2024-2025 Wellness Policy Assessment Data Summary

Schools that completed the Wellness Policy Assessment include: Anishinabe Academy, Anthony, Anwatin, Armatage Elementary, Bancroft Elementary, Barton, Bethune, Bryn Mawr, Burroughs, Camden, Cityview, , Dowling Elementary, Edison High School, Ella Baker, Emerson, Escuela Bilingüe Green Central , Field, Folwell Community School, Franklin Middle School, Hall STEM Academy, Harrison High School , Heritage Academy, Hiawatha and Howe, Hmong International Academy, Jenny Lind, Justice Page Middle School, Kenny, Kenny Elementary, Kenwood, Lake Harriet Lower Campus, Lake Harriet Upper, Las Estrellas, LNCS Keewaydin, Longfellow,Loring. Lucy Laney, Lyndale, Marcy, Maria Sanford Middle School, Metro education Services, Minneapolis South High School, Nellie Stone Johnson, North HS, Northrop, Northrop Community School, Olson Middle School , Pillsbury, River Bend, Seward, Southwest, Sullivan, The FAIR School for Arts, Waite Park , Washburn High School, Webster, Wellstone International High School, Wenonah, Whittier, Whittier International, Windom

Do you have a wellness committee? (62 Responses)

- Yes - we have a committee that meets monthly: 12.9% (8 responses)
- Yes - we have a committee that meets quarterly: 1.6% (1 response)
- Yes - we have a committee that meets once or twice a year: 14.5% (9 responses)
- Yes - we have a committee, but we do not meet: 12.9% (8 responses)
- No - we do not have a committee: 58.1% (36 responses)

Integration of Wellness into Other Committees (42 Responses)

- Equity & Engagement / Equity, Climate, Culture Teams
  - Many schools reported wellness is integrated every meeting.
  - Meeting frequency varies weekly, biweekly, or twice monthly.
- Buzz Team – Equity & Climate
  - Meets twice a month; wellness included every meeting.
- Equity & Engagement Team + PTA/EET
  - Meets biweekly; wellness included on every agenda.
- Equity, Climate, Culture (SIP-focused)
  - Meets weekly; includes student wellness data and discussions each meeting.
- Schools noting wellness is discussed “all the time” across committees
- Wellness is woven into all committees throughout the year.

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

- Posters: 40% (24 responses)
- Staff meetings: 51.7% (31 responses)
- Student handbook: 53.3% (32 responses)

- Staff handbook: 50% (30 responses)
- Parent/Caregiver Handbook: 35% (21 responses)
- School newsletter: 50% (30 responses)
- Outside vendors & organizations that use school facilities: 10% (6 responses)
- School events: 33.3% (20 responses)
- PTA/O or other school-sponsored meetings: 20% (12 responses)
- Community meetings: 8.3% (5 responses)
- School website: 28.3% (17 responses)
- Social media: 16.7% (10 responses)
- Robo-calls: 18.3% (11)
- Translated materials: 23.3% (14 responses)
- Other: 16.7% (10 responses)
- Our school does not communicate about the district wellness policy: 11.7% (7 responses)

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

Are all students in each grade provided with at least 110 minutes of physical education per week, as recommended by MPS PE Standards, throughout the entire school year? (61 responses)

- Yes: 47.5% (29 responses)
- 60-110 minutes per week for all students in each grade throughout the school year: 23% (14 responses)
- 40-60 minutes per week for all students in each grade throughout the school year: 9.8% (6 responses)
- Fewer than 40 minutes per week for all students in each grade throughout the school year: 3.3% (2 responses)
- Not all students receive physical activity education throughout the school year: 16.4% (10 responses)

How much of physical education class are students moderately or vigorously active?

- Students are moderately to vigorously active for more than 50% of PE class: 85.2% (52 responses)
- Students are moderately to vigorously active about half of PE class: 9.8% (6 responses)
- Students are moderately to vigorously active for less than 50% of PE class: 1.6% (1 response)
- Students are not moderately to vigorously active in PE class: 1.6% (1 response)
- Students do not have PE at our school: 1.6% (1 response)

How does the school promote student participation in a variety of community physical activity options? (61 responses)

- Classic discussion: 60.7% (37 responses)
- Bulletin boards: 49.2% (30 responses)

- Posters: 50.8% (31 responses)
- PA announcements: 41% (25 responses)
- Guest speakers: 29.5% (18 responses)
- Take home flyers: 59% (36 responses)
- Robo-calls: 31.1% (19 responses)
- Websites: 41% (25 responses)
- Newsletters or emails: 68.9% (42 responses)
- Other: 11.5% (7 responses)
- Our school does not promote community physical activity: 1.6% (1 response)

Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods?

NOTE: Physical activity breaks are dedicated time for students to pause and move their bodies. They can be short and occur several times a day. (61 responses)

- Yes, on all days during a typical school week: 52.5% (32 responses)
- On most days during a typical school week: 31.1% (19 responses)
- On some days during a typical school week: 13.1% (8 responses)
- No, we do not provide students with opportunities to participate in physical activity breaks. 1.6% (1 response)
- Yes, on all days during typical school week. 1.6% (1 response)

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: 96.6% (57 responses)
- This prohibition is not consistently followed: 1.7% (1 response)
- Our school is unaware that the practice is prohibited: 0% (0 responses)
- Yes, this prohibition is consistently followed-we do not impose physical activity as punishment. 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? (61 responses)

- Yes, this prohibition is consistently followed-we do not withhold physical activity as punishment 95.1% (58 responses)
- This prohibition is not consistently followed 3.3% (2 responses)
- Our school was unaware that the practice is prohibited 0% (0 responses)
- Yes, this prohibition is consistently followed-we do not withhold physical activity as punishment. 1.6% (1 response)

RECESS

Are students provided recess before lunch? (60 responses)

- Yes. All grades have recess before lunch. 21.7% (13 responses)
- Mostly. Recess before lunch is strongly encouraged and worked into the schedule for as many students as possible. 28.3% (17 responses)
- No. This practice is not in place. 30% (18 responses)
- Our school does not have recess. 18.3% (11 responses)
- Yes.1.7% (1 response)

Are all elementary children provided a minimum of thirty (30) minutes of daily recess? (58 responses)

- Yes. 74.1% (43 responses)
- Recess is provided each day but for less than 30 minutes. 3.4% (2 responses)
- Recess is provided on some days but not on all days. 1.7% (1 response)
- Our school does not have recess. 20.7% (12 responses)

Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed? (60 responses)

- Yes, this prohibition is consistently followed - we do not withhold recess as punishment: 73.3% (44 responses)
- This prohibition is not consistently followed: 6.7% (4 responses)
- Our school is unaware that the practice is prohibited: 0% (0 response)
- Our school does not have recess: 18.3% (11 responses)

Does the recess environment encourage students to be physically active? Are staff-given time to plan recess? (60 responses)

- Yes, students have choices, and recess is organized with games and equipment. Staff is encouraged to be active. 40% (24 responses)
- Mostly. There is some equipment and staff engagement. 33.3% (20 responses)
- No. There is no planning for recess time. 11.7% (7 responses)
- Our school does not have recess. 20% (12 responses)
- All staff encourage students to participate in physical activities during recess. 1.7% (1 response)

BEFORE AND AFTER SCHOOL

Does your school offer opportunities for all students to participate in physical activity before and after school? (62 responses)

- Yes, both before and after school. 25.8% (16 responses)
- We offer before school or after school, but not both 56.5% (35 responses)

- We do not offer opportunities for students to participate in physical activity before or after school, but there are plans to initiate it. 3.2 % (2 responses)
- No, we do not offer opportunities for students to participate in physical activity before or after school, and there are no plans initiate it. 12.9% (8 responses)
- Yes, both before and after school. 1.6% (1 responses)

SAFE ROUTES TO SCHOOL

In what ways does your school promote or support walking, bicycling, and rolling to, from, and at school? (60 responses)

- Participation in walk, bike, and roll to school days: 81.7% (49 responses)
- Ample, secure bike parking (e.g., no bikes locked to trees, rails, or signs): 73.3% (44 responses)
- Students receive pedestrian safety education: 23.3% (14 responses)
- Students receive bicycle safety education: 58.3% (35 responses)
- Students use walking as field trip transportation: 76.7% (46 responses)
- Students use biking as eld trip transportation: 30% (18 responses)
- We have a school-owned bike fleet - less than 20 bikes: 13.3% (8 responses)
- We have a school-owned bike fleet - more than 20 bikes: 25% (15 responses)
- We use adaptive bicycles with students: 46.7% (28 responses)
- Adult crossing guards are consistently at arrival and dismissal: 36.7% (22 responses)
- Student school patrols are consistently at arrival and dismissal: 28.3% (17 responses)
- We have walking school buses: 8.3% (5 responses)
- We created an arrival and dismissal plan that separates active commuters, cars, and buses and we communicate to families regularly: 60% (36 responses)
- Our school promotes safe or recommended walking routes to school: 48.3% (29 responses)
- Our school works with the city, district, and/or others to make street improvements for walkers, bikers, and rollers: 45% (27 responses)
- Our school created a Safe Routes to School plan that supports and encourages walking, biking, and rolling: 30% (18 responses)

How has the % of kids walking or biking to your school changed over the last few years? (61 responses)

- Increased: 36.1% (22 responses)
- Decreased: 14.8% (9 responses)
- Stayed the same: 49.2% (30 responses)

How has the % of kids being driven/driving in personal vehicles changed at your school over the last few years? (61 responses)

- Increased: 26.2% (16 responses)
- Decreased: 18% (11 responses)
- Stayed the same: 55.7% (34 responses)

NUTRITION ENVIORNMENT & RESULTS

Are there sufficient lunch periods to accommodate all students to eat in the cafeteria? (60 Responses)

- Yes. All students in every lunch period can find a seat in the cafeteria to eat: 98.3% (59 responses)
- Sometimes. Students in most lunch periods can find a seat in the cafeteria to eat. (0 responses)
- No. The number of lunch periods is insufficient to accommodate all students as the policy requires (0 responses)
- The meal periods fully accommodate all students as per the policy: 1.7% (1 response)

Lunch Times-elementary lunch periods must be at least 20 minutes and secondary lunch periods must be at least 30 minutes. (60 responses)

- Yes, lunch periods at our elementary school are at least 20 minutes: 71.7% (43 responses)
- No, lunch periods at our elementary school are less than 20 minutes: (0 responses)
- Yes, lunch periods at our secondary school are at least 30 minutes: 28.4% (17 responses)
- No, lunch periods at our secondary school are less than 30 minutes: (0 responses)

Do all students have unrestricted access to water during meal times? (60 responses)

- Yes: 98.4% (60 responses)
- No: 1.6% (1 response)

How does your school promote school meals? (61 responses)

- Breakfast offered to those who arrive late: 91.8% (56 responses)
- Breakfast in the Classroom: 39.3% (24 responses)
- Menus easily found on school website: 65.6% (40 responses)
- Menus are posted in cafeteria: 90.2% (55 responses)
- Daily menu is shared during announcements, displayed on monitors, and/or included in weekly webcasts: 57.4% (35 responses)
- QR codes posted direct students to school menus: 11.5% (7 responses)
- In the cafeteria, staff create a positive eating environment for students: 88.5% (54 responses)
- Menu information is consistently shared with caregivers in school newsletter: 37.7% (23 responses)
- Grab & Go breakfast: 47.5% (29 responses)
- Other: 6.6% (4 responses)
- Participation in universal breakfast and lunch programs are encouraged: 1.6% (1 response)

SMART SNACKS IN SCHOOL

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? NOTE: This applies to snacks that are offered, sold, served outside of the federally reimbursed child nutrition program, including classroom or school-wide celebrations, school stores, and after-school programming. (61 responses)

- All food and beverages offered or served during the school day meet Smart Snack standards: 42.6% (26 responses)
- Most all food and beverages offered or served during the school day meet Smart Snack standards: 41% (25 responses)
- Some food and beverages offered or served during the school day meet Smart Snack standards: 14.8% (9 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: 59% (36 responses)
- This prohibition is not consistently followed: 36.1% (22 responses)
- Our school is unaware that the practice is prohibited: 3.3% (2 response)

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

- Yes, this prohibition is consistently followed: 96.7% (59 responses)
- This prohibition is not consistently followed: 0% (0 responses)
- Our school is unaware that the practice is prohibited: 1.6% (1 response)

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. (62 responses)

- Yes, all foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards: 16.1% (10 responses)
- Most foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards: 8.1% (5 responses)
- Some foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards: 3.2% 2 responses)
- No, no foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards: 3.2% (2 responses)

- Our school does not sell food or beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards: 67.7% (42 responses)

FOOD AND NUTRITION EDUCATION

What ways does the school deliver Nutrition Education? (61 responses)

- Standalone classroom nutrition lessons: 39.3% (24 responses)
- Nutrition lessons integrated into other disciplines (e.g., science, literacy, music): 50.8% (31 responses)
- Opportunities from MPS Culinary & Wellness services (e.g., cooking kits, microgreens kits, bike blenders): 32.8% (20 responses)
- Posters or bulletin boards: 59% (36 responses)
- Newsletters: 29.5% (18 responses)
- Guest speakers: 32.8% (20 responses)
- Partner organizations: 34.4% (21 responses)
- National Nutrition Month promotion and activities: 21.3% (13 responses)
- National School Lunch Week promotion and activities: 32.8% (20 responses)
- National School Breakfast Week promotion and activities: 23% (14responses)
- Fresh Fruit and Vegetable Program materials (e.g., newsletter, website): 50.8% (31 responses)
- School garden activities: 47.5% (29 responses)
- After school clubs: 32.8% (20 responses)
- Participation in True Food Taste Tests: 41% (25 responses)
- Other: 9.8% (6 responses)
- Food & Nutrition Education is not delivered at my school: 6.6% (4 responses)

Methods selected above are respectful and inclusive of religious, ethnic and cultural diversity? (62 responses)

- Always: 72.6% (45 responses)
- Almost always: 19.4% (12 responses)
- Some of the time: 4.8% (3 responses)
- Religious, ethnic and cultural diversity are not reflected in the methods selected: 1.6% (1 response)

FARM TO SCHOOL

In what ways in the school implementing Farm to School strategies to promote and build educational connections to local food and healthy eating?

- School promotion of local foods, including MN Thursdays and other special events/promotions in the cafeteria: 88.7% (55 responses)
- School staff and volunteers encourage students to try local foods in the cafeteria and classrooms: 59.7% (37 responses)

- School utilizes Farm to School lessons and activities in the classroom (MN Thursday worksheets, farmers visits, agriculture: 17.7% (11 responses)
- School coordinates agricultural field trips (farmers market, local farm, community garden, MPS True Food Education Farm: 25.8% (16 responses)
- Our school participates in Garden to Cafeteria program: 8.1% (5 responses)
- Our school participates in Harvest of the Month: 3.2% (2 responses)
- Other: 6.5% (4 responses)

HEALTH EDUCATION

In what ways does your health education curriculum address the following essential topics on healthy eating? (select all that apply) (61 responses)

- The relationship between healthy eating, personal health and disease prevention: 55.7% (34 responses)
- Food guidance from MyPlate: 26.2% (16 responses)
- Reading and understanding food labels: 36.1% (22 responses)
- Eating a variety of foods every day: 59% (36 responses)
- Balancing food intake and physical activity: 45.9% (28 responses)
- Eating more fruits, vegetables and whole grain products: 54.1% (33 responses)
- Choosing foods that are low in saturated fat and cholesterol, and do not contain trans-fat: 26.2% (16 responses)
- Choosing foods that are lower in sodium: 26.2% (16 responses)
- Choosing foods and beverages with less added sugar: 39.3% (24 responses)
- Eating more calcium-rich foods: 23% (14 responses)
- Preparing healthy meals and snacks: 39.3% (24 responses)
- Risks of unhealthy weight control practices: 23% (14 responses)
- Accepting body size differences: 32.8% (20 responses)
- Eating disorder prevention through mindful & intuitive eating practices: 18% (11 responses)
- Food safety: 29.5% (18 responses)
- Importance of water consumption: 45.9% (28 responses)
- Importance of eating breakfast: 49.2% (30 responses)
- Making healthy choices when eating at restaurants: 19.7% (12 responses)
- The Dietary Guidelines for Americans: 13.1% (8 responses)
- Social influences on healthy eating, including media, family peers, and culture: 21.3% (13 responses)
- How to find valid information or services related to nutrition and dietary behaviors: 19.7% (12 responses)
- The Dietary Guidelines for Americans: 13.1% (8 responses)
- Social influences on healthy eating, including media, family, peers, and culture: 21.3% (13 responses)
- How to find valid information or services related to nutrition and dietary behaviors: 14.8% (9 responses)
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully: 11.5% (7 responses)
- Resisting peer pressure related to unhealthy dietary behavior: 14.8% (9 responses)

- Influencing, supporting or advocating for others' healthy dietary behaviors: 14.8% (9 responses)
- Health Education is not part of curriculum at my school: 31.1% (19 responses)

SOCIAL AND EMOTIONAL CLIMATE

Goal 2 of the MPS Strategic Plan is Student Well-Being: Every student's physical and mental wellbeing is addressed as an integral part of their education.

What practices is your school implementing or planning that support goal #2?

Please include any partners you are working with. (52 responses)

Social-Emotional Learning (SEL) Curriculum & Practices

- Curriculums Used:
  - *Wayfinder* (widely implemented across schools)
  - *AmazeWorks* – inclusive classroom curriculum to ensure all students feel seen, heard, and valued
  - *Second Step Program*
  - *CASEL 5 Competencies*, *IB Profile Traits*, *MN State Health Standards*, *Developmental Designs Framework*
  - *Zones of Regulation*, *Responsive Classroom*, *Mind-Up*, *True Colors*, *Grace & Courtesy*
- Classroom & Schoolwide SEL Practices:
  - Morning Meetings, Counselor/Social Worker lessons, Advisory classes
  - SEL prep with counselor for all students; small group SEL interventions; 1:1 support
  - Schoolwide expectations for behavior to ensure safety and belonging
  - Student check-in surveys and climate surveys used to inform SEL work
  - Wellness Team meetings to review SEL data and needs
  - Student leadership and affinity groups: Black and Native Girls groups, Be Yourself Group, Cultural Representatives, Reading Buddies, Craft/Crochet Clubs
- SEL Support Framework:
  - Tier 1: Universal SEL lessons (Wayfinder, AmazeWorks)
  - Tier 2: Small groups (Zones of Regulation, friendship/lunch bunches)
  - Tier 3: Individual check-ins and counseling supports

Mental Health Supports & Community Partnerships

  - Change Inc., Watercourse Therapy, Washburn Center for Children, Indian Health Board, Fraser, Red Door, St. David's, NAZ, Be the Change, Migizi, Annex Teen Clinic, Phillips Eye Institute, Children's Dental Health, Planned Parenthood, Hennepin County Public Health, YWCA, Empower Mental Health, Stable Homes Stable Schools, ECFE
  - On-site therapists, psychologists, counselors, and social workers available daily

    - Mini Clinics and School-Based Health Clinics providing medical and mental health services
    - Mental Health Collaboratives (weekly), PD for staff (bi-monthly)
    - Referral pathways for school-based and community mental health services

- Student Wellness Initiatives:
    - Mindfulness strategies, sensory rooms and materials, buddy rooms, and calm-down spaces
    - Health Office staff provide ongoing wellness and mental health support
    - Flu shot and COVID clinics hosted on site
    - Focus on identity, belonging, and inclusivity (GLAAD strategies, Culturally Responsive Teaching)

Movement, Physical Activity & Health Promotion

- Physical Education & Active Programs:
    - PE 2–3 times per week
    - Recess Playworks Program
    - Bike Club, Pedal Power, Walking Field Trips, MOVE-A-Thon, Field Day
    - Incentives for students reaching 10K+ steps weekly
    - Before/after-school workout groups and clubs
    - Unified Sports/Special Olympics participation
    - "Recess in the gym" or outdoor recess paired with lunch for high school students
- Health & Nutrition Initiatives:
    - *MyPlate*, *American Heart Association* materials integrated into curriculum
    - Healthy snack policies; Midwest Food Connection; Adopt a Cow (MN Dairy Association)
    - School Garden and Bee Classroom with community and volunteer support
    - Healthy Eating Course in development
    - FFVP (Fresh Fruit and Vegetable Program) integrated into lessons
    - Collaboration with Tria and Hennepin County Public Health for health education and updates
- Arts, Culture & Enrichment:
    - Artist Residencies: West African Dance, Hip Hop, Taiko Drumming
    - Upstream Arts for creative SEL integration
    - True Colors and cultural representation initiatives
    - Affinity and cultural clubs to celebrate diversity and belonging
- Environmental & Community Learning:
    - DNR School Forest and World Savvy projects
    - Midwest Food Connection, Dream of Wild Health partnerships
    - Neighborhood volunteers assist with the School Garden and Bee Classroom
    - Community Collaborative events and Wellness Policy adherence

- Data, Evaluation & Continuous Improvement:
    - Student Climate and Cultivate Surveys administered (Fall–Spring comparison)
    - Equity Committees analyze student survey data and identify next steps
    - Focus on accountability and follow-up with students using checklists and aligned SEL goals
    - Continuous data review in MTSS process and staff wellness meetings

PHYSICAL ENVIORNMENT

How many water bottle fillers do students have access to at your school site? (Do not include drinking fountains.) (60 responses)

- 3 or more water bottle fillers are available at our school site: 66.7% (40 responses)
- 2 water bottle fillers are available at our school site: 16.7% (10 responses)
- 1 water bottle filler is available at our school site: 15% (9 responses)
- 0 water bottle fillers are available at our school site: 1.7% (1 responses)

Check all that apply to garden(s) at your school

- Our school does not have a school garden: 27.9% (17 responses)
- Our school has a garden, but it is not being used or maintained: 26.2% (16 responses)
- Our school would like a garden, but is still in the dreaming or planning phase: 11.5% (7 responses)
- Our school has an active garden/s: 42.6% (26 responses)
- Our garden grows food for our school community: 13.1% (8 responses)
- Our garden grows food for others: 23% (14 responses)
- We use our garden with students during the school day: 36.1% (22 responses)
- We use our garden with students in before and/or after school classes: 18% (11 responses)
- Partners or outside volunteers use in our gardens: 27.9% (17 responses)
- Our school community maintains our gardens: 29.5% (18 responses)
- Partners or outside volunteers maintain our garden: 27.9% (17 responses)

HEALTH SERVICES

Select the ways the school nurse or other health office staff collaborates with school staff members to promote students' health and safety? (select all that apply) (61 responses)

- Develops plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans): 96.7 (59 responses)
- Provides professional development: 75.4% (46 responses)
- Provides assistance to school teams in implementing health-related policy and procedures such as communicable diseases: 73.8% (45 responses)
- Consults with teachers/health educators to identify, revise, or develop health-related curricula or units/lessons: 39.3% (24responses)

- Develops and implements school-wide and classroom health promotion activities: 34.4% (21 responses)
- Contributes to development of School Improvement Plans: 21.3% (13 responses)
- Establishes communication systems with other school staff: 57.4% (35 responses)
- Advocates for reasonable accommodations for students with chronic health conditions, food allergies, and sensitivities: 80.3% (49 responses)
- Collaborates with teachers to plan for meeting student health needs while on eld trips: 83.6% (51 responses)
- Participates on Site Emergency Team to plan for and respond to emergencies: 83.6% (51 responses)
- Other: 4.9% (3 responses)

Select the topic(s) that the school nurse or other health service providers address to promote the health and safety of students and their families through classroom lessons, presentations, or activities. (select all that apply) (57 responses)

- Minimizing the spread of communicable diseases (COVID, strep, influenza, etc):84.2% (48 responses)
- Promoting healthy habits such as handwashing, covering coughs and sneezes, getting adequate sleep, personal hygiene: 80.7% (46 responses)
- Promoting physical activity: 47.4% (27 responses)
- Promoting healthy eating: 47.4% (27 responses)
- Preventing tobacco use or e cigarette use: 19.3% (11 responses)
- Quitting tobacco use: 14% (8 responses)
- Preventing alcohol and other drug use: 14% (8 responses)
- Preventing unintentional injuries: 31.6% (18 responses)
- Preventing violence and suicide: 22.8% (13 responses)
- Managing chronic health conditions: 47.4% (27 responses)
- Preventing HIV, other STD and unintended pregnancy: 10.5% (6 responses)
- Other: 8.8% (5 responses)

EMPLOYEE WELLNESS

School staff are an important key to wellness programs. Do staff at your school serve as role models for students and engage in wellness events? (60 responses)

- Yes, our school staff serve as role models for students and are actively engaged in wellness programs: 40% (24 responses)
- Yes, our staff serve as role models for our students and engage in 1 - 2 wellness events each year: 33.3% (20 responses)
- Some of our staff serve as role models but do not engage in wellness programs: 23.3% (14 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? (56 responses)

- Offer wellness activities at different times of the day/week to increase participation: 37.5% (21 responses)
- Provide incentives for staff participation: 28.6% (16 responses)
- Infuse wellness activities into staff meetings, celebrations, and professional development trainings: 33.9% (19 responses)
- Conduct challenges to increase staff participation: 30.4% (17 responses)
- Environmental supports to encourage physical activity (e.g., walking trails, staff sports programs, onsite fitness centers, fitness classes): 19.6% (11 responses)
- Assign wellness ambassadors to help promote programs within their respective grade levels or subject areas: 3.6% (2 responses)
- Recognize and promote "wellness champions" who have succeeded in their own health pursuits or have motivated others: 12.5% (7 responses)
- Offer healthy food selections in the cafeteria, vending machines, teachers' break room, and at staff meetings: 30.4% (17 responses)
- School sponsorship and active participation in community health events: 8.9% (5 responses)
- Organize onsite health fairs/screenings: 28.6% (16 responses)
- Discuss the wellness program's respect for the privacy of individual health information: 12.5% (7 responses)
- Coordinate employee wellness initiatives with the benefits department so that incentives are related to health benefit credits or other benefit-related programs: 14.3% (8 responses)
- Communicate information at orientation for new staff members: 21.4% (12 responses)
- Share content from Whole Carrot newsletter with staff and families: 17.9% (10 responses)
- Flyers posted on school bulletin boards: 42.9% (24 responses)
- Announcements at staff meetings: 35.7% (20 responses)
- Email messages: 37.5% (21 responses)
- Other: 8.9% (5 responses)

What motivates you to engage in staff wellness activities? For instance, is it the desire for better health, the opportunity to connect with co-workers, the incentive offered, or something else? (46 responses)

Better Health & Wellbeing

- Desire for better physical and mental health
- Improved staff wellbeing and attendance
- Healthy staff create a healthier learning environment for students
- Encourage healthy habits such as healthy eating

Connection, Teamwork & Community

- Opportunities to connect, collaborate, and build community with co-workers
- Having fun and playing together strengthens relationships
- Support from colleagues helps achieve health goals
- Promoting connection with staff, students, and even parents

Incentives & Rewards

- Vitality Points and gift cards
- Health insurance discounts and reduced co-pays
- Rewards for participation and engagement
- Incentives increase participation and motivation

Competition & Motivation

- Friendly competition within and between schools
- Enjoyment of games, challenges, and planning activities together
- Motivation through collective participation and shared goals

Role Modeling & Positive Impact

- Desire to be positive examples for students
- Building a culture of wellness that influences student outcomes

SUPPORT

What supports do wellness champions need to evaluate student wellness? (select all that apply) (54 responses)

- More training and resources for wellness champions (online resources, technical assistance, webinars, trainings & networking events): 40.7 (22 responses)
- Allocating for funds and more resources for wellness programs (grant funding, staff stipends):81.5% (44 responses)
- Gaining stronger support and involvement from school administration and staff: 24.1% (13 responses)
- Encouraging more engagement from caregivers and the community: 22.2% (12 responses)
- More time allowed within the school schedule for wellness activities: 57.4% (31 responses)
- Implementing policies to better support wellness initiative: 22.2% (12 responses)
- Identifying and addressing specific barriers: 31.5% (17 responses)
- Other: 16.7% (9 responses) **Write in answer- Please provide additional details or examples for any of the options you selected above. (27 responses)**

Time Constraints

- Large class sizes, full schedules, and heavy workloads limit time for wellness activities.
- Difficult to find staff willing or able to take on additional wellness roles.
- Lack of dedicated time during the school day for wellness.

Staffing Challenges

- Short-staffed schools struggle to identify or sustain a Wellness Champion or Committee.
- Additional help is needed for basic school duties (e.g., meal service, inventory), leaving little capacity for wellness work.

Funding and Compensation

- Need stipends or compensation for Wellness Coordinators and Committee members.
- More funding could support guest speakers, incentives, and wellness programming.
- Desire for budget lines or grants specifically for wellness initiatives.

Resources and Facilities

- Limited wellness infrastructure (e.g., few water bottle fillers, lack of gardens, uninviting staff lounges or cafeterias).
- Need for updated or welcoming wellness spaces.

Training and Coordination

- More training and administrative support needed for wellness implementation.
- Desire for better coordination and schoolwide collaboration on wellness efforts rather than individual efforts.

Recognition and Incentives

- Small incentives (e.g., gifts, keychains, squish toys) are effective motivators.
- Need to highlight and celebrate wellness more consistently.

Future Planning

- Some schools plan to form or re-establish Wellness Committees.
- Interest in reinstating wellness time during Staff Development Days.

If any, what are the main barriers to promoting wellness at your school? (36 responses)

- Time — most frequently mentioned barrier
- Lack of resources and staffing (especially support staff and FTE positions)
- Large class sizes and increased teacher workload
- Limited funding and need for compensation/training
- No or inactive Wellness Champion
- Low staff buy-in or engagement
- Scheduling challenges and competing priorities
- Lack of dedicated wellness spaces (gym/green areas)
- Need for better collaboration and communication around wellness
- Difficulty promoting healthy habits (e.g., food choices)

What are the wellness goals, plans, or dreams for students at your school this year? (53 responses)

- Have a student wellness committee: 28.3% (15 responses)
- School-owned bicycle fleet: 18.9% (10 responses)
- Using walking or biking as field trip transportation: 18.9% (10 responses)
- Have a School Garden: 45.3% (24 responses)
- Participate in the Garden to Cafeteria program: 20.8% (11 responses)
- Participate in Farm to School activities: 18.9% (10 responses)
- Incorporate more Food & Nutrition Education: 35.8% (19 responses)
- Increase number of water bottle filling stations: 24.5% (13 responses)
- Helping my school understand what is in the wellness policy: 35.8% (19 responses)
- Educating the staff at my school about the role and responsibilities of a Wellness Champion: 32.1% (17 responses)
- Other: 7.5% (4 responses)

Additional details, ideas, or examples of the options you selected above.

Barriers

- Large class sizes, limited staff, and lack of time/resources make wellness integration difficult.
- No dedicated health or wellness curriculum.
- Limited water bottle filling stations and access to clean water.
- Need for funding (e.g., bikes, wellness spaces, program support).
- Loss of key programs (e.g., Pedal Power) and limited staff support (e.g., full-time nurse).

Current or Proposed Initiatives

- Expanding nutrition education (culinary classes, garden-to-cafeteria connections).
- Developing a school garden and promoting healthy eating habits.
- Encouraging physical activity (biking, walking routes, skateboarding areas).
- Collaborating with community partners (e.g., Jump Rope for Heart).
- Incorporating wellness into advisory lessons and after-school clubs.
- Promoting hydration through added water stations and student water bottle use.
- Maintaining and improving healthy meal programs and the FFVP (fruit and veggie program).

Support & Training Needs

- Professional development on wellness policy and the role of Wellness Champions.
- Greater district funding and coordination to sustain wellness efforts.