Administration of student-level health assessments**

District-created assessment	No	✗
Other student health assessments	-	<sup>2</sup> -

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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



60%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	30	N/A <sup>3</sup>
"Seated time" breakfast minutes	20	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	40	N/A <sup>4</sup>
"Seated time" lunch minutes	20	✓ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	Yes	✓
Cafeteria during lunch	Yes	✓
Gymnasium or other indoor physical activity facilities	Yes	✓
Outdoor physical activity facilities and sports fields	N/A	-
Hallways throughout the school	Yes	✓
<b>Fruit and vegetable offerings at celebrations</b>		
Offers fruit or non-fried vegetables for celebrations	Always or almost always	✓ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓
In curricula or other educational materials	Yes	✓

**Food-related policies**

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

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

**Food items available for student purchase**

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-
Water ices or frozen slushes that do not contain juice	-	-

Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

#### 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	No	✗
Provided information to students or families on the nutrition and caloric content of foods available	No	✗
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	No	✗
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	No	✗
Used attractive displays for fruits and vegetables in the cafeteria	No	✗
Offered a self-serve salad bar to students	No	✗
Labeled healthful foods with appealing names (e.g., crunchy carrots)	No	✗
Encouraged students to drink plain water	No	✗
Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance	Yes	✓
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes	Yes	✓

<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



51%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	80	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	2	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	20%	✗ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	Yes	✓
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	No	✗

#### Physical activity opportunities

Before-school activities	No	✗
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	Most teachers	✓ <sup>12</sup>
Intramural sports or physical activity clubs	No	✗

#### Physical activity as punishment

Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades

Kindergarten	20	✗ <sup>14</sup>
1st grade	20	✗ <sup>14</sup>
2nd grade	20	✗ <sup>14</sup>
3rd grade	20	✗ <sup>14</sup>
4th grade	20	✗ <sup>14</sup>
5th grade	20	✗ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	No	✗ <sup>15</sup>
1st grade	No	✗ <sup>15</sup>
2nd grade	Yes, for all students in this grade	✓ <sup>15</sup>
3rd grade	No	✗ <sup>15</sup>

4th grade	Yes, for some students in this grade	✗ <sup>15</sup>
5th grade	Yes, for all students in this grade	✓ <sup>15</sup>
6th grade	-	- <sup>15</sup>

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Rarely	✗ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Sometimes	✗ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Rarely	✗ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

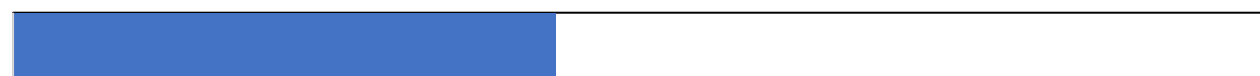
<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



43%

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>		
Kindergarten	No	✗
1st grade	No	✗
2nd grade	No	✗
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	-	19
Number of health education sessions per week per elementary student	-	20
Number of minutes per session of elementary-level health education	30	✓ <sup>21</sup>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	No	✗
School counselor	No	✗
School nurse	Yes	✓
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	No	✗

Science teacher	-	-
Non-science classroom teacher	-	-
School counselor	-	-
School nurse	Yes	✓
Other	-	23

#### 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	No	✗
Formative assessments	No	✗
Health education courses and lessons prioritize instruction on health skills	Yes	✓

#### Topics included in health education

Healthy eating	No	✗
Physical activity	No	✗
Personal hygiene	No	✗
Oral health	No	✗
Mental and emotional wellness	No	✗
Alcohol, tobacco, and other drug use prevention	Yes	✓
Unintentional injury prevention	No	✗
Violence prevention	Yes	✓
Suicide prevention	No	✗
Human sexuality/sexual health education	No	✗

Stress management	No	✗
Other	-	<sup>24</sup> -
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	Yes, some courses/subject areas have integrated health content and skills	✓ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



58%

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	1-10 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	No	✗
Health clerk, health aide, health paraprofessional	No	✗
Administrator	Yes	✗
Secretary/administrative assistant	Yes	✗
Other	No	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	-	-
Administrator	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.09	N/A <sup>29</sup>
Number of visits per month	30	N/A <sup>29</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)	-	-
Immunization status (including the number of students with signed personal, religious, or medical exemptions)	-	-
Health insurance	-	-
Medication needs	-	-
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades and for new students	✓ <sup>30</sup>
Vision	Yes, in certain grades and for new students	✓ <sup>30</sup>
Oral health	No	✗ <sup>31</sup>

**Follow up procedure for referrals**

Hearing problems	No	✗
Vision problems	No	✗
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	✓

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.

## Counseling, Psychological, and Social Services









53%

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	31-40 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	1-10 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</sup>
<b>Training for staff to identify and support students with social, emotional, and behavioral health needs</b>		
Teachers	Yes, some receive training	✗ <sup>35</sup>
Administrators	Yes, some receive training	✗ <sup>35</sup>
Coaches	Yes, some receive training	✗ <sup>35</sup>
Health aides, health paraprofessionals	Yes, most if not all receive training	✓ <sup>35</sup>
Other	-	- <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Some teachers (approximately half)	✗ <sup>36</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	Yes	✓
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>37</sup>
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	Yes	
Individual counseling (in-school)	Yes	
Group counseling (in-school)	Yes	
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	

<sup>32</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>33</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.

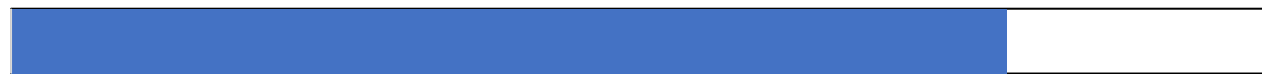
<sup>34</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<sup>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



79%

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	No	✗
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>38</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	No	✗

**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>39</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	Yes	✓
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	No	✗
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	Yes	✓
<b>Outdoor features for safe environment</b>		
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	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



56%

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 some 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	Yes	✓
Hospital	No	✗
Health clinic	Yes	✓
Doctor's office	No	✗
Mental health center	Yes	✓
Social services agency	No	✗
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	No	✗
Faith-based group	Yes	✓
College or university	Yes	✓
Businesses	Yes	✓
Local family/youth leadership councils	Yes	✓

### School communication methods to families about school health

Written materials	Yes	✓
Meetings held at the school	No	✗
Meetings held in the community	No	✗
Phone or text notifications	Yes	✓
Website	Yes	✓
Social media	No	✗
Develops culturally relevant communications for students, families, and the community	No	✗

### Family engagement strategies

Gathers feedback and input from families on school health and wellness activities	No	✗
Meets with a parent organization to discuss school health needs and strategies	No	✗
Provides families with information on school health policies, strategies, and services	Yes	✓
Hosts school health activities for families	Yes	✓

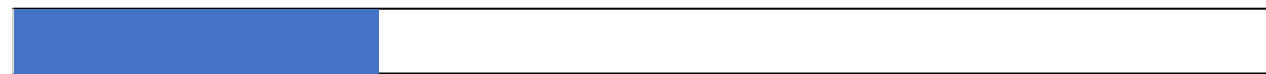
### Level of student engagement in school health components

Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Input from students is not solicited	✗ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Input from students is not solicited	✗ <sup>40</sup>
School culture and climate	Programs or policies are co-created by students	✓ <sup>40</sup>
Other	-	- <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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



29%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<b>Staff wellness activities</b>		
Health screenings	No	✗
Annual flu shots at the school or district office	No	✗
Stress management activities	No	✗
Tobacco cessation efforts	No	✗
Healthy food-related activities	Yes	✓
Physical activity	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	No	✗
Counseling for emotional disorders	Yes	✓
Crisis intervention for personal problems	Yes	✓
Other	-	<sup>42</sup>

<sup>42</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



43%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Implementation of local wellness policy elements</b>		
Nutrition education	No action taken	✗ <sup>43</sup>
Nutrition promotion	No action taken	✗ <sup>43</sup>
Food and beverage marketing guidelines on school grounds	Implementing some related activities	✓ <sup>43</sup>
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing some related activities	✓ <sup>43</sup>
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	No action taken	✗ <sup>43</sup>
Physical activity	Implementing all related activities	✓ <sup>43</sup>
Other school-based activities (as defined by your policy)	No action taken	✗ <sup>43</sup>

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.



# Smart Source Immediate Report

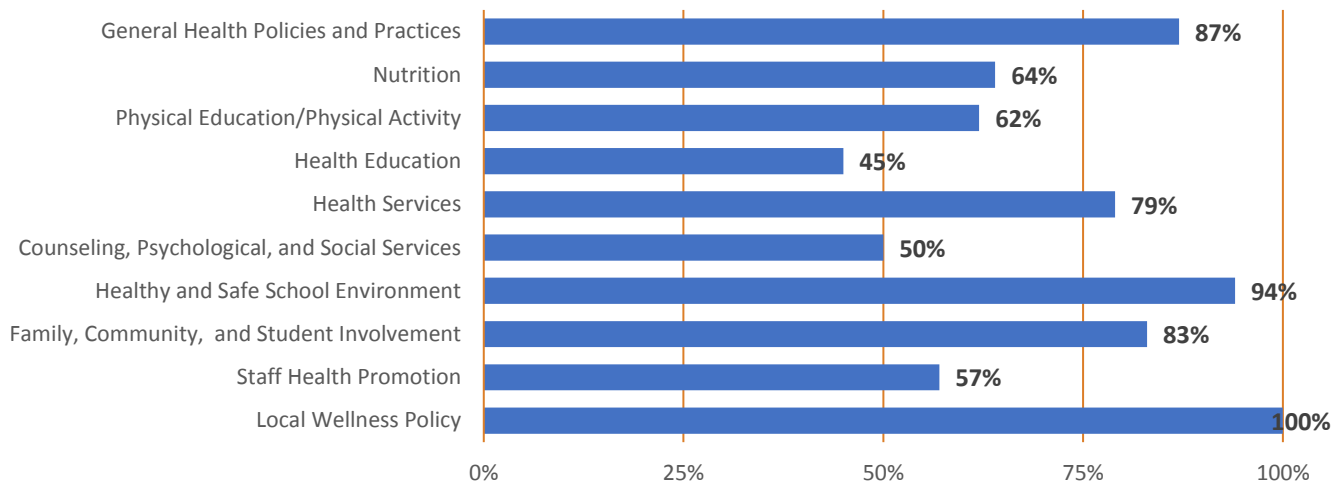
Fountain International Magnet School

Date Submitted: 09/23/17



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 Charlotte Martinez. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



87%

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	No	✗
Parents/guardians	Yes	✓
Community leaders	No	✗
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	3-4 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	No	✗
Other student health assessments	No	N/A <sup>2</sup>

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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



64%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	25	N/A <sup>3</sup>
"Seated time" breakfast minutes	25	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	20	N/A <sup>4</sup>
"Seated time" lunch minutes	13	✗ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	Yes	✓
Cafeteria during lunch	Yes	✓
Gymnasium or other indoor physical activity facilities	Yes	✓
Outdoor physical activity facilities and sports fields	No	✗
Hallways throughout the school	Yes	✓
<b>Fruit and vegetable offerings at celebrations</b>		
Offers fruit or non-fried vegetables for celebrations	Always or almost always	✓ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓
In curricula or other educational materials	Yes	✓

**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	No	✗

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

**Food items available for student purchase**

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-
Water ices or frozen slushes that do not contain juice	-	-

Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

### 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	Yes	✓
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	Yes	✓
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



62%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	-	-
5th grade	-	-
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	80	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	2	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	95%	✓ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓

#### Physical activity opportunities

Before-school activities	Yes	✓
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	All teachers	✓ <sup>12</sup>
Intramural sports or physical activity clubs	No	✗

#### Physical activity as punishment

Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades

Kindergarten	20	✗ <sup>14</sup>
1st grade	20	✗ <sup>14</sup>
2nd grade	20	✗ <sup>14</sup>
3rd grade	20	✗ <sup>14</sup>
4th grade	-	- <sup>14</sup>
5th grade	-	- <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	No	✗ <sup>15</sup>
1st grade	Yes, for all students in this grade	✓ <sup>15</sup>
2nd grade	No	✗ <sup>15</sup>
3rd grade	Yes, for all students in this grade	✓ <sup>15</sup>

4th grade	-	<sup>15</sup> _
5th grade	-	<sup>15</sup> _
6th grade	-	<sup>15</sup> _

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Always or almost always	✓ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Sometimes	✗ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Rarely	✗ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



45%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	-	-
5th grade	-	-
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	1	✗ <sup>19</sup>
Number of health education sessions per week per elementary student	1	N/A <sup>20</sup>
Number of minutes per session of elementary-level health education	1	✗ <sup>21</sup>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	No	✗
School counselor	Yes	✓
School nurse	No	✗
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	No	✗

Science teacher	-	-
Non-science classroom teacher	-	-
School counselor	No	✗
School nurse	-	-
Other	-	23

#### 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	No	✗
Formative assessments	No	✗
Health education courses and lessons prioritize instruction on health skills	No	✗

#### Topics included in health education

Healthy eating	Yes	✓
Physical activity	Yes	✓
Personal hygiene	No	✗
Oral health	Yes	✓
Mental and emotional wellness	No	✗
Alcohol, tobacco, and other drug use prevention	No	✗
Unintentional injury prevention	No	✗
Violence prevention	Yes	✓
Suicide prevention	No	✗
Human sexuality/sexual health education	No	✗

Stress management	No	✗
Other	-	<sup>24</sup> -
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	-	-
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	Yes, some courses/subject areas have integrated health content and skills	✓ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



79%

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	1-10 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	Yes	✓
Administrator	Yes	✗
Secretary/administrative assistant	Yes	✗
Other	No	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	Yes	✓
Administrator	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.25	N/A <sup>29</sup>
Number of visits per month	100	N/A <sup>29</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)	Yes	✓
Health insurance	Yes	✓
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in all grades and for new students	✓ <sup>30</sup>
Vision	Yes, in all grades and for new students	✓ <sup>30</sup>
Oral health	No	✗ <sup>31</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	No	✗
Regularly evaluates students with a physical and/or mental impairment for disability under Section 504	Yes	✓

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</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	11-20 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	1-10 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</sup>
<b>Training for staff to identify and support students with social, emotional, and behavioral health needs</b>		
Teachers	No	✗ <sup>35</sup>
Administrators	No	✗ <sup>35</sup>
Coaches	No	✗ <sup>35</sup>
Health aides, health paraprofessionals	No	✗ <sup>35</sup>
Other	No	✗ <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Some teachers (approximately half)	✗ <sup>36</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	Yes	✓
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, most if not all receive training	✓ <sup>37</sup>
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	Yes	✓
Individual counseling (in-school)	Yes	✓
Group counseling (in-school)	Yes	✓
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	✗

<sup>32</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>33</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.

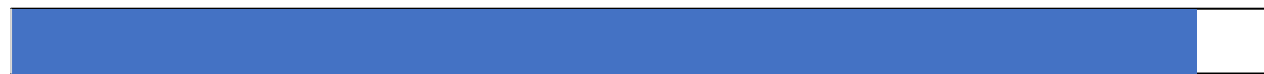
<sup>34</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<sup>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



94%

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>38</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	No	✗

**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>39</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	Yes	✓
Facilitates access to providers not on school property who have experience in providing health services to LGBTQ youth	Yes	✓
Facilitates access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth	Yes	✓

**Indoor features for safe environment**

Slip-resistant flooring surfaces	Yes	✓
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓

Methods to keep weapons out of the school environment	Yes	✓
An air quality management program	Yes	✓
<b>Outdoor features for safe environment</b>		
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	Yes	✓
Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



83%

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 all 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	Yes	✓
Hospital	Yes	✓
Health clinic	Yes	✓
Doctor's office	No	✗
Mental health center	No	✗
Social services agency	Yes	✓
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	Yes	✓
College or university	Yes	✓
Businesses	Yes	✓
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	✓

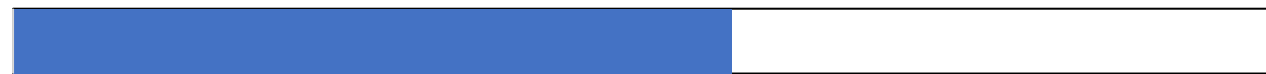
### Level of student engagement in school health components

Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Input from students is not solicited	✗ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Suggestions are collected from students	✓ <sup>40</sup>
The school's physical environment	Suggestions are collected from students	✓ <sup>40</sup>
School culture and climate	Suggestions are collected from students	✓ <sup>40</sup>
Other	-	- <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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



57%

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	Yes	✓
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	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	Yes	✓
Counseling for emotional disorders	Yes	✓
Crisis intervention for personal problems	Yes	✓
Other	-	<sup>42</sup>

<sup>42</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 all related activities	✓ <sup>43</sup>
Nutrition promotion	Implementing all related activities	✓ <sup>43</sup>
Food and beverage marketing guidelines on school grounds	Implementing all related activities	✓ <sup>43</sup>
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing all related activities	✓ <sup>43</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>43</sup>
Physical activity	Making plans to implement related activities	✓ <sup>43</sup>
Other school-based activities (as defined by your policy)	Making plans to implement related activities	✓ <sup>43</sup>

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

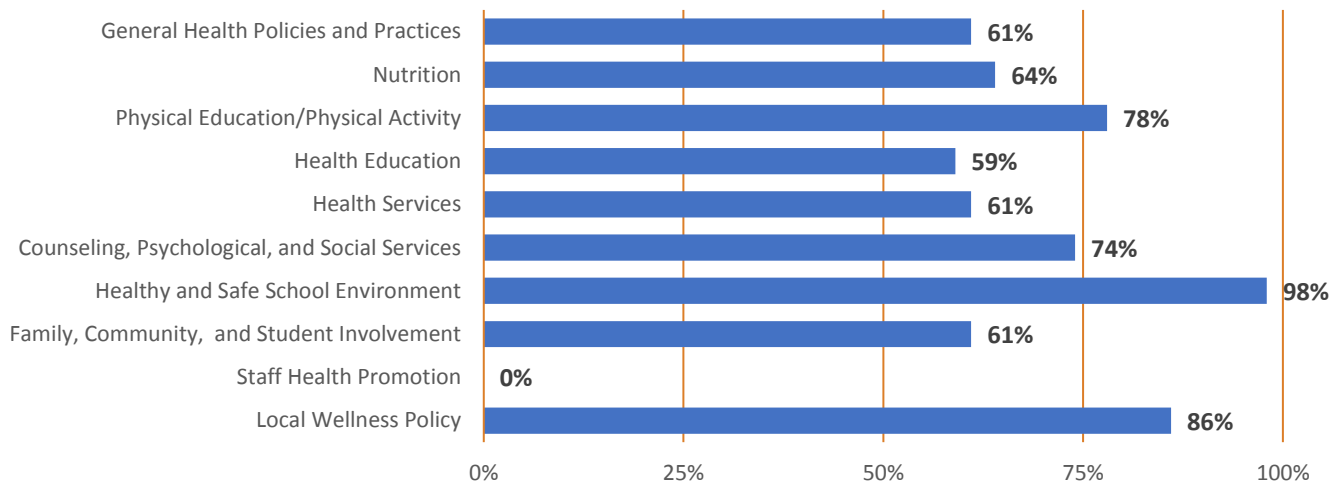
**Haaff Elementary School**

**Date Submitted: 09/15/17**



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 Elizabeth DeCesaro. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



61%

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	No	✗
Parents/guardians	No	✗
Community leaders	No	✗
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	1-2 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	No	✗
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	No	✗
Reviewed health-related curricula or instructional materials	No	✗
Assessed the availability of physical activity opportunities for students	Yes	✓
Developed a written plan for implementing a Comprehensive Physical Activity Program	No	✗
<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	No	✗

**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	No	✗
Other student health assessments	No	N/A <sup>2</sup>

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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



64%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	20	N/A <sup>3</sup>
"Seated time" breakfast minutes	15	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	35	N/A <sup>4</sup>
"Seated time" lunch minutes	17.5	✗ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	Yes	✓
Cafeteria during lunch	Yes	✓
Gymnasium or other indoor physical activity facilities	Yes	✓
Outdoor physical activity facilities and sports fields	No	✗
Hallways throughout the school	Yes	✓
<b>Fruit and vegetable offerings at celebrations</b>		
Offers fruit or non-fried vegetables for celebrations	Sometimes	✗ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓
In curricula or other educational materials	Yes	✓

**Food-related policies**

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

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

**Food items available for student purchase**

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-
Water ices or frozen slushes that do not contain juice	-	-

Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

#### 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	No	✗
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	No	✗
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	Yes	✓
Offered a self-serve salad bar to students	Yes	✓
Labeled healthful foods with appealing names (e.g., crunchy carrots)	Yes	✓
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	Yes	✓

<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



78%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	80	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	2	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	95%	✓ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓

#### Physical activity opportunities

Before-school activities	Yes	✓
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	All teachers	✓ <sup>12</sup>
Intramural sports or physical activity clubs	No	✗

#### Physical activity as punishment

Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	Yes	✓

#### Average recess minutes in elementary grades

Kindergarten	40	✓ <sup>14</sup>
1st grade	40	✓ <sup>14</sup>
2nd grade	40	✓ <sup>14</sup>
3rd grade	30	✓ <sup>14</sup>
4th grade	30	✓ <sup>14</sup>
5th grade	30	✓ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	Yes, for all students in this grade	✓ <sup>15</sup>
1st grade	Yes, for all students in this grade	✓ <sup>15</sup>
2nd grade	Yes, for all students in this grade	✓ <sup>15</sup>
3rd grade	No	✗ <sup>15</sup>

4th grade	No	✗ <sup>15</sup>
5th grade	No	✗ <sup>15</sup>
6th grade	-	- <sup>15</sup>

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Always or almost always	✓ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Rarely	✗ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Never	✓ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



59%

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>		
Kindergarten	No	✗
1st grade	No	✗
2nd grade	No	✗
3rd grade	No	✗
4th grade	No	✗
5th grade	No	✗
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	-	19
Number of health education sessions per week per elementary student	-	20
Number of minutes per session of elementary-level health education	-	21
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	No	✗
School counselor	Yes	✓
School nurse	No	✗
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	No	✗

Science teacher	-	-
Non-science classroom teacher	-	-
School counselor	No	✗
School nurse	-	-
Other	-	23

#### 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	Yes	✓
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	No	✗
Human sexuality/sexual health education	No	✗

Stress management	Yes	✓
Other	No	N/A <sup>24</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	Yes	✓
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	Yes, some courses/subject areas have integrated health content and skills	✓ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



61%

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	1-10 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	No	✗
Administrator	Yes	✗
Secretary/administrative assistant	Yes	✗
Other	No	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	-	-
Administrator	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.4	N/A <sup>29</sup>
Number of visits per month	150	N/A <sup>29</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	No	✗
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)	Yes	✓
Health insurance	-	-
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades and for new students	✓ <sup>30</sup>
Vision	Yes, in certain grades and for new students	✓ <sup>30</sup>
Oral health	Yes, in certain grades and for new students	✓ <sup>31</sup>

**Follow up procedure for referrals**

Hearing problems	No	✗
Vision problems	No	✗
Oral health problems	No	✗

**Practices for quality health services**

Seeks outside funding to support health services	No	✗
Regularly evaluates students with a physical and/or mental impairment for disability under Section 504	Yes	✓

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.



## Counseling, Psychological, and Social Services



74%

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	21-30 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	11-20 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</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>35</sup>
Administrators	Yes, most if not all receive training	✓ <sup>35</sup>
Coaches	Yes, most if not all receive training	✓ <sup>35</sup>
Health aides, health paraprofessionals	Yes, most if not all receive training	✓ <sup>35</sup>
Other	Yes, most if not all receive training	✓ <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	All teachers	✓ <sup>36</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	Yes	✓
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, most if not all receive training	✓ <sup>37</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)	Yes	✓
Referrals to services (outside of school)	No	✗
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")	-	-

<sup>32</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>33</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>34</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>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



98%

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>38</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>39</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	Yes	✓
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	Yes	✓
Facilitates access to providers not on school property who have experience in providing health services to LGBTQ youth	Yes	✓
Facilitates access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth	Yes	✓

**Indoor features for safe environment**

Slip-resistant flooring surfaces	Yes	✓
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓

Methods to keep weapons out of the school environment	Yes	✓
An air quality management program	Yes	✓
<b>Outdoor features for safe environment</b>		
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	Yes	✓
Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



61%

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	No	✗
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	Yes	✓
Hospital	No	✗
Health clinic	No	✗
Doctor's office	No	✗
Mental health center	Yes	✓
Social services agency	No	✗
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	No	✗
Faith-based group	Yes	✓
College or university	Yes	✓
Businesses	Yes	✓
Local family/youth leadership councils	No	✗

**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	No	✗
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	No	✗

**Level of student engagement in school health components**

Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Input from students is not solicited	✗ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Suggestions are collected from students	✓ <sup>40</sup>
School culture and climate	Suggestions are collected from students	✓ <sup>40</sup>
Other	Input from students is not solicited	N/A <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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

0%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<b>Staff wellness activities</b>		
Health screenings	No	✗
Annual flu shots at the school or district office	No	✗
Stress management activities	No	✗
Tobacco cessation efforts	No	✗
Healthy food-related activities	No	✗
Physical activity	No	✗
First Aid/CPR training	No	✗
Conflict resolution education	No	✗
Counseling for emotional disorders	No	✗
Crisis intervention for personal problems	No	✗
Other	No	N/A <sup>42</sup>

<sup>42</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



86%

Percentage of responses that align with best practice

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>43</sup>
Nutrition promotion	Implementing some related activities	✓ <sup>43</sup>
Food and beverage marketing guidelines on school grounds	Implementing all related activities	✓ <sup>43</sup>
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	No action taken	✗ <sup>43</sup>
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	Implementing all related activities	✓ <sup>43</sup>
Physical activity	Implementing all related activities	✓ <sup>43</sup>
Other school-based activities (as defined by your policy)	Implementing all related activities	✓ <sup>43</sup>

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

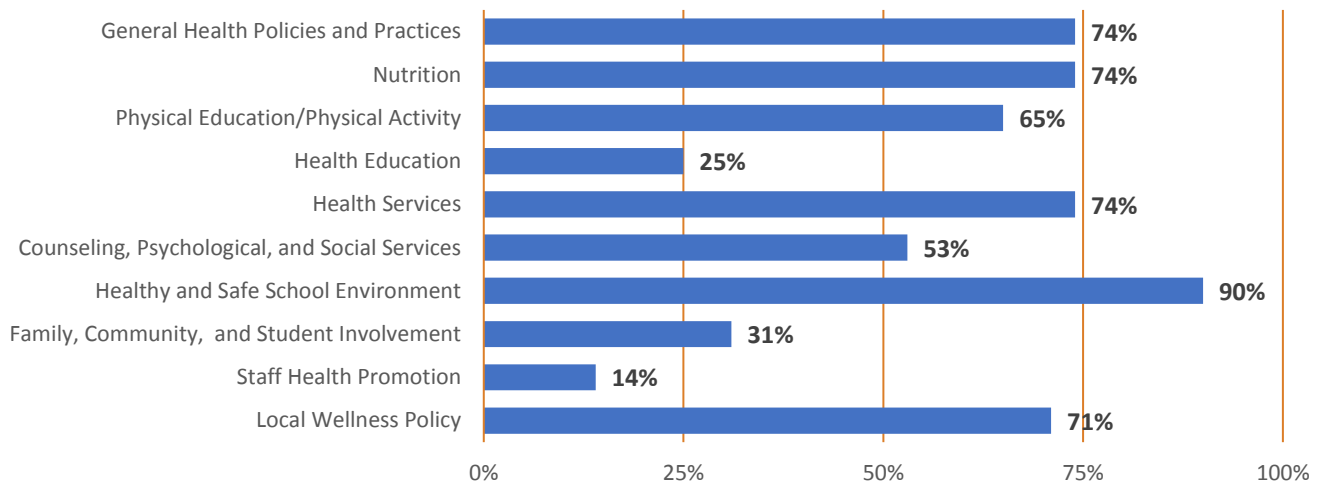
Heroes Academy Prek-5

Date Submitted: 10/11/17



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 Julie Shue. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



74%

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	No	✗
Parents/guardians	Yes	✓
Community leaders	Yes	✓
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	3-4 times	✓ <sup>1</sup>
Identified student health needs based on a review of relevant data	No	✗
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	No	✗
<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	No	✗
Other staff climate assessment	No	✗
Parents/guardians climate assessment	Yes	✓

**Administration of student-level health assessments**

District-created assessment	No	✗
Other student health assessments	Yes	N/A <sup>2</sup>

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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



74%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	40	N/A <sup>3</sup>
"Seated time" breakfast minutes	15	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	30	N/A <sup>4</sup>
"Seated time" lunch minutes	15	✗ <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	No	✗
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	Sometimes	✗ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓
In curricula or other educational materials	Yes	✓

**Food-related policies**

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

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

**Food items available for student purchase**

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-
Water ices or frozen slushes that do not contain juice	-	-

Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

### Activities to promote healthy eating

Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages	Yes	✓
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	No	✗
Served locally or regionally grown foods in the cafeteria or classrooms	Yes	✓
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	Yes	✓
Offered a self-serve salad bar to students	Yes	✓
Labeled healthful foods with appealing names (e.g., crunchy carrots)	Yes	✓
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	Yes	✓
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes	Yes	✓

<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



65%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	Yes	✓
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	150	✓ <sup>7</sup>
Number of P.E. sessions per week per elementary student	3	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	50	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	70%	✓ <sup>10</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	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	Yes	✓
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓

#### Physical activity opportunities

Before-school activities	No	✗
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	Some teachers (approximately half)	✗ <sup>12</sup>
Intramural sports or physical activity clubs	Yes	✓

#### Physical activity as punishment

Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades

Kindergarten	15	✗ <sup>14</sup>
1st grade	15	✗ <sup>14</sup>
2nd grade	15	✗ <sup>14</sup>
3rd grade	15	✗ <sup>14</sup>
4th grade	15	✗ <sup>14</sup>
5th grade	15	✗ <sup>14</sup>
6th grade	15	✗ <sup>14</sup>

#### Recess provided before lunch

Kindergarten	Yes, for all students in this grade	✓ <sup>15</sup>
1st grade	Yes, for all students in this grade	✓ <sup>15</sup>
2nd grade	No	✗ <sup>15</sup>
3rd grade	Yes, for all students in this grade	✓ <sup>15</sup>

4th grade	No	✗ <sup>15</sup>
5th grade	Yes, for all students in this grade	✓ <sup>15</sup>
6th grade	Yes, for all students in this grade	✓ <sup>15</sup>

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Rarely	✗ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Rarely	✗ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Never	✓ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

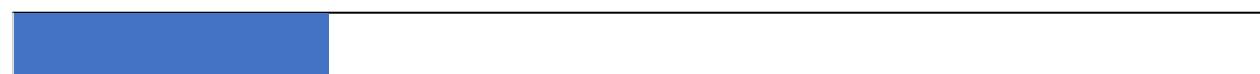
<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



25%

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>		
Kindergarten	No	✗
1st grade	No	✗
2nd grade	No	✗
3rd grade	No	✗
4th grade	No	✗
5th grade	No	✗
6th grade	Yes	✓
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	48	✗ <sup>19</sup>
Number of health education sessions per week per elementary student	1	N/A <sup>20</sup>
Number of minutes per session of elementary-level health education	48	✓ <sup>21</sup>
<b>Staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	Yes	✓
Science teacher	Yes	✓
Non-science classroom teacher	No	✗
School counselor	No	✗
School nurse	No	✗
Other	-	- <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	No	✗

Science teacher	No	✗
Non-science classroom teacher	-	-
School counselor	-	-
School nurse	-	-
Other	-	23

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

#### Topics included in health education

Healthy eating	No	✗
Physical activity	No	✗
Personal hygiene	No	✗
Oral health	No	✗
Mental and emotional wellness	No	✗
Alcohol, tobacco, and other drug use prevention	Yes	✓
Unintentional injury prevention	Yes	✓
Violence prevention	Yes	✓
Suicide prevention	No	✗
Human sexuality/sexual health education	No	✗

Stress management	Yes	✓
Other	No	N/A <sup>24</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	No	✗ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



74%

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	21-30 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	Yes	✓
Administrator	Yes	✗
Secretary/administrative assistant	Yes	✗
Other	No	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	Yes	✓
Administrator	No	✗
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	-	- <sup>29</sup>
Number of visits per month	-	- <sup>29</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	No	✗
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)	Yes	✓
Health insurance	-	-
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades and for new students	✓ <sup>30</sup>
Vision	Yes, in certain grades and for new students	✓ <sup>30</sup>
Oral health	No	✗ <sup>31</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	✓

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.

## Counseling, Psychological, and Social Services









53%

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	31-40 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	21-30 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</sup>
<b>Training for staff to identify and support students with social, emotional, and behavioral health needs</b>		
Teachers	Yes, some receive training	✗ <sup>35</sup>
Administrators	Yes, some receive training	✗ <sup>35</sup>
Coaches	Yes, some receive training	✗ <sup>35</sup>
Health aides, health paraprofessionals	Yes, some receive training	✗ <sup>35</sup>
Other	-	- <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Few teachers	✗ <sup>36</sup>
<b>Supports for all students (Tier 1)</b>		
Conducts universal screening	Yes	✓
Provides opportunities to develop social emotional wellness	Yes	✓
Provides school-wide supports for pro-social behavior	No	✗
<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	Yes	✓
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))	Yes	✓

### 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>37</sup>
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	Yes	
Individual counseling (in-school)	Yes	
Group counseling (in-school)	Yes	
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	

<sup>32</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>33</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>34</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>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



90%

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, some receive training	✗ 38
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>39</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	Yes	✓
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	Yes	✓
Facilitates access to providers not on school property who have experience in providing health services to LGBTQ youth	Yes	✓
Facilitates access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth	Yes	✓

**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	✗
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#### 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	Yes	✓
Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades	Yes	✓
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	Yes	✓
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#### Periodic inspections

Pests	Yes	✓
Condensation in and around school facilities	-	-
Cracks or leaks in the building foundation, walls, and roof	-	-
Mold	-	-
Plumbing system	-	-
Heating, ventilation, and air conditioning system	-	-

<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



31%

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

**School communication methods to families about school health**

Written materials	No	✗
Meetings held at the school	No	✗
Meetings held in the community	No	✗
Phone or text notifications	No	✗
Website	No	✗
Social media	No	✗
Develops culturally relevant communications for students, families, and the community	No	✗

**Family engagement strategies**

Gathers feedback and input from families on school health and wellness activities	No	✗
Meets with a parent organization to discuss school health needs and strategies	No	✗
Provides families with information on school health policies, strategies, and services	No	✗
Hosts school health activities for families	No	✗

**Level of student engagement in school health components**

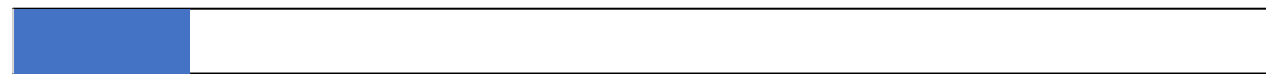
Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Input from students is not solicited	✗ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Input from students is not solicited	✗ <sup>40</sup>
School culture and climate	Input from students is not solicited	✗ <sup>40</sup>
Other	Input from students is not solicited	N/A <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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



14%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<b>Staff wellness activities</b>		
Health screenings	No	✗
Annual flu shots at the school or district office	No	✗
Stress management activities	No	✗
Tobacco cessation efforts	No	✗
Healthy food-related activities	No	✗
Physical activity	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	Yes	✓
Counseling for emotional disorders	No	✗
Crisis intervention for personal problems	No	✗
Other	-	<sup>42</sup>

<sup>42</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



71%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Implementation of local wellness policy elements</b>		
Nutrition education	No action taken	✗ <sup>43</sup>
Nutrition promotion	No action taken	✗ <sup>43</sup>
Food and beverage marketing guidelines on school grounds	Implementing some related activities	✓ <sup>43</sup>
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing some related activities	✓ <sup>43</sup>
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	Implementing some related activities	✓ <sup>43</sup>
Physical activity	Implementing some related activities	✓ <sup>43</sup>
Other school-based activities (as defined by your policy)	Making plans to implement related activities	✓ <sup>43</sup>

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

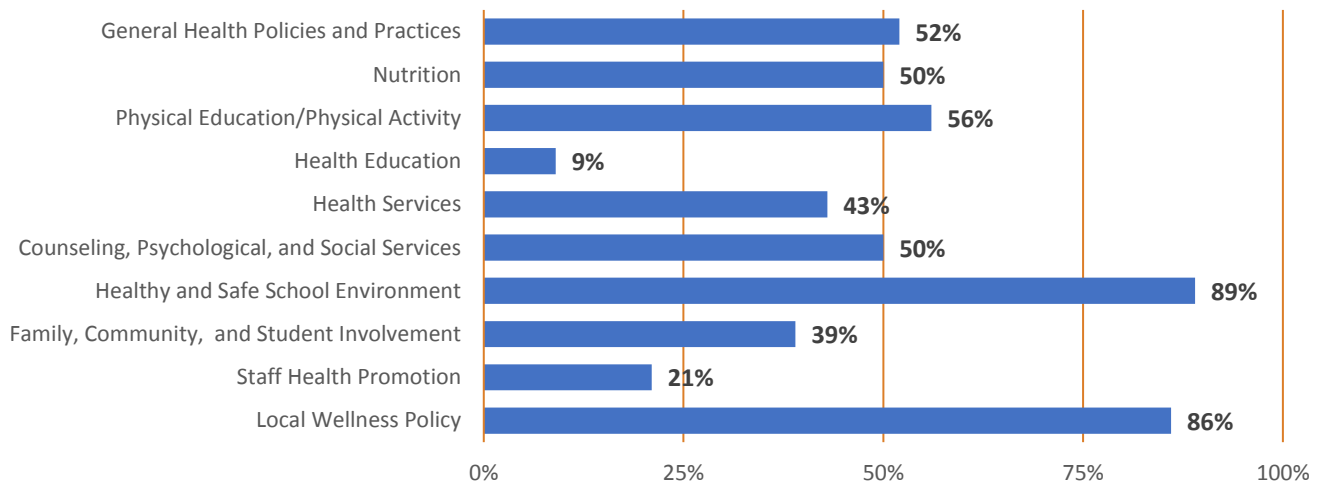
Highland Park Elementary School

Date Submitted: 09/26/17



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 Crystal Gallegos. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



52%

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	No	✗
Parents/guardians	No	✗
Community leaders	No	✗
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	1-2 times	✓ <sup>1</sup>
Identified student health needs based on a review of relevant data	No	✗
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team	No	✗
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	No	✗
Assessed the availability of physical activity opportunities for students	Yes	✓
Developed a written plan for implementing a Comprehensive Physical Activity Program	No	✗
<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	No	✗

**Administration of climate surveys**

Student climate assessment	No	✗
Teacher climate assessment	Yes	✓
Other staff climate assessment	Yes	✓
Parents/guardians climate assessment	No	✗

**Administration of student-level health assessments**

District-created assessment	No	✗
Other student health assessments	No	N/A <sup>2</sup>

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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



50%

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	20	N/A <sup>3</sup>
"Seated time" breakfast minutes	15	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	20	N/A <sup>4</sup>
"Seated time" lunch minutes	15	✗ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	Yes	✓
Cafeteria during lunch	Yes	✓
Gymnasium or other indoor physical activity facilities	Yes	✓
Outdoor physical activity facilities and sports fields	No	✗
Hallways throughout the school	Yes	✓
<b>Fruit and vegetable offerings at celebrations</b>		
Offers fruit or non-fried vegetables for celebrations	Always or almost always	✓ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓
In curricula or other educational materials	Yes	✓

**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	No	✗

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

**Food items available for student purchase**

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-
Water ices or frozen slushes that do not contain juice	-	-

Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

#### 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	No	✗
Provided information to students or families on the nutrition and caloric content of foods available	No	✗
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	No	✗
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	Yes	✓
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	No	✗
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



56%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	80	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	2	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	50%	✓ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	No	✗

#### Physical activity opportunities

Before-school activities	Yes	✓
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	Some teachers (approximately half)	✗ <sup>12</sup>
Intramural sports or physical activity clubs	No	✗

#### Physical activity as punishment



Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades







Kindergarten	35	✓ <sup>14</sup>
1st grade	35	✓ <sup>14</sup>
2nd grade	35	✓ <sup>14</sup>
3rd grade	20	✗ <sup>14</sup>
4th grade	20	✗ <sup>14</sup>
5th grade	35	✓ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	No	✗ <sup>15</sup>
1st grade	No	✗ <sup>15</sup>
2nd grade	No	✗ <sup>15</sup>
3rd grade	No	✗ <sup>15</sup>
4th grade	No	✗ <sup>15</sup>

5th grade	No	 <sup>15</sup>
6th grade	-	 <sup>15</sup>

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Rarely	 <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	
Recess taken away as punishment for misbehavior	Sometimes	 <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Rarely	 <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

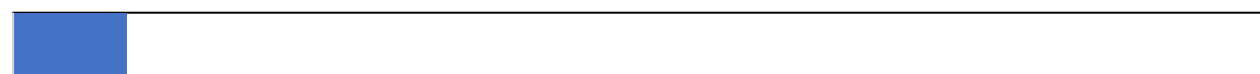
<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



9%

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>		
Kindergarten	No	✗
1st grade	No	✗
2nd grade	No	✗
3rd grade	No	✗
4th grade	No	✗
5th grade	No	✗
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	-	<u>19</u>
Number of health education sessions per week per elementary student	-	<u>20</u>
Number of minutes per session of elementary-level health education	-	<u>21</u>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	No	✗
Science teacher	No	✗
Non-science classroom teacher	No	✗
School counselor	No	✗
School nurse	No	✗
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	-	-

Science teacher	-	-
Non-science classroom teacher	-	-
School counselor	-	-
School nurse	-	-
Other	-	23

#### 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	No	✗
Unit and lesson plans to guide instruction	No	✗
Objectives that are observable and measurable	No	✗
Units and lessons that provide opportunities for practicing health-related skills	No	✗
Summative/performative assessments	No	✗
Formative assessments	No	✗
Health education courses and lessons prioritize instruction on health skills	No	✗

#### Topics included in health education

Healthy eating	No	✗
Physical activity	Yes	✓
Personal hygiene	No	✗
Oral health	Yes	✓
Mental and emotional wellness	No	✗
Alcohol, tobacco, and other drug use prevention	No	✗
Unintentional injury prevention	No	✗
Violence prevention	Yes	✓
Suicide prevention	No	✗
Human sexuality/sexual health education	No	✗

Stress management	No	✗
Other	No	N/A <sup>24</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	No	✗ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

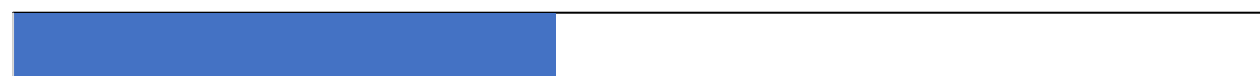
<sup>22</sup> An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.

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

## Health Services



43%

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	1-10 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	No	✗
Health clerk, health aide, health paraprofessional	No	✗
Administrator	Yes	✗
Secretary/administrative assistant	Yes	✗
Other	No	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	-	-
Administrator	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.05	N/A <sup>29</sup>
Number of visits per month	30	N/A <sup>29</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	No	✗
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)	-	-
Immunization status (including the number of students with signed personal, religious, or medical exemptions)	-	-
Health insurance	-	-
Medication needs	-	-
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	-	<u>30</u>
Vision	-	<u>30</u>
Oral health	-	<u>31</u>

**Follow up procedure for referrals**

Hearing problems	-	-
Vision problems	-	-
Oral health problems	-	-

**Practices for quality health services**

Seeks outside funding to support health services	No	✗
Regularly evaluates students with a physical and/or mental impairment for disability under Section 504	No	✗

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</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	31-40 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	1-10 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</sup>
<b>Training for staff to identify and support students with social, emotional, and behavioral health needs</b>		
Teachers	No	✗ <sup>35</sup>
Administrators	Yes, some receive training	✗ <sup>35</sup>
Coaches	Yes, most if not all receive training	✓ <sup>35</sup>
Health aides, health paraprofessionals	Yes, most if not all receive training	✓ <sup>35</sup>
Other	-	<sup>35</sup> -
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Some teachers (approximately half)	✗ <sup>36</sup>
<b>Supports for all students (Tier 1)</b>		
Conducts universal screening	-	-
Provides opportunities to develop social emotional wellness	-	-
Provides school-wide supports for pro-social behavior	-	-
<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	-	-
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))	-	-

### 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)	-	<sup>37</sup> -
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	-	-
Individual counseling (in-school)	-	-
Group counseling (in-school)	-	-
Referrals to services (outside of school)	-	-
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")	-	-

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<sup>32</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>33</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.

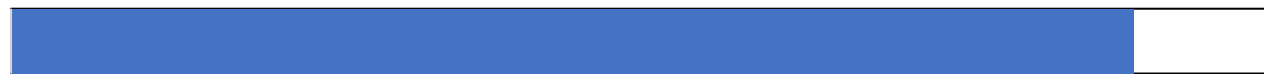
<sup>34</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<sup>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



89%

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>38</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	No	✗

**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>39</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	Yes	✓
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	Yes	✓
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓

Methods to keep weapons out of the school environment	Yes	✓
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	Yes	✓
Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades	Yes	✓
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	✗
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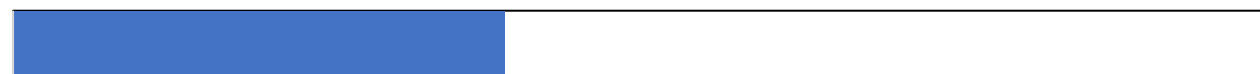
#### Periodic inspections

Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



39%

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	No	✗
<b>School health collaboration</b>		
Local health department	No	✗
Parks and recreation department	Yes	✓
Hospital	No	✗
Health clinic	No	✗
Doctor's office	No	✗
Mental health center	No	✗
Social services agency	No	✗
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	No	✗
College or university	Yes	✓
Businesses	Yes	✓
Local family/youth leadership councils	No	✗

**School communication methods to families about school health**

Written materials	Yes	✓
Meetings held at the school	Yes	✓
Meetings held in the community	No	✗
Phone or text notifications	Yes	✓
Website	Yes	✓
Social media	Yes	✓
Develops culturally relevant communications for students, families, and the community	No	✗

**Family engagement strategies**

Gathers feedback and input from families on school health and wellness activities	No	✗
Meets with a parent organization to discuss school health needs and strategies	No	✗
Provides families with information on school health policies, strategies, and services	No	✗
Hosts school health activities for families	No	✗

**Level of student engagement in school health components**

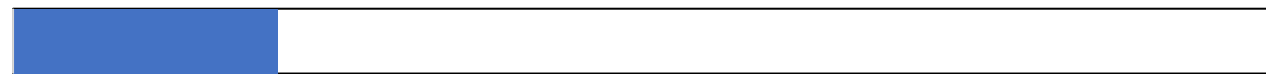
Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Input from students is not solicited	✗ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Input from students is not solicited	✗ <sup>40</sup>
School culture and climate	Input from students is not solicited	✗ <sup>40</sup>
Other	Input from students is not solicited	N/A <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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



21%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<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	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	Yes	✓
Counseling for emotional disorders	No	✗
Crisis intervention for personal problems	No	✗
Other	No	N/A <sup>42</sup>

<sup>42</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



86%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Implementation of local wellness policy elements</b>		
Nutrition education	Implementing all related activities	✓ <sup>43</sup>
Nutrition promotion	No action taken	✗ <sup>43</sup>
Food and beverage marketing guidelines on school grounds	Implementing all related activities	✓ <sup>43</sup>
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing all related activities	✓ <sup>43</sup>
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	Implementing all related activities	✓ <sup>43</sup>
Physical activity	Implementing all related activities	✓ <sup>43</sup>
Other school-based activities (as defined by your policy)	Implementing all related activities	✓ <sup>43</sup>

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

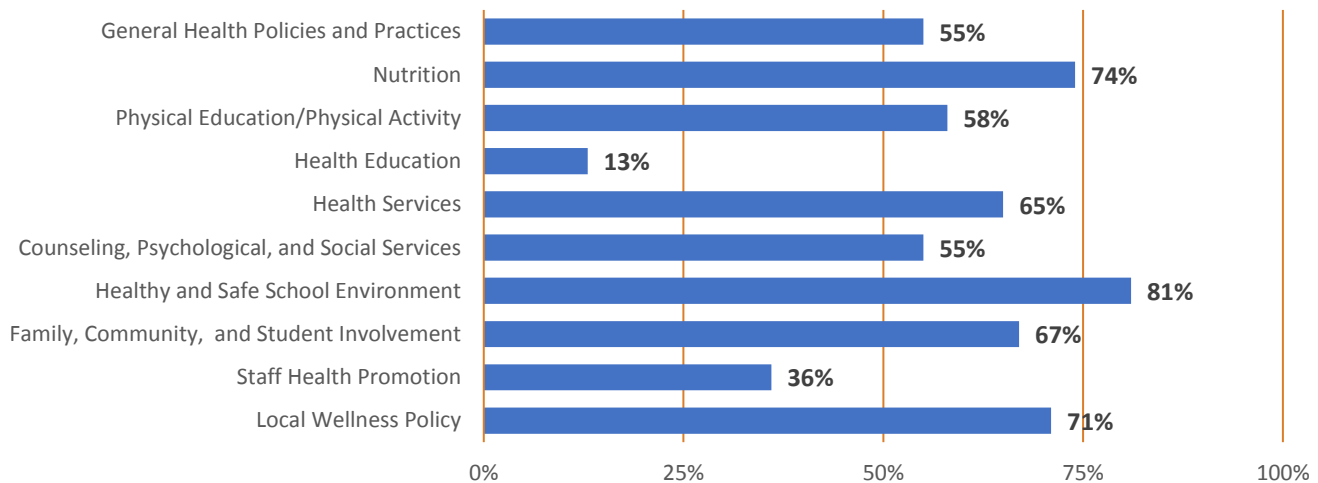
Irving Elementary School

Date Submitted: 09/30/17



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 Valarie Davis. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



55%

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	No	✗
School administrators	-	-
Students	-	-
Parents/guardians	-	-
Community leaders	-	-
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	-	1
Identified student health needs based on a review of relevant data	-	-
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team	-	-
Sought funding or leveraged resources to support health and safety priorities for students and staff	-	-
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	-	-
Reviewed health-related curricula or instructional materials	-	-
Assessed the availability of physical activity opportunities for students	-	-
Developed a written plan for implementing a Comprehensive Physical Activity Program	-	-
<b>Practices and policies to address health and wellness</b>		
Has a staff person leading health efforts	No	✗
Has adopted a wellness policy	No	✗
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	No	✗

**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	No	✗
Other student health assessments	No	N/A <sup>2</sup>

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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



74%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	25	N/A <sup>3</sup>
"Seated time" breakfast minutes	20	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	25	N/A <sup>4</sup>
"Seated time" lunch minutes	20	✓ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in certain locations	✓
Cafeteria during breakfast	Yes	✓
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	Sometimes	✗ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓

In curricula or other educational materials	Yes	✓
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#### 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	Yes	✓
Requires non-food or healthy food school-sponsored fundraisers	Yes	✓
Allows student purchasing of snack food or beverages	Yes	✓

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

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 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	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 after school

Vending machines	No	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	No	✓
Salty snacks that are not low in fat	No	✓
Low sodium pretzels, crackers, or chips	No	✗
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	No	✓
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)	No	✗

Water ices or frozen slushes that do not contain juice	No	✓
Soda pop or fruit drinks that are not 100% juice	No	✓
Sports drinks	No	✓
Energy drinks	No	✓
Bottled water	No	✗
100% fruit or vegetable juice	No	✗
Foods or beverages containing caffeine	No	✓
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	Yes	✓
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	Yes	✓
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	Yes	✓
Offered a self-serve salad bar to students	No	✗
Labeled healthful foods with appealing names (e.g., crunchy carrots)	Yes	✓
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	Yes	✓
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



58%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	50	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	1.25	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	50%	✓ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	No	✗
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	No	✗

#### Physical activity opportunities

Before-school activities	No	✗
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	Few teachers	✗ <sup>12</sup>
Intramural sports or physical activity clubs	No	✗

#### Physical activity as punishment

Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades

Kindergarten	15	✗ <sup>14</sup>
1st grade	15	✗ <sup>14</sup>
2nd grade	15	✗ <sup>14</sup>
3rd grade	15	✗ <sup>14</sup>
4th grade	15	✗ <sup>14</sup>
5th grade	15	✗ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	Yes, for all students in this grade	✓ <sup>15</sup>
1st grade	Yes, for all students in this grade	✓ <sup>15</sup>
2nd grade	Yes, for all students in this grade	✓ <sup>15</sup>

3rd grade	Yes, for all students in this grade	✓ <sup>15</sup>
4th grade	Yes, for all students in this grade	✓ <sup>15</sup>
5th grade	Yes, for all students in this grade	✓ <sup>15</sup>
6th grade	-	<sup>15</sup>

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Always or almost always	✓ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Sometimes	✗ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Sometimes	✗ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

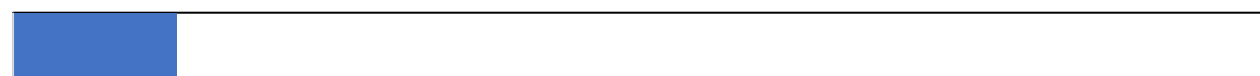
<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



13%

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>		
Kindergarten	No	✗
1st grade	No	✗
2nd grade	No	✗
3rd grade	No	✗
4th grade	No	✗
5th grade	No	✗
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	-	<u>19</u>
Number of health education sessions per week per elementary student	-	<u>20</u>
Number of minutes per session of elementary-level health education	-	<u>21</u>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	No	✗
Science teacher	No	✗
Non-science classroom teacher	No	✗
School counselor	No	✗
School nurse	No	✗
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	-	-

Science teacher	-	-
Non-science classroom teacher	-	-
School counselor	-	-
School nurse	-	-
Other	-	<b>23</b>

#### 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	No	✗
Unit and lesson plans to guide instruction	No	✗
Objectives that are observable and measurable	No	✗
Units and lessons that provide opportunities for practicing health-related skills	No	✗
Summative/performative assessments	No	✗
Formative assessments	No	✗
Health education courses and lessons prioritize instruction on health skills	No	✗

#### Topics included in health education

Healthy eating	Yes	✓
Physical activity	Yes	✓
Personal hygiene	No	✗
Oral health	Yes	✓
Mental and emotional wellness	No	✗
Alcohol, tobacco, and other drug use prevention	No	✗
Unintentional injury prevention	No	✗
Violence prevention	Yes	✓
Suicide prevention	No	✗
Human sexuality/sexual health education	No	✗

Stress management	No	✗
Other	No	N/A <sup>24</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	No	✗ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



65%

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	11-20 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	No	✗
Administrator	No	✓
Secretary/administrative assistant	No	✓
Other	No	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	-	-
Administrator	-	-
Secretary/administrative assistant	-	-
Other	-	- <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0	N/A <sup>29</sup>
Number of visits per month	1	N/A <sup>29</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	No	✗
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)	Yes	✓
Health insurance	-	-
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades and for new students	✓ <sup>30</sup>
Vision	Yes, in certain grades and for new students	✓ <sup>30</sup>
Oral health	No	✗ <sup>31</sup>

**Follow up procedure for referrals**

Hearing problems	No	✗
Vision problems	No	✗
Oral health problems	-	-

**Practices for quality health services**

Seeks outside funding to support health services	No	✗
Regularly evaluates students with a physical and/or mental impairment for disability under Section 504	Yes	✓

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.

## Counseling, Psychological, and Social Services









Percentage of responses that align with best practice

55%

Item	Your School's Response	Did You Report Best Practice?
<b>Access to mental health professionals</b>		
Hours per week school counselor is present	31-40 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	11-20 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</sup>
<b>Training for staff to identify and support students with social, emotional, and behavioral health needs</b>		
Teachers	Yes, some receive training	✗ <sup>35</sup>
Administrators	Yes, some receive training	✗ <sup>35</sup>
Coaches	Yes, some receive training	✗ <sup>35</sup>
Health aides, health paraprofessionals	No	✗ <sup>35</sup>
Other	Yes, most if not all receive training	✓ <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Some teachers (approximately half)	✗ <sup>36</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	Yes	✓
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>37</sup>
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	Yes	
Individual counseling (in-school)	Yes	
Group counseling (in-school)	Yes	
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")	Yes	

<sup>32</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>33</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>34</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>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



81%

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, some receive training	✗ 38
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	No	✗

**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>39</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	No	✗
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓
Methods to keep weapons out of the school environment	Yes	✓

An air quality management program	Yes	✓
<b>Outdoor features for safe environment</b>		
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	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



67%

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	No	✗
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	Yes	✓
Hospital	No	✗
Health clinic	Yes	✓
Doctor's office	No	✗
Mental health center	Yes	✓
Social services agency	No	✗
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	Yes	✓
College or university	Yes	✓
Businesses	Yes	✓
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	No	✗
Phone or text notifications	Yes	✓
Website	Yes	✓
Social media	No	✗
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	No	✗

**Level of student engagement in school health components**

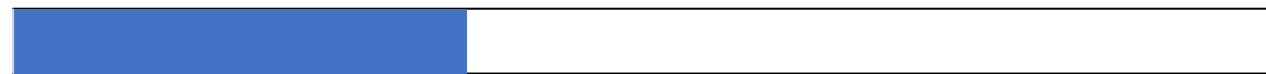
Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Suggestions are collected from students	✓ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Suggestions are collected from students	✓ <sup>40</sup>
School culture and climate	Input from students is not solicited	✗ <sup>40</sup>
Other	Input from students is not solicited	N/A <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.



<sup>41</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



36%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<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	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	Yes	✓
Counseling for emotional disorders	Yes	✓
Crisis intervention for personal problems	Yes	✓
Other	No	N/A <sup>42</sup>

<sup>42</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



71%

Percentage of responses that align with best practice

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>43</sup>
Nutrition promotion	Implementing some related activities	✓ <sup>43</sup>
Food and beverage marketing guidelines on school grounds	Implementing all related activities	✓ <sup>43</sup>
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing some related activities	✓ <sup>43</sup>
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	Implementing some related activities	✓ <sup>43</sup>
Physical activity	No action taken	✗ <sup>43</sup>
Other school-based activities (as defined by your policy)	No action taken	✗ <sup>43</sup>

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

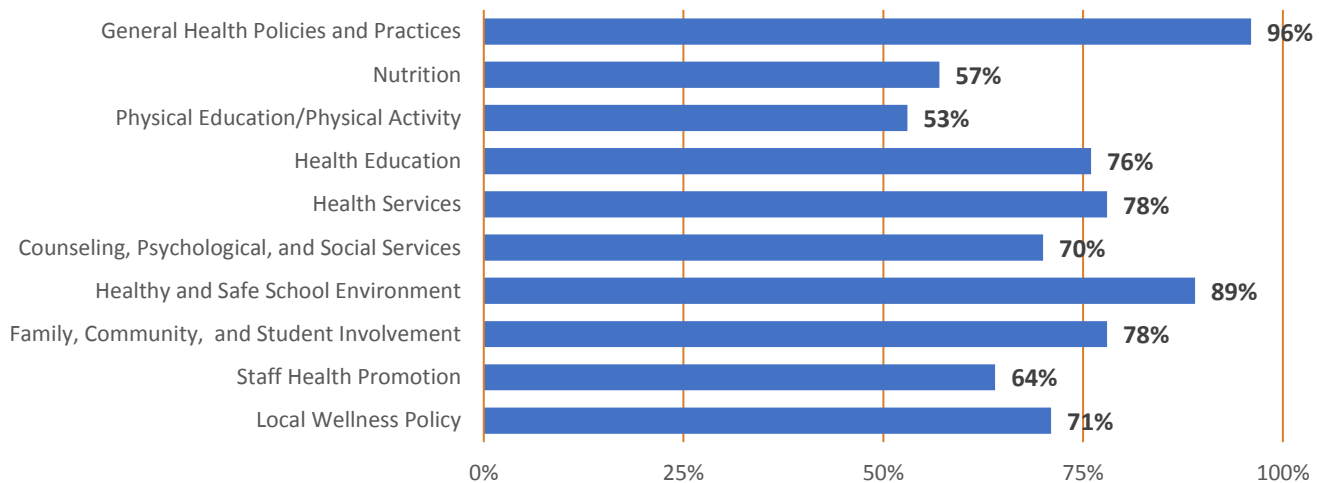
Park View Elementary School

Date Submitted: 09/27/17



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 Justin Novosel. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



96%

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	No	✗
<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	✓
Other student health assessments	No	N/A <sup>2</sup>

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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



57%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	30	N/A <sup>3</sup>
"Seated time" breakfast minutes	20	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	35	N/A <sup>4</sup>
"Seated time" lunch minutes	20	✓ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in certain locations	✓
Cafeteria during breakfast	No	✗
Cafeteria during lunch	No	✗
Gymnasium or other indoor physical activity facilities	Yes	✓
Outdoor physical activity facilities and sports fields	N/A	-
Hallways throughout the school	Yes	✓
<b>Fruit and vegetable offerings at celebrations</b>		
Offers fruit or non-fried vegetables for celebrations	Sometimes	✗ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	No	✗
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓

In curricula or other educational materials	Yes	✓
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#### Food-related policies

Prohibits the use of food as a reward	No	✗
Prohibits the advertising of unhealthy foods and beverages on school grounds	Yes	✓
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	No	✗

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

Vending machines	-	6
School store, canteen, or snack bar	-	6

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

Vending machines	-	6
School store, canteen, or snack bar	-	6

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

Vending machines	-	6
School store, canteen, or snack bar	-	6

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

Vending machines	-	6
School store, canteen, or snack bar	-	6

#### Food items available for student purchase

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-



Water ices or frozen slushes that do not contain juice	-	-
Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

#### 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	No	✗
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	Yes	✓
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	Yes	✓
Planted a school food or vegetable garden	No	✗
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access	No	✗
Used attractive displays for fruits and vegetables in the cafeteria	Yes	✓
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



53%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	80	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	2	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	90%	✓ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓

#### Physical activity opportunities

Before-school activities	Yes	✓
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	Most teachers	✓ <sup>12</sup>
Intramural sports or physical activity clubs	Yes	✓

#### Physical activity as punishment

Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades

Kindergarten	25	✗ <sup>14</sup>
1st grade	15	✗ <sup>14</sup>
2nd grade	15	✗ <sup>14</sup>
3rd grade	15	✗ <sup>14</sup>
4th grade	15	✗ <sup>14</sup>
5th grade	15	✗ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	Yes, for some students in this grade	✗ <sup>15</sup>
1st grade	Yes, for some students in this grade	✗ <sup>15</sup>
2nd grade	Yes, for some students in this grade	✗ <sup>15</sup>

3rd grade	Yes, for some students in this grade	✗ <sup>15</sup>
4th grade	Yes, for some students in this grade	✗ <sup>15</sup>
5th grade	Yes, for some students in this grade	✗ <sup>15</sup>
6th grade	-	<sup>15</sup>

### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Sometimes	✗ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Rarely	✗ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Sometimes	✗ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



76%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	80	✓ <sup>19</sup>
Number of health education sessions per week per elementary student	2	N/A <sup>20</sup>
Number of minutes per session of elementary-level health education	40	✓ <sup>21</sup>
<b>Staff teaching health education</b>		
Health education teacher	Yes	✓
Physical education teacher	Yes	✓
Science teacher	Yes	✓
Non-science classroom teacher	No	✗
School counselor	Yes	✓
School nurse	No	✗
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	Yes	✓
Physical education teacher	Yes	✓

Science teacher	No	✗
Non-science classroom teacher	-	-
School counselor	Yes	✓
School nurse	-	-
Other	-	23

#### Requirements of health education teachers

Undergraduate training in health education	Yes	✓
Graduate training in health education	No	✗
Certification or licensure in health education	No	✗

#### 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	Yes	✓
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	No	✗
Violence prevention	Yes	✓
Suicide prevention	No	✗
Human sexuality/sexual health education	No	✗

Stress management	Yes	✓
Other	No	N/A <sup>24</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	No	✗ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.



## Health Services



78%

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	11-20 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	No	✗
Administrator	Yes	✗
Secretary/administrative assistant	Yes	✗
Other	No	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	-	-
Administrator	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.23	N/A <sup>29</sup>
Number of visits per month	100	N/A <sup>29</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)	Yes	✓
Health insurance	Yes	✓
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades and for new students	✓ <sup>30</sup>
Vision	Yes, in certain grades and for new students	✓ <sup>30</sup>
Oral health	No	✗ <sup>31</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	✓

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.

## Counseling, Psychological, and Social Services









70%

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	31-40 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	1-10 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	1-10 hours/week	✓ <sup>34</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>35</sup>
Administrators	Yes, most if not all receive training	✓ <sup>35</sup>
Coaches	No	✗ <sup>35</sup>
Health aides, health paraprofessionals	No	✗ <sup>35</sup>
Other	No	✗ <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Most teachers	✓ <sup>36</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	Yes	✓
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))	Yes	✓

### 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>37</sup>
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	Yes	
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")	Yes	

<sup>32</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>33</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.

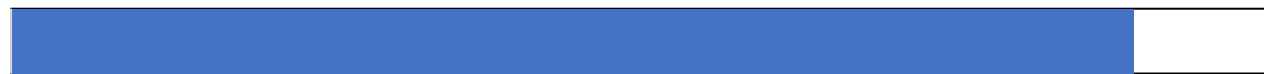
<sup>34</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<sup>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



89%

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>38</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	No	✗

**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>39</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	No	✗
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	Yes	✓
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓

Methods to keep weapons out of the school environment	Yes	✓
An air quality management program	Yes	✓
<b>Outdoor features for safe environment</b>		
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	Yes	✓
Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	Yes	✓
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</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 all 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	Yes	✓
Hospital	Yes	✓
Health clinic	Yes	✓
Doctor's office	No	✗
Mental health center	Yes	✓
Social services agency	Yes	✓
Service club (e.g., Rotary Club)	No	✗
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	Yes	✓
College or university	Yes	✓
Businesses	Yes	✓
Local family/youth leadership councils	No	✗



### School communication methods to families about school health

Written materials	Yes	✓
Meetings held at the school	Yes	✓
Meetings held in the community	No	✗
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

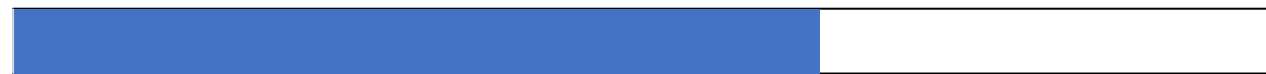
Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Suggestions are collected from students	✓ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Suggestions are collected from students	✓ <sup>40</sup>
School culture and climate	Suggestions are collected from students	✓ <sup>40</sup>
Other	Input from students is not solicited	N/A <sup>41</sup>

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<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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



64%

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	Yes	✓
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	Yes	✓
Tobacco cessation efforts	Yes	✓
Healthy food-related activities	Yes	✓
Physical activity	Yes	✓
First Aid/CPR training	Yes	✓
Conflict resolution education	No	✗
Counseling for emotional disorders	No	✗
Crisis intervention for personal problems	No	✗
Other	No	N/A <sup>42</sup>

<sup>42</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



71%

Percentage of responses that align with best practice

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>43</sup>
Nutrition promotion	Implementing some related activities	✓ <sup>43</sup>
Food and beverage marketing guidelines on school grounds	Implementing some related activities	✓ <sup>43</sup>
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing some related activities	✓ <sup>43</sup>
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	No action taken	✗ <sup>43</sup>
Physical activity	Implementing all related activities	✓ <sup>43</sup>
Other school-based activities (as defined by your policy)	No action taken	✗ <sup>43</sup>

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

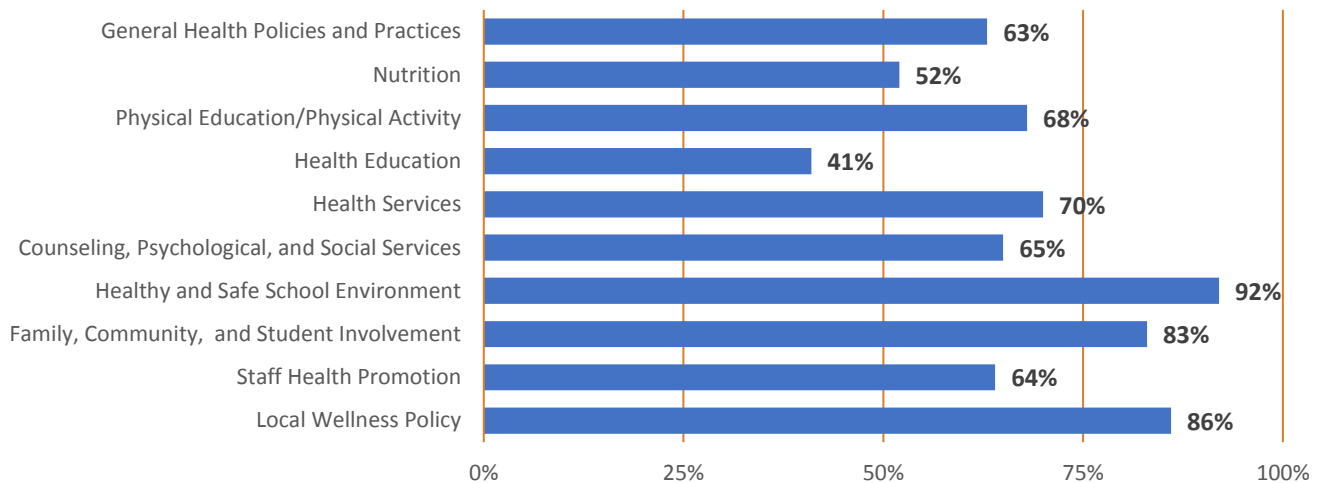
Pueblo Academy of Arts

Date Submitted: 10/17/17



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 Rhonda Holcomb. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



63%

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	No	✗
Parents/guardians	Yes	✓
Community leaders	Yes	✓
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	3-4 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	No	✗
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	No	✗
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	No	✗
<b>Practices and policies to address health and wellness</b>		
Has a staff person leading health efforts	No	✗
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	No	✗

**Administration of climate surveys**

Student climate assessment	Yes	✓
Teacher climate assessment	Yes	✓
Other staff climate assessment	No	✗
Parents/guardians climate assessment	Yes	✓

**Administration of student-level health assessments**

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

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

Physical activity	Yes	✓
Nutrition	Yes	✓
Tobacco-use prevention	No	✗
Asthma	No	✗
Injury and violence prevention	Yes	✓
HIV, STD, and teen pregnancy prevention	No	✗

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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



52%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	15	N/A <sup>3</sup>
"Seated time" breakfast minutes	12	✗ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	20	N/A <sup>4</sup>
"Seated time" lunch minutes	15	✗ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in certain 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	Sometimes	✗ <sup>5</sup>
<b>Locations where food and beverage advertisement is prohibited</b>		
In school buildings	Yes	✓
On school grounds or other areas of the campus	No	✗
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓



In curricula or other educational materials	Yes	✓
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#### 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	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 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	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 after school

Vending machines	No	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	No	✓
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)	No	✗

Water ices or frozen slushes that do not contain juice	No	✓
Soda pop or fruit drinks that are not 100% juice	No	✓
Sports drinks	No	✓
Energy drinks	No	✓
Bottled water	Yes	✓
100% fruit or vegetable juice	No	✗
Foods or beverages containing caffeine	No	✓
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	No	✗
Provided information to students or families on the nutrition and caloric content of foods available	No	✗
Conducted taste tests to determine food preferences for nutritious items	Yes	✓
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	Yes	✓
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access	No	✗
Used attractive displays for fruits and vegetables in the cafeteria	No	✗
Offered a self-serve salad bar to students	No	✗
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



68%

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	No	✗
7th grade	No	✗
8th grade	No	✗
9th grade	-	-
10th grade	-	-
11th grade	-	-
12th grade	-	-
<b>Average P.E. minutes</b>		
Number of required P.E. semesters per secondary student	0	N/A
Number of P.E. minutes offered per week per secondary student	-	_7
Number of P.E. sessions per week per secondary student	-	_8
Number of minutes per session of secondary-level physical education	-	_9
<b>Waivers/Exemptions for P.E.</b>		
Band	No	✓
School-sponsored athletics	No	✓
ROTC	No	✓
Other	No	N/A <sup>10</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	15%	✗ <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	No	✗
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	N/A <sup>12</sup>
<b>Requirements of P.E. teachers</b>		
Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	Yes	✓
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓
<b>Physical activity opportunities</b>		
Before-school activities	No	✗
Classroom physical activity breaks	No	✗
Proportion of teachers incorporating physical activity breaks in their classrooms	-	- <sup>13</sup>
Intramural sports or physical activity clubs	Yes	✓
Interscholastic sports	Yes	✓
<b>Physical activity as punishment</b>		
Physical activity used as punishment	Never	✓ <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.

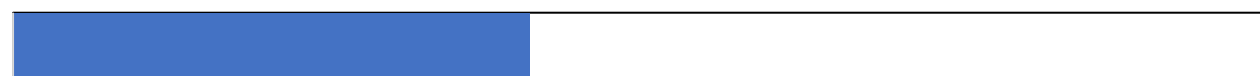
<sup>11</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<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



41%

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	No	✗
7th grade	No	✗
8th grade	No	✗
9th grade	-	-
10th grade	-	-
11th grade	-	-
12th grade	-	-
<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	-	<u>15</u>
Number of health education sessions per week per secondary student	-	<u>16</u>
Number of minutes per session of secondary-level health education	-	<u>17</u>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	Yes	✓
Non-science classroom teacher	Yes	✓
School counselor	No	✗
School nurse	No	✗
Other	No	N/A <sup>18</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-

Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	Yes	✓
School counselor	-	-
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	No	✗
Units and lessons that provide opportunities for practicing health-related skills	No	✗
Summative/performative assessments	No	✗
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	No	✗
Oral health	No	✗
Mental and emotional wellness	No	✗
Alcohol, tobacco, and other drug use prevention	Yes	✓
Unintentional injury prevention	Yes	✓
Violence prevention	Yes	✓
Suicide prevention	No	✗



Human sexuality/sexual health education	No	✗
Stress management	No	✗
Other	No	N/A <sup>20</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	No	✗ <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



70%

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	11-20 hours/week	✓ <sup>22</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	No	✗
Administrator	Yes	✗
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	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>24</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.04	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)	Yes	✓
Health insurance	Yes	✓
Medication needs	Yes	✓
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	No	✗
Regularly evaluates students with a physical and/or mental impairment for disability under Section 504	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









65%

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	31-40 hours/week	✓ <sup>28</sup>
Hours per week school psychologist is present	11-20 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, some 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	No	✗ <sup>31</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Few 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	Yes	✓
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))	Yes	✓

### 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	Yes	
Individual counseling (in-school)	Yes	
Group counseling (in-school)	Yes	
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.

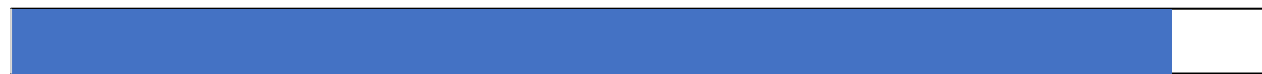
<sup>30</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<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



92%

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, some 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	No	✗

**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	Yes	✓
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	Yes	✓
Facilitates access to providers not on school property who have experience in providing health services to LGBTQ youth	Yes	✓
Facilitates access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth	Yes	✓

**Indoor features for safe environment**

Slip-resistant flooring surfaces	Yes	✓
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓
Methods to keep weapons out of the school environment	No	✗

An air quality management program	Yes	✓
<b>Outdoor features for safe environment</b>		
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	Yes	✓
Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<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



83%

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	Yes	✓
Hospital	No	✗
Health clinic	Yes	✓
Doctor's office	No	✗
Mental health center	Yes	✓
Social services agency	Yes	✓
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	No	✗
College or university	Yes	✓
Businesses	Yes	✓
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

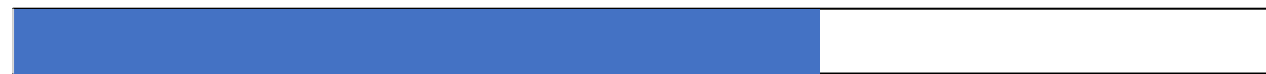
Student health services	Suggestions are collected from students	✓ <sup>36</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>36</sup>
Physical education	Suggestions are collected from students	✓ <sup>36</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>36</sup>
Food served in school	Input from students is not solicited	✗ <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	Programs or policies are co-created by students	N/A <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



64%

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	Yes	✓
Develops a written school employee wellness action plan	Yes	✓
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	Yes	✓
Healthy food-related activities	No	✗
Physical activity	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	No	✗
Counseling for emotional disorders	Yes	✓
Crisis intervention for personal problems	Yes	✓
Other	No	N/A <sup>38</sup>

<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



86%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Implementation of local wellness policy elements</b>		
Nutrition education	Making plans to implement related activities	✓ <sup>39</sup>
Nutrition promotion	Making plans to implement related activities	✓ <sup>39</sup>
Food and beverage marketing guidelines on school grounds	Implementing some 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.)	Implementing all related activities	✓ <sup>39</sup>
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	Implementing some related activities	✓ <sup>39</sup>
Physical activity	Implementing some related activities	✓ <sup>39</sup>
Other school-based activities (as defined by your policy)	No action taken	✗ <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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

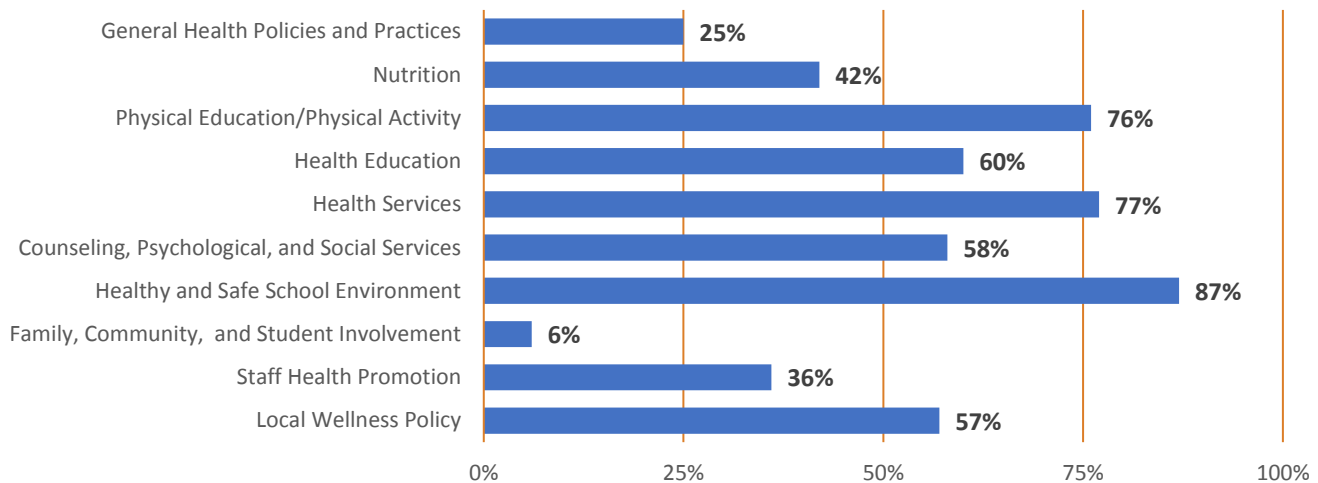
## Risley International Academy of Innovation

Date Submitted: 10/04/17



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 Dawn Johnson. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



25%

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	No	✗
School administrators	-	-
Students	-	-
Parents/guardians	-	-
Community leaders	-	-
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	-	1
Identified student health needs based on a review of relevant data	-	-
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team	-	-
Sought funding or leveraged resources to support health and safety priorities for students and staff	-	-
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	-	-
Reviewed health-related curricula or instructional materials	-	-
Assessed the availability of physical activity opportunities for students	-	-
Developed a written plan for implementing a Comprehensive Physical Activity Program	-	-
<b>Practices and policies to address health and wellness</b>		
Has a staff person leading health efforts	No	✗
Has adopted a wellness policy	No	✗
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	No	✗

**Administration of climate surveys**

Student climate assessment	No	✗
Teacher climate assessment	No	✗
Other staff climate assessment	No	✗
Parents/guardians climate assessment	No	✗

**Administration of student-level health assessments**

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

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

Physical activity	-	-
Nutrition	-	-
Tobacco-use prevention	-	-
Asthma	-	-
Injury and violence prevention	-	-
HIV, STD, and teen pregnancy prevention	-	-

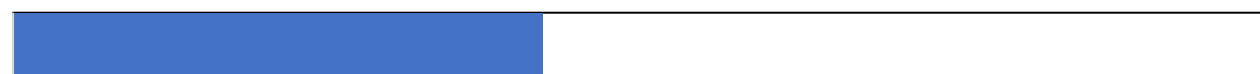
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<sup>1</sup> It is best practice for wellness teams to meet as regularly as possible and at least once per school year.

<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	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	15	N/A <sup>3</sup>
"Seated time" breakfast minutes	15	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	30	N/A <sup>4</sup>
"Seated time" lunch minutes	15	✗ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	No	✗
Cafeteria during lunch	Yes	✓
Gymnasium or other indoor physical activity facilities	Yes	✓
Outdoor physical activity facilities and sports fields	-	-
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	-	-
On school grounds or other areas of the campus	-	-
On school buses or other vehicles to transport students	-	-
In school publications	-	-
In curricula or other educational materials	-	-

**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	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 lunch**

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 the school day**

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 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)	No	✗
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	No	✓
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	No	✗
Provided information to students or families on the nutrition and caloric content of foods available	No	✗
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	-	-
Served locally or regionally grown foods in the cafeteria or classrooms	-	-
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	Yes	✓
Offered a self-serve salad bar to students	No	✗
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



76%

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	-	-
10th grade	-	-
11th grade	-	-
12th grade	-	-
<b>Average P.E. minutes</b>		
Number of required P.E. quarters per secondary student	2	N/A
Number of P.E. minutes offered per week per secondary student	165	✗ <sup>7</sup>
Number of P.E. sessions per week per secondary student	3	N/A <sup>8</sup>
Number of minutes per session of secondary-level physical education	55	✓ <sup>9</sup>
<b>Waivers/Exemptions for P.E.</b>		
Band	No	✓
School-sponsored athletics	No	✓
ROTC	N/A	-
Other	-	- <sup>10</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	90%	✓ <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)	1	N/A <sup>12</sup>
<b>Requirements of P.E. teachers</b>		
Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	No	✗
<b>Physical activity opportunities</b>		
Before-school activities	No	✗
Classroom physical activity breaks	No	✗
Proportion of teachers incorporating physical activity breaks in their classrooms	-	- <sup>13</sup>
Intramural sports or physical activity clubs	Yes	✓
Interscholastic sports	-	-
<b>Physical activity as punishment</b>		
Physical activity used as punishment	Never	✓ <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



60%

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	-	-
10th grade	-	-
11th grade	-	-
12th grade	-	-
<b>Average health education minutes</b>		
Number of required health education quarters per secondary student	2	N/A
Number of health education minutes offered per week per secondary student	90	✗ <sup>15</sup>
Number of health education sessions per week per secondary student	2	N/A <sup>16</sup>
Number of minutes per session of secondary-level health education	45	✓ <sup>17</sup>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	Yes	✓
Non-science classroom teacher	No	✗
School counselor	No	✗
School nurse	No	✗
Other	-	- <sup>18</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-



Physical education teacher	No	✗
Science teacher	No	✗
Non-science classroom teacher	-	-
School counselor	-	-
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	-	-
Unit and lesson plans to guide instruction	-	-
Objectives that are observable and measurable	-	-
Units and lessons that provide opportunities for practicing health-related skills	-	-
Summative/performative assessments	-	-
Formative assessments	-	-
Health education courses and lessons prioritize instruction on health skills	No	✗

#### Topics included in health education

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

Human sexuality/sexual health education	Yes	✓
Stress management	-	-
Other	-	20
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	-	-
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	Yes, some courses/subject areas have integrated health content and skills	✓ 21

<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



77%

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	-	<u>22</u>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	Yes	✓
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	Yes	✓
Administrator	-	-
Secretary/administrative assistant	No	✗
Other	-	<u>24</u>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	-	<u>25</u>
Number of visits per month	-	<u>25</u>
<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	Yes	✓
Medication needs	Yes	✓
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	✓

<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



58%

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	31-40 hours/week	✓ <sup>28</sup>
Hours per week school psychologist is present	11-20 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, some receive training	✗ <sup>31</sup>
Administrators	Yes, some receive training	✗ <sup>31</sup>
Coaches	No	✗ <sup>31</sup>
Health aides, health paraprofessionals	Yes, some receive training	✗ <sup>31</sup>
Other	-	- <sup>31</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	Few 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	Yes	✓
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))	Yes	✓

### 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, most if not all 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	Yes	✓
Individual counseling (in-school)	Yes	✓
Group counseling (in-school)	Yes	✓
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	✗

<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.

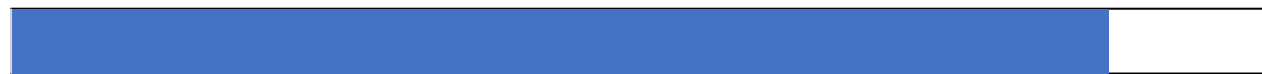
<sup>30</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<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



87%

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	No	✗

**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	Yes	✓
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	Yes	✓
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓



Methods to keep weapons out of the school environment	Yes	✓
An air quality management program	Yes	✓
<b>Outdoor features for safe environment</b>		
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	Yes	✓
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	No	✗
Sufficient lighting in all outdoor areas of the school	Yes	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	No	✗
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<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



6%

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

**School communication methods to families about school health**

Written materials	No	✗
Meetings held at the school	No	✗
Meetings held in the community	No	✗
Phone or text notifications	No	✗
Website	No	✗
Social media	No	✗
Develops culturally relevant communications for students, families, and the community	No	✗

**Family engagement strategies**

Gathers feedback and input from families on school health and wellness activities	No	✗
Meets with a parent organization to discuss school health needs and strategies	No	✗
Provides families with information on school health policies, strategies, and services	No	✗
Hosts school health activities for families	No	✗

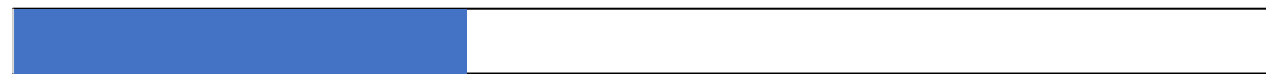
**Level of student engagement in school health components**

Student health services	Input from students is not solicited	✗ <sup>36</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <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	Input from students is not solicited	✗ <sup>36</sup>
The school's physical environment	Input from students is not solicited	✗ <sup>36</sup>
School culture and climate	Input from students is not solicited	✗ <sup>36</sup>
Other	Input from students is not solicited	N/A <sup>37</sup>

<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



36%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<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	Yes	✓
Healthy food-related activities	No	✗
Physical activity	No	✗
First Aid/CPR training	Yes	✓
Conflict resolution education	No	✗
Counseling for emotional disorders	Yes	✓
Crisis intervention for personal problems	Yes	✓
Other	-	<sup>38</sup>

<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



57%

Item	Your School's Response	Did You Report Best Practice?
<b>Implementation of local wellness policy elements</b>		
Nutrition education	No action taken	✗ <sup>39</sup>
Nutrition promotion	Implementing some related activities	✓ <sup>39</sup>
Food and beverage marketing guidelines on school grounds	Implementing some 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.)	No action taken	✗ <sup>39</sup>
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	No action taken	✗ <sup>39</sup>
Physical activity	Implementing all 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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

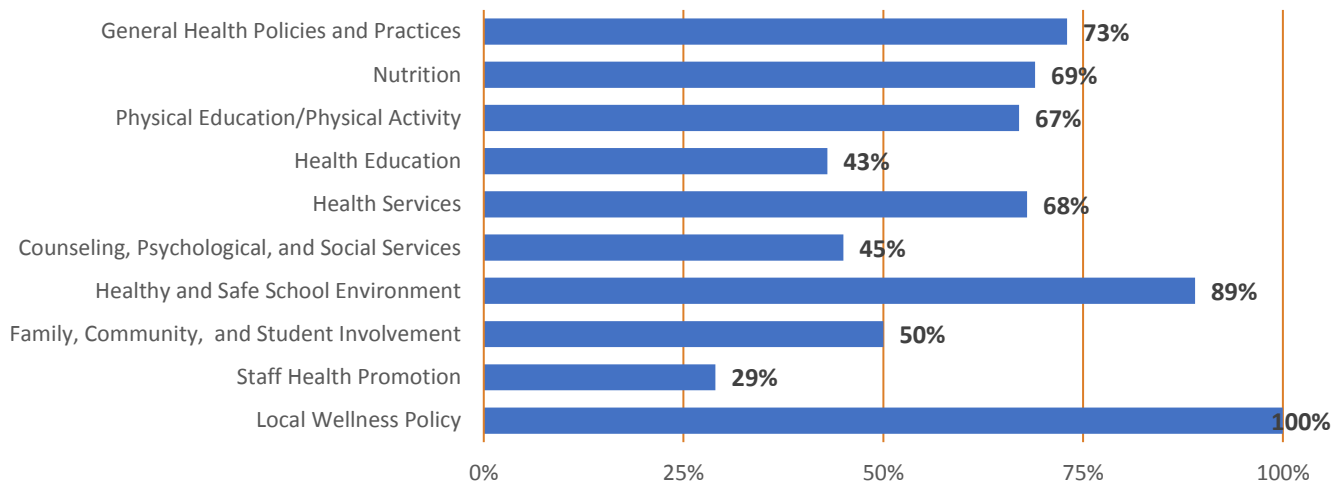
## South Park Elementary School

Date Submitted: 09/26/17



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 Lynne Brunjak. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



73%

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	No	✗
School administrators	-	-
Students	-	-
Parents/guardians	-	-
Community leaders	-	-
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	-	1
Identified student health needs based on a review of relevant data	-	-
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team	-	-
Sought funding or leveraged resources to support health and safety priorities for students and staff	-	-
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	-	-
Reviewed health-related curricula or instructional materials	-	-
Assessed the availability of physical activity opportunities for students	-	-
Developed a written plan for implementing a Comprehensive Physical Activity Program	-	-
<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	No	✗

**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	No	✗
Other student health assessments	No	N/A <sup>2</sup>

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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



69%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	20	N/A <sup>3</sup>
"Seated time" breakfast minutes	20	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	20	N/A <sup>4</sup>
"Seated time" lunch minutes	20	✓ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in certain locations	✓
Cafeteria during breakfast	Yes	✓
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	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓

In curricula or other educational materials	Yes	✓
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#### 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	Yes	✓
Requires non-food or healthy food school-sponsored fundraisers	Yes	✓
Allows student purchasing of snack food or beverages	No	✗

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

#### Food items available for student purchase

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-

Water ices or frozen slushes that do not contain juice	-	-
Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

#### 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	No	✗
Provided information to students or families on the nutrition and caloric content of foods available	No	✗
Conducted taste tests to determine food preferences for nutritious items	Yes	✓
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics	No	✗
Served locally or regionally grown foods in the cafeteria or classrooms	Yes	✓
Planted a school food or vegetable garden	Yes	✓
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	Yes	✓
Offered a self-serve salad bar to students	No	✗
Labeled healthful foods with appealing names (e.g., crunchy carrots)	No	✗
Encouraged students to drink plain water	No	✗
Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance	Yes	✓
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes	Yes	✓

<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



67%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	120	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	3	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	50%	✓ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	No	✗

#### Physical activity opportunities

Before-school activities	Yes	✓
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	Most teachers	✓ <sup>12</sup>
Intramural sports or physical activity clubs	Yes	✓

#### Physical activity as punishment

Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades

Kindergarten	20	✗ <sup>14</sup>
1st grade	20	✗ <sup>14</sup>
2nd grade	20	✗ <sup>14</sup>
3rd grade	20	✗ <sup>14</sup>
4th grade	20	✗ <sup>14</sup>
5th grade	20	✗ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	Yes, for all students in this grade	✓ <sup>15</sup>
1st grade	Yes, for all students in this grade	✓ <sup>15</sup>
2nd grade	Yes, for all students in this grade	✓ <sup>15</sup>

3rd grade	Yes, for all students in this grade	✓ <sup>15</sup>
4th grade	Yes, for all students in this grade	✓ <sup>15</sup>
5th grade	Yes, for all students in this grade	✓ <sup>15</sup>
6th grade	-	<sup>15</sup>

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Rarely	✗ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Never	✓ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Rarely	✗ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

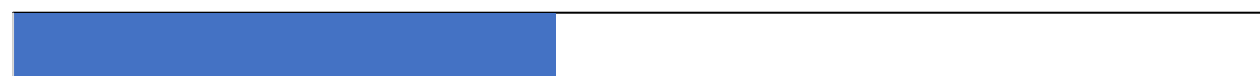
<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.

## Health Education



43%

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>		
Kindergarten	No	✗
1st grade	No	✗
2nd grade	No	✗
3rd grade	No	✗
4th grade	No	✗
5th grade	No	✗
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	-	19
Number of health education sessions per week per elementary student	-	20
Number of minutes per session of elementary-level health education	-	21
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	Yes	✓
School counselor	Yes	✓
School nurse	No	✗
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	No	✗



Science teacher	-	-
Non-science classroom teacher	No	✗
School counselor	No	✗
School nurse	-	-
Other	-	23

#### 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	No	✗
Unit and lesson plans to guide instruction	No	✗
Objectives that are observable and measurable	No	✗
Units and lessons that provide opportunities for practicing health-related skills	No	✗
Summative/performative assessments	No	✗
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	No	✗

Stress management	Yes	✓
Other	No	N/A <sup>24</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<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>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



68%

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	1-10 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	No	✗
Administrator	Yes	✗
Secretary/administrative assistant	Yes	✗
Other	No	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	-	-
Administrator	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.29	N/A <sup>29</sup>
Number of visits per month	100	N/A <sup>29</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	No	✗
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)	Yes	✓
Health insurance	-	-
Medication needs	Yes	✓
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades and for new students	✓ <sup>30</sup>
Vision	Yes, in certain grades and for new students	✓ <sup>30</sup>
Oral health	No	✗ <sup>31</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	No	✗

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.







## Counseling, Psychological, and Social Services



45%

Item	Your School's Response	Did You Report Best Practice?
<b>Access to mental health professionals</b>		
Hours per week school counselor is present	31-40 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	1-10 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</sup>
<b>Training for staff to identify and support students with social, emotional, and behavioral health needs</b>		
Teachers	No	✗ <sup>35</sup>
Administrators	No	✗ <sup>35</sup>
Coaches	No	✗ <sup>35</sup>
Health aides, health paraprofessionals	Yes, some receive training	✗ <sup>35</sup>
Other	No	✗ <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	No teachers	✗ <sup>36</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	Yes	✓
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>37</sup>
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	Yes	
Individual counseling (in-school)	Yes	
Group counseling (in-school)	Yes	
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	

<sup>32</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>33</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.

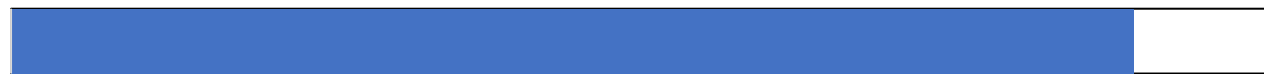
<sup>34</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<sup>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



89%

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>38</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>39</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	Yes	✓
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	Yes	✓
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	No	✗
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓



Methods to keep weapons out of the school environment	Yes	✓
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	Yes	✓
Sufficient bike racks or a secure place for students to keep their bikes, skate boards, scooters, or roller blades	Yes	✓
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	✗
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#### Periodic inspections

Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



50%

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 all 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	No	✗
<b>School health collaboration</b>		
Local health department	No	✗
Parks and recreation department	Yes	✓
Hospital	No	✗
Health clinic	No	✗
Doctor's office	No	✗
Mental health center	Yes	✓
Social services agency	Yes	✓
Service club (e.g., Rotary Club)	Yes	✓
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	Yes	✓
College or university	Yes	✓
Businesses	Yes	✓
Local family/youth leadership councils	No	✗

### School communication methods to families about school health

Written materials	No	✗
Meetings held at the school	Yes	✓
Meetings held in the community	Yes	✓
Phone or text notifications	No	✗
Website	No	✗
Social media	No	✗
Develops culturally relevant communications for students, families, and the community	No	✗

### Family engagement strategies

Gathers feedback and input from families on school health and wellness activities	No	✗
Meets with a parent organization to discuss school health needs and strategies	No	✗
Provides families with information on school health policies, strategies, and services	No	✗
Hosts school health activities for families	No	✗

### Level of student engagement in school health components

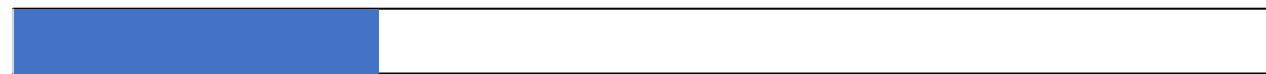
Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Suggestions are collected from students	✓ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Suggestions are collected from students	✓ <sup>40</sup>
The school's physical environment	Suggestions are collected from students	✓ <sup>40</sup>
School culture and climate	Suggestions are collected from students	✓ <sup>40</sup>
Other	Input from students is not solicited	N/A <sup>41</sup>

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<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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



29%

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	No	✗
Obtains administrator support for school employee wellness	No	✗
<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	No	✗
Counseling for emotional disorders	No	✗
Crisis intervention for personal problems	Yes	✓
Other	No	N/A <sup>42</sup>

<sup>42</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 all related activities	✓ 43
Nutrition promotion	Implementing all related activities	✓ 43
Food and beverage marketing guidelines on school grounds	Implementing all related activities	✓ 43
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing all related activities	✓ 43
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	Implementing all related activities	✓ 43
Physical activity	Implementing all related activities	✓ 43
Other school-based activities (as defined by your policy)	Implementing all related activities	✓ 43

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.

# Smart Source Immediate Report

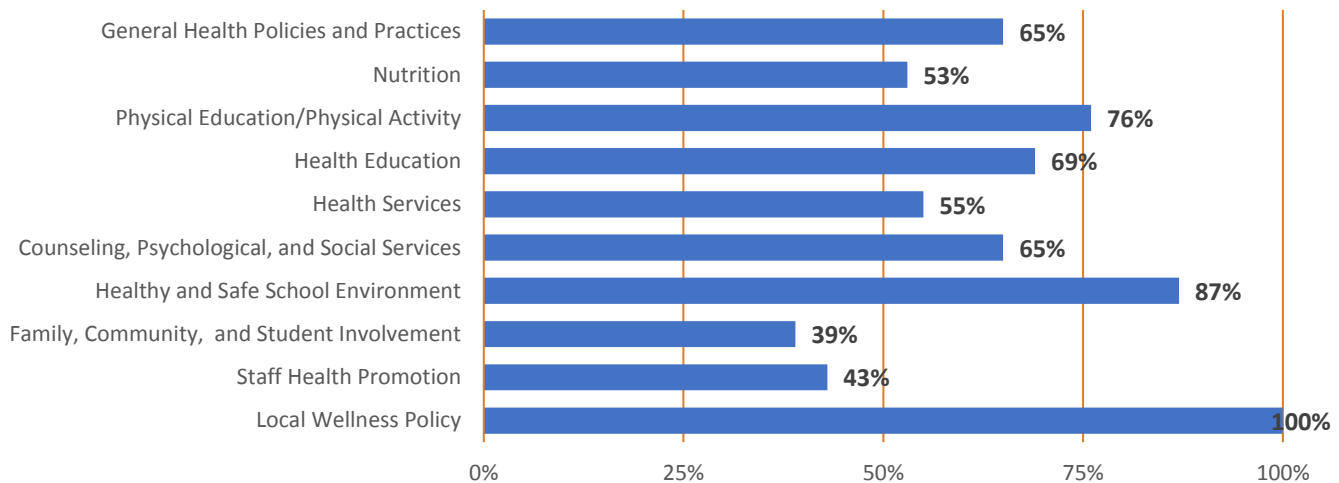
## Sunset Park Elementary School

Date Submitted: 09/19/17



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 John Hull. 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 an '✓'.
- If your school does not align with best practice, you will see a '✗'.
- 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



65%

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	No	✗
Parents/guardians	No	✗
Community leaders	No	✗
<b>Wellness team activities</b>		
Number of times wellness team meets per school year	3-4 times	✓ <sup>1</sup>
Identified student health needs based on a review of relevant data	No	✗
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	No	✗
<b>Practices and policies to address health and wellness</b>		
Has a staff person leading health efforts	Yes	✓
Has adopted a wellness policy	No	✗
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	No	✗



**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	No	✗
Other student health assessments	Yes	N/A <sup>2</sup>

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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



53%

Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
<b>Meal provision</b>		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes	15	N/A <sup>3</sup>
"Seated time" breakfast minutes	15	✓ <sup>3</sup>
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes	25	N/A <sup>4</sup>
"Seated time" lunch minutes	20	✓ <sup>4</sup>
<b>Locations where water is accessible</b>		
Permits students to have water bottle	Yes, in all locations	✓
Cafeteria during breakfast	Yes	✓
Cafeteria during lunch	Yes	✓
Gymnasium or other indoor physical activity facilities	Yes	✓
Outdoor physical activity facilities and sports fields	No	✗
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	Yes	✓
On school grounds or other areas of the campus	Yes	✓
On school buses or other vehicles to transport students	Yes	✓
In school publications	Yes	✓
In curricula or other educational materials	Yes	✓

**Food-related policies**

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

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

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

Vending machines	-	_6
School store, canteen, or snack bar	-	_6

**Food items available for student purchase**

Chocolate candy	-	-
Other kinds of candy	-	-
Salty snacks that are not low in fat	-	-
Low sodium pretzels, crackers, or chips	-	-
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	-	-
Ice cream or frozen yogurt that is not low in fat	-	-
2% or whole milk (plain or flavored)	-	-
Nonfat or 1% (low-fat) milk (plain)	-	-
Water ices or frozen slushes that do not contain juice	-	-

Soda pop or fruit drinks that are not 100% juice	-	-
Sports drinks	-	-
Energy drinks	-	-
Bottled water	-	-
100% fruit or vegetable juice	-	-
Foods or beverages containing caffeine	-	-
Fruits	-	-
Non-fried vegetables	-	-

### 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	No	✗
Provided information to students or families on the nutrition and caloric content of foods available	No	✗
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	No	✗
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	Yes	✓
Offered a self-serve salad bar to students	No	✗
Labeled healthful foods with appealing names (e.g., crunchy carrots)	No	✗
Encouraged students to drink plain water	No	✗
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



76%

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>		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
<b>Average P.E. minutes</b>		
Number of P.E. minutes offered per week per elementary student	80	✗ <sup>7</sup>
Number of P.E. sessions per week per elementary student	2	N/A <sup>8</sup>
Number of minutes per session of elementary-level physical education	40	✓ <sup>9</sup>
<b>Practices for quality P.E.</b>		
Percentage of P.E. time with moderate to vigorous physical activity	80%	✓ <sup>10</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)	1	N/A <sup>11</sup>
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#### Requirements of P.E. teachers

Undergraduate training in P.E.	Yes	✓
Graduate training in P.E.	No	✗
Licensure with an endorsement in P.E.	Yes	✓
Ongoing professional development related to physical education (at least annually)	Yes	✓

#### Physical activity opportunities

Before-school activities	No	✗
Classroom physical activity breaks	Yes	✓
Proportion of teachers incorporating physical activity breaks in their classrooms	All teachers	✓ <sup>12</sup>
Intramural sports or physical activity clubs	Yes	✓

#### Physical activity as punishment

Physical activity used as punishment	Never	✓ <sup>13</sup>
Has policy prohibiting use of physical activity as punishment	No	✗

#### Average recess minutes in elementary grades

Kindergarten	40	✓ <sup>14</sup>
1st grade	40	✓ <sup>14</sup>
2nd grade	40	✓ <sup>14</sup>
3rd grade	30	✓ <sup>14</sup>
4th grade	30	✓ <sup>14</sup>
5th grade	30	✓ <sup>14</sup>
6th grade	-	- <sup>14</sup>

#### Recess provided before lunch

Kindergarten	No	✗ <sup>15</sup>
1st grade	Yes, for all students in this grade	✓ <sup>15</sup>
2nd grade	Yes, for all students in this grade	✓ <sup>15</sup>
3rd grade	Yes, for all students in this grade	✓ <sup>15</sup>

4th grade	Yes, for all students in this grade	✓ <sup>15</sup>
5th grade	Yes, for all students in this grade	✓ <sup>15</sup>
6th grade	-	- <sup>15</sup>

#### Recess practices and policies

Frequency that outdoor recess is replaced with comparable indoor physical activity during inclement weather	Never	✗ <sup>16</sup>
Policy requiring recess be replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Recess taken away as punishment for misbehavior	Rarely	✗ <sup>17</sup>
Recess taken away as make up for lost instructional time or testing	Rarely	✗ <sup>18</sup>
Has policy prohibiting taking away recess as punishment for misbehavior	No	✗
Has policy prohibiting taking away recess to make up for lost instructional time or testing	No	✗

<sup>7</sup> It is recommended that elementary students receive at least 150 P.E. minutes 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 elementary students.

<sup>9</sup> It is recommended that elementary-level P.E. sessions be at least 30 minutes.

<sup>10</sup> It is recommended that at least 50% of each P.E. session consist of MVPA.

<sup>11</sup> It is recommended that the number of P.E. FTE(s) is consistent with student to teacher ratios in other academic courses.

<sup>12</sup> It is recommended that all teachers incorporate physical activity breaks.

<sup>13</sup> It is recommended that physical activity never be used as punishment.

<sup>14</sup> It is recommended that elementary students receive at least 30 minutes of recess per day.

<sup>15</sup> It is recommended that all students have recess before lunch.

<sup>16</sup> It is recommended that during inclement weather, recess always be replaced with comparable physical activity.

<sup>17</sup> It is recommended that recess never be taken away as punishment.

<sup>18</sup> It is recommended that recess never be taken away as make-up for lost time or testing.



## Health Education



69%

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>		
Kindergarten	No	✗
1st grade	No	✗
2nd grade	No	✗
3rd grade	No	✗
4th grade	No	✗
5th grade	No	✗
6th grade	-	-
<b>Average health education minutes</b>		
Number of health education minutes offered per week per elementary student	-	<u>19</u>
Number of health education sessions per week per elementary student	-	<u>20</u>
Number of minutes per session of elementary-level health education	-	<u>21</u>
<b>Staff teaching health education</b>		
Health education teacher	No	✗
Physical education teacher	Yes	✓
Science teacher	No	✗
Non-science classroom teacher	Yes	✓
School counselor	Yes	✓
School nurse	Yes	✓
Other	No	N/A <sup>22</sup>
<b>Training for staff teaching health education</b>		
Health education teacher	-	-
Physical education teacher	Yes	✓

Science teacher	-	-
Non-science classroom teacher	Yes	✓
School counselor	Yes	✓
School nurse	Yes	✓
Other	-	23

#### 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	No	✗
Formative assessments	Yes	✓
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	No	✗

Stress management	Yes	✓
Other	No	N/A <sup>24</sup>
<b>LGBTQ inclusivity</b>		
Health education program includes instruction that is LGBTQ-inclusive	No	✗
<b>Topics included in sexual health education</b>		
Abstinence	-	-
Contraception	-	-
HIV/STI awareness	-	-
Adolescent pregnancy	-	-
Safe relationships	-	-
Internet/social media literacy	-	-
<b>Health education integration</b>		
Integrates health content and skills into other courses/subjects	Yes, some courses/subject areas have integrated health content and skills	✓ <sup>25</sup>

<sup>19</sup> It is recommended that students in pre-K through grade 2 receive at least 60 minutes of health education per week and students in grades 3 through 12 receive at least 120 minutes per week.

<sup>20</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 elementary students.

<sup>21</sup> It is recommended that elementary-level health education sessions be at least 30 minutes.

<sup>22</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>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> It is recommended that health content and skills be integrated into all courses/subject areas.

## Health Services



55%

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	1-10 hours/week	✓ <sup>26</sup>
<b>Staff providing health services</b>		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	No	✗
Administrator	Yes	✗
Secretary/administrative assistant	Yes	✗
Other	No	N/A <sup>27</sup>
<b>Oversight and training of designated staff by school nurse</b>		
Health clerk, health aide, health paraprofessional	-	-
Administrator	Yes	✓
Secretary/administrative assistant	Yes	✓
Other	-	- <sup>28</sup>
<b>Monthly health room visits</b>		
Number of health office visits per month per student	0.47	N/A <sup>29</sup>
Number of visits per month	250	N/A <sup>29</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	No	✗
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)	Yes	✓
Health insurance	-	-
Medication needs	No	✗
A BMI at or above the 85th percentile	-	-

**Annual screening and referrals**

Hearing	Yes, in certain grades but not for new students	✗ <sup>30</sup>
Vision	Yes, in certain grades but not for new students	✗ <sup>30</sup>
Oral health	No	✗ <sup>31</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	No	✗
Regularly evaluates students with a physical and/or mental impairment for disability under Section 504	Yes	✓

<sup>26</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>27</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>28</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>29</sup> There is no established best practice as the number of office visits is dependent on student need at each school.

<sup>30</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>31</sup> Oral screenings should occur regularly and capture all students, including new students.

## Counseling, Psychological, and Social Services



65%

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	31-40 hours/week	✓ <sup>32</sup>
Hours per week school psychologist is present	1-10 hours/week	✓ <sup>33</sup>
Hours per week school social worker is present	0 hours/week	✗ <sup>34</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>35</sup>
Administrators	Yes, most if not all receive training	✓ <sup>35</sup>
Coaches	No	✗ <sup>35</sup>
Health aides, health paraprofessionals	No	✗ <sup>35</sup>
Other	No	✗ <sup>35</sup>
<b>Mindfulness in the classroom</b>		
Proportion of teachers who practice mindfulness in their classrooms.	All teachers	✓ <sup>36</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	Yes	✓
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, most if not all receive training	✓ <sup>37</sup>
Has re-entry plan for students after a prolonged absence that includes social and emotional support for re-integration into school	Yes	✓
Individual counseling (in-school)	Yes	✓
Group counseling (in-school)	Yes	✓
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	✗

<sup>32</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>33</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.

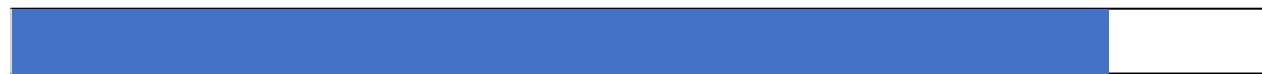
<sup>34</sup> It is recommended that the number of school social worker FTE(s) match a provider to student ratio of 1:250. For the purposes of this report, any access to a school social worker is considered best practice.

<sup>35</sup> It is recommended that all staff members receive appropriate training.

<sup>36</sup> It is recommended that all teachers practice mindfulness in the classroom.

<sup>37</sup> It is recommended that all staff members receive appropriate training.

## Healthy and Safe School Environment



87%

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>38</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	No	✗



**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>39</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	Yes	✓
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	Yes	✓
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	No	✗
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	Yes	✓
Operational smoke alarms, sprinklers, and fire extinguishers	Yes	✓

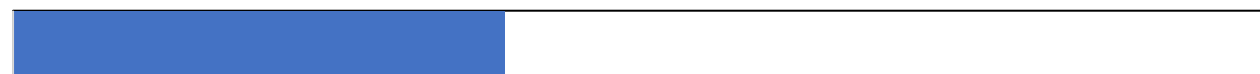
Methods to keep weapons out of the school environment	No	✗
An air quality management program	Yes	✓
<b>Outdoor features for safe environment</b>		
Sidewalks leading to/from the school that are safe to use	Yes	✓
Trails or paths leading to/from the school that are safe to use	Yes	✓
Bike lanes leading to/from 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	Yes	✓
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	✓
<b>Safe routes to school</b>		
Has programming or partnerships for safe biking and walking routes to school	Yes	✓
<b>Periodic inspections</b>		
Pests	Yes	✓
Condensation in and around school facilities	Yes	✓
Cracks or leaks in the building foundation, walls, and roof	Yes	✓
Mold	Yes	✓
Plumbing system	Yes	✓
Heating, ventilation, and air conditioning system	Yes	✓

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<sup>38</sup> It is recommended that all staff members receive appropriate training.

<sup>39</sup> It is recommended that schools have a written policy prohibiting harassment and bullying, including cyberbullying.

## Family, Community, and Student Involvement



39%

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 all 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	No	✗
<b>School health collaboration</b>		
Local health department	No	✗
Parks and recreation department	No	✗
Hospital	No	✗
Health clinic	No	✗
Doctor's office	No	✗
Mental health center	No	✗
Social services agency	No	✗
Service club (e.g., Rotary Club)	No	✗
Nonprofit (e.g., YMCA)	No	✗
Faith-based group	No	✗
College or university	No	✗
Businesses	No	✗
Local family/youth leadership councils	No	✗

**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	No	✗
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	No	✗
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	No	✗

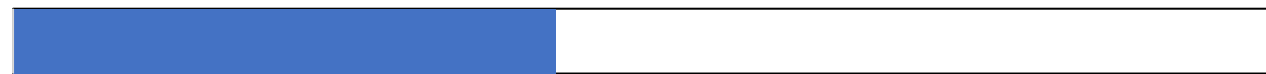
**Level of student engagement in school health components**

Student health services	Input from students is not solicited	✗ <sup>40</sup>
Health (including sexual health) education	Input from students is not solicited	✗ <sup>40</sup>
Physical education	Input from students is not solicited	✗ <sup>40</sup>
Counseling, psychological, and social services	Input from students is not solicited	✗ <sup>40</sup>
Food served in school	Input from students is not solicited	✗ <sup>40</sup>
The school's physical environment	Suggestions are collected from students	✓ <sup>40</sup>
School culture and climate	Suggestions are collected from students	✓ <sup>40</sup>
Other	Input from students is not solicited	N/A <sup>41</sup>

<sup>40</sup> It is recommended that students help co-create programs/policies or, at a minimum, student suggestions are collected.

<sup>41</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	No	✗
Obtains administrator support for school employee wellness	No	✗
<b>Staff wellness activities</b>		
Health screenings	No	✗
Annual flu shots at the school or district office	Yes	✓
Stress management activities	Yes	✓
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	Yes	✓
Other	No	N/A <sup>42</sup>

<sup>42</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	✓ 43
Nutrition promotion	Implementing some related activities	✓ 43
Food and beverage marketing guidelines on school grounds	Implementing some related activities	✓ 43
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)	Implementing some related activities	✓ 43
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)	Implementing some related activities	✓ 43
Physical activity	Implementing some related activities	✓ 43
Other school-based activities (as defined by your policy)	Implementing some related activities	✓ 43

<sup>43</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. Given that the rule was enacted in June 2017, a response of 'No Action Taken' is acceptable and 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.