

2022-2023 Wellness Policy Assessment Data Summary

Schools that completed the Wellness Policy Assessment include: Anwatin, Dowling Elementary, Transition Plus, Waite Park, FAIR School, North Community High School, Henry, South, Hale Elementary, Lake Nokomis Wenonah, Anishinabe Academy, Justice Page Middle School, Hmong International Academy, Barton, Windom, Lyndale, Edison High School, Seward Montessori, Jenny Lind, Sullivan STEAM School, Whittier International School, Green Central, Andersen United Middle School, Burroughs, Emerson Bilingual School, Field Elementary, Hiawatha and Howe, Andersen, Sanford, Hall STEM Academy, Northeast Middle, Kenny, Franklin, Loring, Las Estrellas Dual Language, Ella Baker, Metro Ed Svcs, Armatage, Lucy Laney, Pillsbury, Bancroft, Roosevelt, Lake Harriet Lower, Longfellow & MACC, Northrop Community School, Pratt, Anwatin Middle School, Cityview Community School, Olson Middle School, Southwest, Webster, Kenwood, River Bend, and Lake Nokomis Community School Keewaydin Campus.

Do you have a wellness committee? (59 responses)

- Yes - we have a committee that meets monthly: 13.6% (8 responses)
- Yes - we have a committee that meets quarterly: 8.5% (5 responses)
- Yes - we have a committee that meets once or twice a year: 52.5% (31 responses)
- Yes - we have a committee but we do not meet: 13.6% (8 responses)
- No - we do not have a committee: 11.9% (7 responses)

Integration of Wellness into Other Committees (36 responses)

- ILT and Equity and Engagement: Meet every other week
- Advisory and before/after school offerings: Includes wellness activities
- Yoga for staff: Wednesdays and Fridays
- Youth fitness: Monday, Wednesday, and Friday
- For the SOL: Wellness course for female-identifying staff
- Zen Den: Mental well-being space
- PSWE: Integrates wellness on Fridays
- Student Support team meetings: Weekly, includes wellness discussions
- Site council meetings: Monthly, includes wellness topics
- Staff meetings: Include stretch/movement breaks
- ILT, Instruction and Engagement, Advisory Committees: Meet weekly

- PTO wellness and bike/walk committee
- Equity and Engagement: Every other Friday and twice a month
- Wellness team: Meets weekly to support strategic goals
- Support Team: Meets weekly, wellness items included monthly
- Racial Equity team: Meets every other week, covers wellness issues
- Equity Committee: Focused on SIP Goals 2 and 3, meets every other week

Communication of District Wellness Policy (Policy 6690) (58 responses)

- Posters: 51.7% (30 responses)
- Staff meetings: 39.7% (23 responses)
- Student handbook: 39.7% (23 responses)
- Staff handbook: 43.1% (25 responses)
- Parent/Caregiver handbook: 27.6% (16 responses)
- School newsletter: 36.2% (21 responses)
- Outside vendors and organizations that use school facilities: 6.9% (4 responses)
- School events: 37.9% (22 responses)
- PTA/O or other school-sponsored meetings: 20.7% (12 responses)
- Community meetings: 8.6% (5 responses)
- School website: 41.4% (24 responses)
- Social media: 13.8% (8 responses)
- Robo-calls: 13.8% (8 responses)
- Translated materials: 17.2% (10 responses)
- Other: 13.8% (8 responses)
- Our school does not communicate about the district wellness policy: 15.5% (9 responses)

Physical Education and Physical Activity

Do all students in each grade receive physical education for at least 110 minutes per week throughout the school year, per Minnesota P.E. Standards? (59 responses)

- Yes: 44.1% (26 responses)

- 60-110 minutes per week for all students in each grade throughout the school year: 27.1% (16 responses)
- 40-60 minutes per week for all students in each grade throughout the school year: 15.3% (9 responses)
- Fewer than 40 minutes per week or not all students receive physical education throughout the school year: 13.6% (8 responses)

How much of physical education class are students moderately or vigorously active?
(58 responses)

- Students are moderately to vigorously active for more than 50% of PE class: 81% (47 responses)
- Students are moderately to vigorously active about half of PE class: 10.3% (6 responses)
- Students are moderately to vigorously active for less than 50% of PE class: 6.9% (4 responses)
- Students are not moderately to vigorously active in PE class: 0% (0 responses)
- Students do not have PE at our school: 1.7% (1 response)

How does the school promote student participation in a variety of community physical activity options? (59 responses)

- Bulletin boards: 32.2% (19 responses)
- Class discussions: 45.8% (27 responses)
- Posters: 45.8% (27 responses)
- PA announcements: 30.5% (18 responses)
- Guest speakers: 22% (13 responses)
- Take home flyers: 67.8% (40 responses)
- Robo-calls: 25.4% (15 responses)
- Websites: 49.2% (29 responses)
- Newsletters or emails: 62.7% (37 responses)
- Other: 22% (13 responses)

Our school does not promote participation in community physical activity: Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods? (58 responses)

- Yes, on all days during a typical school week: 48.3% (28 responses)
- On most days during a typical school week: 29.3% (17 responses)
- On some days during a typical school week: 19% (11 responses)
- No, we do not provide students with opportunities to participate in physical activity breaks. 8.5% (5 responses)

Does the school prohibit imposing physical activity as punishment? Is this prohibition consistently followed? (59 responses)

- Yes, this prohibition is consistently followed - we do not impose physical activity as punishment: 98.3% (58 responses)
- This prohibition is not consistently followed: 0% (0 responses)
- Our school is unaware that the practice is prohibited: 1.7% (1 response)
- Does the school prohibit the withholding of physical activity (such as physical activity breaks or PE class) as a response to behavior? Are these prohibitions consistently followed? (59 responses)
- Activity breaks in classrooms: 3.4% (2 responses)

- Yes, this prohibition is consistently followed - we do not withhold physical activity as punishment: 93.2% (55 responses)
- This prohibition is not consistently followed: 5.1% (3 responses)
- Our school is unaware that the practice is prohibited: 1.7% (1 response)

RECESS

Are students provided recess before lunch? (58 responses)

- Yes: 24.1% (14 responses)

- Yes, recess before lunch is strongly encouraged and worked into schedule to provide for as many students as possible: 36.2% (16 responses)
- Recess before lunch is encouraged but not consistently followed: 12.1% (7 responses)
- This practice is not in place: 27.6% (21 responses)
- Yes: 71.2% (42 responses)

Are students provided at least 30 minutes of recess during each school day and do recess staff encourage students to be active? (59 responses)

- Recess is provided each day but for less than 30 minutes, or it is provided on some days but not on all days: 13.6% (8 responses)
- Recess is not provided on any day: 15.3% (9 responses)

Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed? (59 responses)

- Yes, this prohibition is consistently followed - we do not withhold recess as punishment: 79.7% (47 responses)
- This prohibition is not consistently followed: 6.8% (4 responses)
- Our school is unaware that the practice is prohibited: 1.7% (1 response)
- Our school does not have recess: 3.4% (2 responses)
- N/A = Our school does not have recess: 8.5% (5 responses)

Before and After School

Does your school offer opportunities for all students to participate in physical activity before and after school? (59 responses)

- Yes, both before and after school: 22% (13 responses)
- We offer before school or after school, but not both: 61% (36 responses)
- We do not offer opportunities for students to participate in physical activity before or after school, but there are plans to initiate it: 3.4% (2 responses)

- No, we do not offer opportunities for students to participate in physical activity before or after school, and there are no plans to initiate it: 13.6% (8 responses)

Safe Routes to School

In what ways does your school promote or support walking, bicycling, and rolling to, from, and at school? (58 responses)

- Participation in walk, bike, and roll to school days: 72.4% (42 responses)
- Ample, secure bike parking (e.g., no bikes locked to trees, rails, or signs): 77.6% (45 responses)
- Students receive pedestrian safety education: 22.4% (13 responses)
- Students receive bicycle safety education: 43.1% (25 responses)
- Students use walking as field trip transportation: 62.1% (36 responses)
- Students use biking as field trip transportation: 29.3% (17 responses)
- We have a school-owned bike fleet - less than 20 bikes: 12.1% (7 responses)
- We have a school-owned bike fleet - more than 20 bikes: 22.4% (13 responses)
- We use adaptive bicycles with students: 46.6% (27 responses)
- Adult crossing guards are consistently at arrival and dismissal: 29.3% (17 responses)
- Student school patrols are consistently at arrival and dismissal: 29.3% (17 responses)
- We have walking school buses: 13.8% (8 responses)
- We created an arrival and dismissal plan that separates active commuters, cars, and buses and we communicate to families regularly: 62.1% (36 responses)
- Our school promotes safe or recommended walking routes to school: 32.8% (19 responses)
- Our school works with the city, district, and/or others to make street improvements for walkers, bikers, and rollers: 36.2% (21 responses)
- Our school created a Safe Routes to School plan that supports and encourages walking, biking, and rolling: 22.4% (13 responses)

Optional Bonus Question: How many bicycles are on the bike racks at your school today? (41 responses)

- Counts ranged from 0 to 85 bikes depending on the day and weather conditions.
- Examples:
 - 4 bikes on 11/1
 - 15 bikes on a spring or fall day
 - 5 bikes on 1/19/2022
 - 40 bikes on a typical day
 - 8 bikes on 1/6/2023
 - 2 bikes on 1/11/2023
 - 27 bikes on 5/8/2023
 - 85 bikes on 6/13/202

Nutrition and Environment Services

Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated? (59 responses)

- Yes: 96.6% (57 responses)
- No: 3.4% (2 responses)

Promotion of School Meals

How does your school promote school meals? (59 responses)

- Participation in the universal breakfast program is encouraged: 84.7% (50 responses)
- Breakfast is offered to students whose buses arrive late: 79.7% (47 responses)
- “Grab and go” breakfasts: 61% (36 responses)
- Breakfast in the Classroom: 37.3% (22 responses)
- Menus easily found on school website: 67.8% (40 responses)
- Menus are posted in cafeteria: 94.9% (56 responses)

- Daily menu is shared during announcements, displayed on monitors, and/or included in weekly webcasts: 45.8% (27 responses)
- In the cafeteria, staff create a positive eating environment for students: 81.4% (48 responses)

Smart Snacks in School

Compliance with USDA's Smart Snack in School Nutrition Standards

Do all foods and beverages served and offered to students during the school day meet or exceed the USDA's Smart Snack in School nutrition standards? (57 responses)

- All food and beverages offered or served during the school day meet Smart Snack standards: 42.1% (24 responses)
- Most all food and beverages offered or served during the school day meet Smart Snack standards: 47.4% (27 responses)
- Some food and beverages offered or served during the school day meet Smart Snack standards: 10.5% (6 responses)
- No food and beverages offered or served during the school day meet Smart Snack standards: 0% (0 responses)

Non-Food Rewards

The use of foods or beverages as a reward for academic performance or good behavior is not allowed. Is this prohibition consistently followed? (59 responses)

- Yes, this prohibition is consistently followed: 64.4% (38 responses)
- This prohibition is not consistently followed: 33.9% (20 responses)
- Our school is unaware that the practice is prohibited: 1.7% (1 response)

The delaying or withholding of meals or the limiting menu options is not allowed. Is this prohibition consistently followed? (59 responses)

- Yes, this prohibition is consistently followed: 100% (59 responses)
- This prohibition is not consistently followed: 0% (0 responses)
- Our school is unaware that the practice is prohibited: 0% (0 responses)

Fundraising

If fundraising efforts during the school day include the sale of food or beverages, all items must meet or exceed the USDA's Smart Snacks in School nutrition standards. (46 responses)

- Yes, all foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards: 54.3% (25 responses)
- Most foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards: 21.7% (10 responses)
- Some foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards: 17.4% (8 responses)
- No, no foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards: 6.5% (3 responses)

Nutrition Education

What ways does the school deliver Nutrition Education? (58 responses)

- Standalone classroom nutrition lessons: 37.9% (22 responses)
- Nutrition lessons integrated into other disciplines (e.g., science, literacy, music): 39.7% (23 responses)
- To meet health education standards: 34.5% (20 responses)
- Opportunities from MPS Culinary & Wellness services (e.g., cooking kits, microgreens kits, bike blenders): 27.6% (16 responses)
- Posters or bulletin boards: 63.8% (37 responses)
- Newsletters: 31% (18 responses)
- Guest speakers: 29.3% (17 responses)
- Partner organizations: 22.4% (13 responses)
- National Nutrition Month promotion and activities: 13.8% (8 responses)
- National School Lunch Week promotion and activities: 19% (11 responses)
- National School Breakfast Week promotion and activities: 10.3% (6 responses)
- Fresh Fruit and Vegetable Program materials (e.g., newsletter, website): 41.4% (24 responses)
- School garden activities: 34.5% (20 responses)
- After school clubs: 36.2% (21 responses)
- Participation in True Food Taste Tests: 43.1% (25 responses)

- Other: 6.9% (4 responses)
- Nutrition Education is not delivered at my school: 5.2% (3 responses)

Are the methods selected respectful and inclusive of religious, ethnic, and cultural diversity? (57 responses)

- Always: 70.2% (40 responses)
- Almost always: 28.1% (16 responses)
- Some of the time: 1.8% (1 response)
- Religious, ethnic, and cultural diversity are not reflected in the methods selected: 0% (0 responses)

Health Education

In what ways does your health education curriculum address the following essential topics on healthy eating? (select all that apply) (51 responses)
Food guidance from MyPlate: 29.4% (15 responses)

- Reading and using food labels: 43.1% (22 responses)
- Eating a variety of foods every day: 56.9% (29 responses)
- Balancing food intake and physical activity: 64.7% (33 responses)
- Eating more fruits, vegetables, and whole grain products: 68.6% (35 responses)
- Choosing foods that are low in fat, saturated fat, cholesterol, and do not contain trans fat: 29.4% (15 responses)
- Choosing foods and beverages with little added sugars: 39.2% (20 responses)
- Eating more calcium-rich foods: 17.6% (9 responses)
- Preparing healthy meals and snacks: 37.3% (19 responses)
- Risks of unhealthy weight control practices: 21.6% (11 responses)
- Accepting body size differences: 41.2% (21 responses)
- Eating disorders: 23.5% (12 responses)

- Food safety: 23.5% (12 responses)
- Importance of water consumption: 68.6% (35 responses)
- Importance of eating breakfast: 56.9% (29 responses)
- Making healthy choices when eating at restaurants: 19.6% (10 responses)
- The Dietary Guidelines for Americans: 21.6% (11 responses)
- Reducing sodium intake: 25.5% (13 responses)
- Social influences on healthy eating, including media, family, peers, and culture: 31.4% (16 responses)
- How to find valid information or services related to nutrition and dietary behavior: 27.5% (14 responses)
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully: 19.6% (10 responses)
- Resisting peer pressure related to unhealthy dietary behavior: 25.5% (13 responses)
- Influencing, supporting, or advocating for others' healthy dietary behavior: 29.4% (15 responses)

Farm to School

In what ways is the school implementing Farm to School strategies to promote and build educational connections to local food and healthy eating? (59 responses)

- School promotion of local foods, including MN Thursdays and other special events/promotions in the cafeteria: 71.2% (42 responses)
- School staff and volunteers encourage students to try local foods in the cafeteria and classrooms: 62.7% (37 responses)
- School utilizes Farm to School lessons and activities in the classroom (e.g., MN Thursday worksheets, farmer visits, agriculture or garden-related curriculum): 15.3% (9 responses)
- School coordinates agricultural field trips (e.g., farmers market, local farm, community garden, MPS True Food Education Farm): 40.7% (24 responses)
- Garden to Cafeteria program: 6.8% (4 responses)
- Harvest of the Month: 10.2% (6 responses)
- Other: 13.6% (8 responses)

Social and Emotional Climate

Goal 2 of the MPS Strategic Plan: Student Well-Being

Objective: Every student's physical and mental well-being is addressed as an integral part of their education.

Practices Planned to Start or Grow This School Year (50 responses)

- Physical Activity and Wellness Programs:
 - Endorse physical activity after school for a balanced day.
 - Dance recitals for the whole school to encourage physical activity.
 - Walk, bike & roll week, Scooter City night, Field Day, Playground nights, Winter Activities unit, Field Trips.
 - Implementation of morning meeting and calming corner.
 - Grant writing for bikes and Bike Blenders for the kids at school.
 - District Bike Unit.
- Curriculum and SEL Integration:
 - Curriculum Transformation - Community Collaborative - Responsive CR-SEL curriculum.
 - SEL lessons in the classroom and with specialists.
 - PBIS programs for positive behavior reinforcement.
 - Responsive Classroom/Developmental Design training for teachers.
 - Zones of Regulation, AmazeWorks.
 - Second Step and mindfulness videos from GoNoodle.
 - Daily Fitness journals in PE/Health Curriculum for self-reflection on mental, emotional, and physical health.
- Mental Health Support:
 - Partner with the city to develop safe spaces for students.
 - Mental health addressed in health class and supported by social workers, counselors, and nurses.
 - Work with IHB for mental health services.
 - Watercourse Counseling for on-site therapy services.
 - Restorative circles and additional SEL resources.

- Racial Equity team promoting bathroom safety.
- Native American and Black Affinity groups development.
- Increased nursing time, full-time social worker, and part-time school counselor.
- Community and Partnerships:
 - Partner with Catholic Charities, FairView, Community School Collaborative, and Caring School Community Curriculum.
 - Unified, Friends of the Mississippi River, and Upstream Arts for physical and mental health experiences.
 - Midwest Foods partnership for school gardening and environmental education.
- Special Programs and Initiatives:
 - Youth Participatory Evaluation (YPE) program through Student Council.
 - School-wide advisory program including mindfulness and SEL.
 - Dowling SIP plan focusing on student belonging and cultural connections.
 - Walks to the School Forest, filling oriole feeders, and school gardening.
 - 5th grade trips to Camp Northern Lights and Camp Widjwagan.
 - The school is working on developing Native American and Black Affinity groups. To support mental health, they have increased nursing time, a full-time social worker, and a part-time school counselor. They collaborate with Watercourse Counseling Services, providing a part-time therapist for students. Additionally, teachers conduct morning and afternoon circles with a curriculum focused on assessing and addressing student well-being.

Physical Environment

How many water bottle fillers do students have access to at your school site? (59 responses)

- 3 or more water bottle fillers are available at our school site: 55.9% (33 responses)
- 2 water bottle fillers are available at our school site: 20.3% (12 responses)
- 1 water bottle filler is available at our school site: 23.7% (14 responses)
- 0 water bottle fillers are available at our school site: 0% (0 responses)

School Gardens

Check all that apply to gardens at your school (59 responses)

- Our school does not have a school garden: 27.1% (16 responses)
- Our school has a garden, but it is not being used or maintained: 10.2% (6 responses)
- Our school would like a garden, but is still in the dreaming or planning phase: 10.2% (6 responses)
- Our school has an active garden: 45.8% (27 responses)
- Our garden grows food for our school community: 25.4% (15 responses)
- Our garden grows food for others: 16.9% (10 responses)
- We use our garden with students during the school day: 40.7% (24 responses)
- We use our garden with students in before and/or after school classes: 11.9% (7 responses)
- Partners or outside volunteers use our gardens: 20.3% (12 responses)
- Our school community maintains our garden: 44.1% (26 responses)
- Partners or outside volunteers maintain our garden: 32.2% (19 responses)

Health Services

Ways the school nurse or other health office staff collaborates with school staff members to promote student health and safety (59 responses):

- Develops plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans): 96.6% (57 responses)
- Provides professional development: 72.9% (43 responses)
- Provides assistance to school teams in implementing health-related policy and procedures such as communicable diseases: 72.9% (43 responses)
- Consults with teachers/health educators to identify, revise, or develop health-related curricula or units/lessons: 42.4% (25 responses)
- Develops and implements school-wide and classroom health promotion activities: 32.2% (19 responses)
- Contributes to development of School Improvement Plans: 27.1% (16 responses)
- Establishes communication systems with other school staff: 62.7% (37 responses)
- Advocates for reasonable accommodations for students with chronic health conditions, food allergies, and sensitivities: 74.6% (44 responses)
- Collaborates with teachers to plan for meeting student health needs while on field trips: 79.7% (47 responses)
- Participates on Site Emergency Team to plan for and respond to emergencies: 83.1% (49 responses)
- Other: 8.5% (5 responses)

Ways the school nurse or other health service providers promote the health and safety of students and their families (58 responses):

- Minimizing the spread of communicable diseases (COVID-19, strep, influenza, etc.): 89.7% (52 responses)
- Promoting healthy habits such as handwashing, covering coughs and sneezes, getting adequate sleep, personal hygiene: 82.8% (48 responses)

- Promoting physical activity: 62.1% (36 responses)
- Promoting healthy eating: 55.2% (32 responses)
- Preventing tobacco use or e-cigarette use: 25.9% (15 responses)
- Quitting tobacco use: 22.4% (13 responses)
- Preventing alcohol and other drug use: 27.6% (16 responses)
- Preventing unintentional injuries: 48.3% (28 responses)
- Preventing violence and suicide: 29.3% (17 responses)
- Managing chronic health conditions: 70.7% (41 responses)
- Preventing HIV, other STD, and unintended pregnancy: 15.5% (9 responses)
- Other: 5.2% (3 responses)

Employee Wellness

Do staff at your school serve as role models for students and engage in wellness events? (59 responses)

- Yes, our school staff serve as role models for students and are actively engaged in wellness programs: 40.7% (24 responses)
- Yes, our staff serve as role models for our students and engage in 1 - 2 wellness events each year: 44.1% (26 responses)
- Some of our staff serve as role models but do not engage in wellness programs: 13.6% (8 responses)
- No, our staff do not serve as role models for our students on health and wellness: 1.7% (1 response)

Select the ways your school encourages staff participation in school wellness (54 responses)

- Offer wellness activities at different times of the day/week to increase participation: 40.7% (22 responses)

- Provide incentives for staff participation: 27.8% (15 responses)
- Infuse wellness activities into staff meetings, celebrations, and professional development trainings: 40.7% (22 responses)
- Conduct challenges to increase staff participation: 40.7% (22 responses)
- Environmental supports to encourage physical activity (e.g., walking trails, staff sports programs, onsite fitness centers, fitness classes): 37% (20 responses)
- Assign wellness ambassadors to help promote programs within their respective grade levels or subject areas: 16.7% (9 responses)
- Recognize and promote “wellness champions” who have succeeded in their own health pursuits or have motivated others: 11.1% (6 responses)
- Offer healthy food selections in the cafeteria, vending machines, teachers’ break room, and at staff meetings: 42.6% (23 responses)
- School sponsorship and active participation in community health events: 20.4% (11 responses)
- Organize onsite health fairs/screenings: 33.3% (18 responses)
- Discuss the wellness program’s respect for the privacy of individual health information: 14.8% (8 responses)
- Coordinate employee wellness initiatives with the benefits department so that incentives are related to health benefit credits or other benefit-related programs: 37% (20 responses)
- Communicate information at orientation for new staff members: 16.7% (9 responses)
- Share content from Whole Carrot newsletter with staff and families: 33.3% (18 responses)
- Flyers posted on school bulletin boards: 25.9% (14 responses)
- Announcements at staff meetings: 31.5% (17 responses)
- Email messages: 40.7% (22 responses)
- Other: 11.1% (6 responses)

In what ways can the Student Wellness Coordinator best support you to advance student wellness at your school? (54 responses)

- Trainings or networking events with MPS staff - where staff share site-based wellness efforts and successes: 42.6% (23 responses)
- Trainings - with district staff or outside experts: 37% (20 responses)
- Online resources: 59.3% (32 responses)
- Webinars: 37% (20 responses)
- Events: 46.3% (25 responses)
- Technical assistance: 7.4% (4 responses)
- A thought partner: 25.9% (14 responses)
- Grant Funding: 31.5% (17 responses)
- Other: 9.3% (5 responses)

Wellness Goals, Plans, or Dreams for Students (54 responses)

- Have a student wellness committee: 24.1% (13 responses)
- School-owned bicycle fleet: 33.3% (18 responses)
- Using walking or biking as field trip transportation: 42.6% (23 responses)
- Participate in Let's Roll with students: 27.8% (15 responses)
- School Garden: 46.3% (25 responses)
- Garden to Cafeteria: 25.9% (14 responses)
- Participate in Farm to School activities: 40.7% (22 responses)
- Incorporate more Nutrition Education: 35.2% (19 responses)
- Water Bottle Filler Stations: 33.3% (18 responses)
- Helping my school understand what is in the wellness policy: 40.7% (22 responses)
- Other: 11.1% (6 responses)
- Other/Write In: 1.9% (1 response)

Additional Comments for Wellness plans,goals,dreams,support

Wellness Programs:

- Interest in weekly yoga sessions with funding for an instructor.
- Onsite fitness classes (yoga, walking club) for staff before school.
- Promotion of active and healthy lifestyles for students, families, and staff.
- Re-establishing a wellness committee.
- Survey staff and families about wellness support needs.

Events and Activities:

- Desire for events for staff and families.
- Discussion of a 'bike bus' idea.

Gardening and Outdoor Spaces:

- Starting a school/community garden.
- Building an outdoor classroom and additional gardens.
- Expanded gardening initiatives.

Facilities and Resources:

- Continued need for more water bottle fillers, especially near the gym.
- Advocacy for more water bottle fillers and assistance with grants.

Funding and Grants:

- Need for grant funding applicable to all schools, not just those with high free and reduced rates.

Curriculum Support:

- Curriculum support for hygiene education for elementary students.
- Emphasize the role of PE in developing social and emotional learning (SEL).