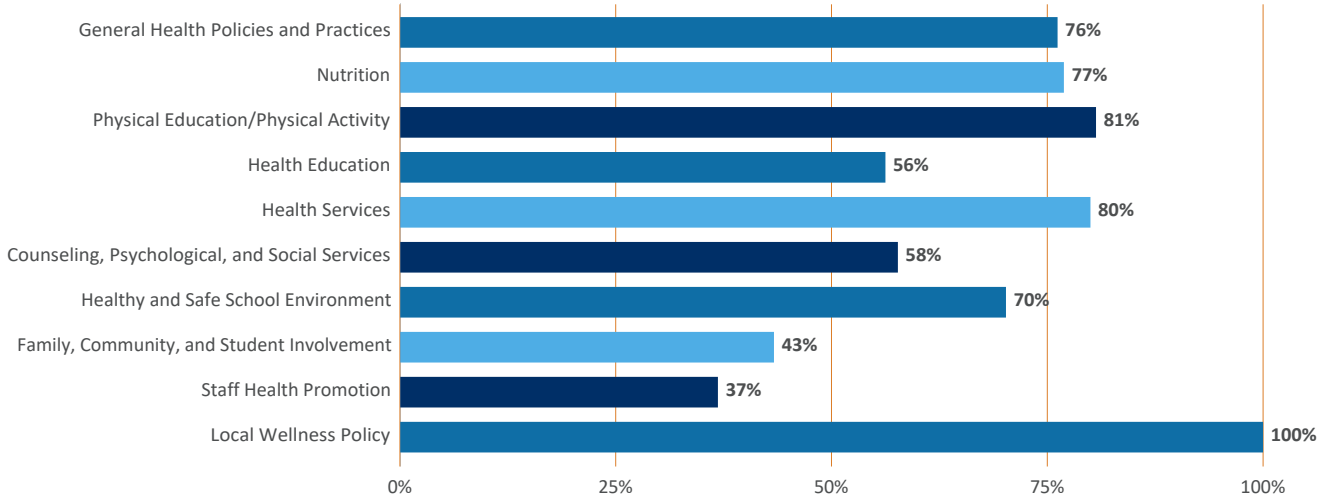
Smart Source Immediate Report

Manitou Springs Elementary School

Date Submitted: 11/17/25

Thank you for completing Smart Source. 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 Smart Source as submitted into our online system by your survey coordinator, Madeline Goldman. It is recommended that survey coordinators consult with a variety of staff to inform responses and, if possible, for staff to complete the survey as a team.

How do I interpret this report?

The figure above shows the percentage of your school's responses within each module that align with best practice as identified by subject matter experts. If an entire module was skipped, an asterisk is shown next to the module in the figure above and the module is excluded from the report. Items for which there is no school response, a response of 'N/A', or no defined best practice are excluded from calculations. Throughout this report, your school's response for each item is compared to best practice:

If your school aligns with best practice, you will see a green checkmark.	✓
If your school does not align with best practice, you will see a yellow X.	✗
If there is no defined best practice or if the best practice is more nuanced than the response options, you will see 'N/A' accompanied by a footnote.	N/A
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 provides you with immediate information so you can prioritize improvements in your school health efforts. To do this well, we recommend you 1) convene your school health team (or staff who focus on health and wellness efforts) to look at this report, 2) identify 3-5 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 and tend to center on the following themes: systems and culture; professional development; assessment and data policy; and quality assurance.

General Health Policies and Practices



Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
Wellness team and membership		
Has a wellness team	Yes	✓
School administrators	Yes	✓
Students	Yes	✓
Parents/guardians	No	✗
Community partners (e.g., representatives of local public health, county/city government, community-based organizations)	Yes	✓
Wellness team activities		
Number of times wellness team meets per school year[1]	7+ times	✓
Identified student health and safety 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 and school administrators, parent-teacher groups, or community members	Yes	✓
Reviewed health-related curricula or instructional materials	No	✗
Developed a written plan for implementing a Comprehensive Physical Activity Program	No	✗
Reviewed and updated the local wellness policy	No	✗
Practices and policies to address health and wellness		
Has a staff person leading health and safety efforts	Yes	✓
Regularly uses chronic absence data to identify students in need of early or intensive supports[2]	Always	✓
Seeks insight from students and their families to understand contributing factors of chronic absenteeism and works to address those barriers[3]	Always	✓
Incorporates health, safety, and wellness in UIP	No	✗

Item	Your School's Response	Did You Report Best Practice?
Administration of climate surveys		
Student climate assessment	Yes	✓
Teacher climate assessment	Yes	✓
Other staff climate assessment[4]	Yes	✓
Parents/guardians climate assessment	Yes	✓

[1] It is best practice for wellness teams to meet as regularly as possible and at least once per school year.
[2] It is recommended that schools always use chronic absence data to identify students in need of support.
[3] It is recommended that schools always seek insight from students and their families to address the contributing factors of chronic absenteeism.
[4] 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



Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
Meal Provision		
Provides breakfast	Yes	✓
Provides lunch	Yes	✓
Total breakfast minutes[5]	20	N/A
"Seated time" breakfast minutes[5]	20	✓
Has strategies to increase universal access to breakfast	Yes	✓
Total lunch minutes[6]	20	N/A
"Seated time" lunch minutes[6]	20	✓
Locations where water is accessible		
Permits students to have water bottle	In all locations	✓
Fruit and vegetable offerings at celebrations		
Offers fruit or non-fried vegetables for celebrations[7]	Sometimes	✗
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	✗
Vending machines comply with the Smart Snack Policy	-	-
Vending machines comply with the Healthy Beverage Policy	-	-

Item	Your School's Response	Did You Report Best Practice?
Food-related policies		
Vending machines comply with the Competitive Food Policy	-	-
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	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	✓

[5] It is best practice to allow students at least 15 minutes of seated breakfast time.
[6] It is best practice to allow students at least 20 minutes of seated lunch time.
[7] 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.

Physical Education/Physical Activity



Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
Grades requiring P.E.		
Kindergarten	Yes	✓
1st grade	Yes	✓
2nd grade	Yes	✓
3rd grade	Yes	✓
4th grade	Yes	✓
5th grade	Yes	✓
6th grade	-	-
Average P.E. minutes		
Number of P.E. minutes offered per week per elementary student[8]	50	✗
Number of P.E. sessions per week per elementary student[9]	1	N/A
Number of minutes per session of elementary-level physical education[10]	50	✓
Practices for quality P.E.		
Percentage of P.E. time with moderate to vigorous physical activity[11]	80	✓
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	✓

Item	Your School's Response	Did You Report Best Practice?
Practices for quality P.E.		
Summative/performative assessments	Yes	✓
Formative assessments	Yes	✓
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[12]	Most teachers	✓
Intramural sports or physical activity clubs	Yes	✓
Recess practices and policies		
Implemented the district's policy that prohibits the use of physical activity as punishment	Yes	✓
Grades that have at least 30 minutes of recess each day[13]	All Grades	✓
Grades that have recess before lunch[14]	All Grades	✓
Implemented the district's policy that requires outdoor recess is replaced with comparable indoor physical activity in the case of inclement weather	No	✗
Implemented the district's policy that prohibits taking away recess for punishment	No	✗
Implemented the district's policy that prohibits taking away recess as make up for lost instructional time or testing	No	✗

[8] It is recommended that elementary students receive at least 150 P.E. minutes per week.
[9] 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.
[10] It is recommended that elementary-level P.E. sessions be at least 30 minutes.

[11] It is recommended that at least 50% of each P.E. session consist of MVPA.
[12] It is recommended that all teachers incorporate physical activity breaks.
[13] It is recommended that all elementary grades have at least 30 minutes of recess daily.
[14] It is recommended that all elementary grades have recess before lunch.

Health Education



Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
Grades offering health education		
Kindergarten	No	✗
1st grade	No	✗
2nd grade	No	✗
3rd grade	No	✗
4th grade	No	✗
5th grade	No	✗
6th grade	-	-
Average health education minutes		
Number of health education minutes offered per week per elementary student[15]	-	-
Number of health education sessions per week per elementary student[16]	-	-
Number of minutes per session of elementary-level health education[17]	-	-
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[18]	-	-

Item	Your School's Response	Did You Report Best Practice?
Staff teaching health education		
Staff members who teach health education receive professional development/training annually related to health education[19]	No	✗
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	Yes	✓

Item	Your School's Response	Did You Report Best Practice?
Topics included in health education		
Violence prevention	Yes	✓
Suicide prevention	No	✗
Human sexuality/sexual health education	No	✗
Stress management	Yes	✓
Other[18]	-	-
Topics included in sexual health education		
Consent (i.e., voluntarily giving permission or saying "yes")	-	-
Healthy relationships	-	-
Alcohol and drug use	-	-
Internet/social media literacy	-	-
Abstinence	-	-
Contraception	-	-
STI prevention	-	-
Adolescent pregnancy options and resources	-	-
Cultural sensitivity in sexual health education		
Lesbian, gay, bisexual, queer or questioning students	-	-
Transgender students	-	-
Intersex students	-	-
Students with physical or intellectual disabilities	-	-
Students who have experienced sexual assault	-	-
Students from diverse backgrounds including race, color, ethnicity, and national origin	-	-

Item	Your School's Response	Did You Report Best Practice?
Health education integration		
Integrates health content and skills into other courses/subjects[20]	Some courses/subject areas have integrated health content and skills	✓

[15] 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.
[16] 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.
[17] It is recommended that elementary-level health education sessions be at least 30 minutes.
[18] An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.
[19] It is recommended that all staff members receive appropriate training.
[20] It is recommended that health content and skills be integrated into all courses/subject areas.

Health Services



Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
Access to school nurse		
Hours per week school nurse/school nurse consultant is present [21]	31-40 hours/week	✓
Staff providing health services		
School nurse/school nurse consultant	Yes	✓
Health clerk, health aide, health paraprofessional	Yes	✓
Administrator	No	✗
Secretary/administrative assistant	Yes	✓
Other[22]	Yes	N/A
Oversight and training of designated staff by school nurse		
Health clerk, health aide, health paraprofessional	Yes	✓
Administrator	-	-
Secretary/administrative assistant	Yes	✓
Other[22]	Yes	N/A
Monthly health room visits		
Number of health office visits per month per student[23]	0.30	N/A
Number of health office visits per month[23]	100	N/A
Annual screening and referrals		
Hearing[24]	In certain grades	✓
Vision[24]	In certain grades	✓
Oral health[25]	No	✗

Item	Your School's Response	Did You Report Best Practice?
Follow up procedure for referrals		
Hearing problems	Yes	✓
Vision problems	Yes	✓
Oral health problems	-	-
Practices for quality health services		
Screen and refer for substance use	No	✗
Evidence-based approach for substance use screening & referrals (e.g., Screening, Brief Intervention, Referral to Treatment (SBIRT))	-	-
Regularly evaluates students with a physical and/or mental impairment for disability under Section 504	Yes	✓
Provides case management for students with chronic health conditions (e.g., asthma, diabetes)	Yes	✓

[21] 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.
[22] An assignment of best practice cannot be provided since the specific practice for which your school selected "Other" is only known by your school.
[23] There is no established best practice as the number of office visits is dependent on student need at each school.
[24] 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.
[25] 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

Item	Your School's Response	Did You Report Best Practice?
Access to mental health professionals		
Hours per week school counselor is present[26]	31-40 hours/week	✓
Hours per week school psychologist is present[27]	1-10 hours/week	✓
Hours per week school social worker is present[28]	21-30 hours/week	✓
Training for staff to identify and support students with social, emotional, and behavioral health needs		
Teachers[29]	Some receive training	✗
Administrators[29]	Some receive training	✗
Coaches[29]	No	✗
Health aides, health paraprofessionals[29]	No	✗
Other[29]	-	-
Mindfulness in the classroom		
Proportion of teachers who practice mindfulness in their classrooms[30]	Few teachers	✗
Supports for all students (Tier 1)		
Conducts universal screening	Yes	✓
Staff have received training on how to incorporate social emotional learning into their work with students[29]	Some receive training	✗
Uses an evidence-based curriculum to develop the knowledge, attitude, and skills for student social and emotional learning	Yes	✓
Integrates social and emotional skill-building into courses/subject areas[31]	Some courses/subject areas have integrated social and emotional skill-building	✓

Item	Your School's Response	Did You Report Best Practice?
Supports for some students (Tier 2)		
Uses system (e.g., Check & Connect, Check-In/Check-Out) to monitor weekly the progress of select students toward identified goals	Yes	✓
Provides classes or groups for students in need of social, emotional, and behavioral health supports	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)[29]	Some receive training	✗
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	No	✗
Components of suicide response protocol		
Has a written protocol for responding to the suicide of a student or other member of the school community (i.e., postvention protocol)	Yes	✓
Staff who implement the protocol are trained on their responsibilities	Yes	✓
Identified community partners to help in the event of a suicide	Yes	✓
Policy on memorialization for suicide death that is consistent with memorialization of other death policies	No	✗
Policy for preventing suicide contagion	No	✗
Strategies to address ongoing needs (e.g., death anniversaries, supporting friends or siblings of someone who has died)	No	✗

[26] 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.
[27] 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.
[28] 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.
[29] It is recommended that all staff members receive appropriate training.
[30] It is recommended that all teachers practice mindfulness in the classroom.
[31] It is recommended that social and emotional skill-building be integrated into all courses/subject areas.

Healthy and Safe School Environment



Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
Components of emergency operations plan		
Has a formal emergency operations plan (school and/or district-created) in place	Yes	✓
Outlines a standardized process for what to do in an emergency where responses are named based on the action required rather than the specific hazards	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 emergency operations plan	Yes	✓
Procedures to coordinate with first responders	Yes	✓
Staff have received training in implementing the emergency operations plan[32]	Not all school staff receive training annually	✗
Threat assessment implementation		
Has a process to identify and respond to a threat or threatening behavior from a student	Yes	✓
Number of threat assessment screens or full threat assessments completed last year[33]	6	N/A
School safety features		
Metal detectors	No	✗
Monitored single point of entry	No	✗
X-ray equipment	No	✗
Doors that lock from the inside within classrooms	Yes	✓
Technology that integrates with your security cameras to identify weapons in your building	No	✗

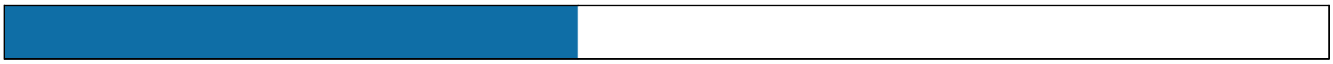
Item	Your School's Response	Did You Report Best Practice?
Practices for positive school climate		
Communicates expectations for learning and behavior to students	Yes	✓
Communicates expectations for student learning and behavior to parents/guardians	Yes	✓
Holds school-wide activities that give students 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	✗
Teachers teach, model, and reinforce expectations for student learning and behavior[34]	All teachers	✓
Has student-centered discipline approach	Yes	✓
Uses student-centered discipline approach in response to substance use	No	✗
Restrictions on student communication devices		
Stored in locked pouches[35]	No	N/A
Stored in classroom bins during instructional time[35]	No	N/A
Stored out of sight by students during instructional time[35]	Yes	N/A
Allowed during lunch/free periods[35]	No	N/A
Varies by classroom, as determined by teachers[35]	No	N/A
Restrictions tiered by grade[35]	No	N/A
No restrictions[35]	No	N/A
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	✓

Item	Your School's Response	Did You Report Best Practice?
Practices to prevent bullying		
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	✓
Incorporates student voice to address harassment and 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	Yes	✓
Facilitates access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth	Yes	✓
Provides gender neutral bathrooms	Yes	✓
Affirms student and staff names and pronouns	Yes	✓
Indoor and outdoor safety features		
Regularly assesses and addresses health and safety concerns in the indoor school environment	Yes	✓
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, skateboards, scooters, or roller blades	No	✗
Facilities (e.g., playground, tennis courts, track, fields, basketball courts) that are safe to use (e.g., not damaged, clear of glass, debris, and holes)	No	✗
Shade structures such as trees or canopies	Yes	✓

Item	Your School's Response	Did You Report Best Practice?
Indoor and outdoor safety features		
Sufficient lighting in all outdoor areas of the school	No	✗
Outdoor classrooms and outdoor learning spaces	Yes	✓
Safe routes to school		
Has programming or partnerships for safe biking and walking routes to school	Yes	✓

[32] It is recommended that all staff members receive appropriate training.
[33] There is no established best practice as the number of threat assessment screens or full threat assessments is dependent on student need at each school.
[34] It is recommended that all teachers teach, model, and reinforce expectations for student learning and behavior.
[35] Colorado House Bill 25-1135 requires all school districts to have a policy in place by July 1, 2026, covering student communication device use and possession during the school day. Each district has the flexibility to create its own policy tailored to the specific needs of its community. As of the fall of 2025, the Colorado Department of Education is gathering evidence-based resources and information to support school districts, to be available after January of 2026.

Family, Community, and Student Involvement



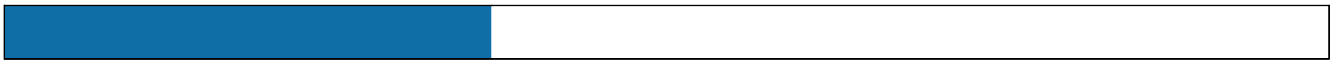
Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
Community access and engagement		
Community access to indoor facilities	No	✗
Community access to outdoor facilities	They have access to all facilities	✓
Has a joint use agreement for school or community physical activity or sports facilities	No	✗
Involves the community in health-related events	Yes	✓
School health collaboration		
Local health department	Yes	✓
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)	No	✗
Nonprofit (e.g., YMCA)	Yes	✓
Faith-based group	No	✗
College or university	No	✗
Businesses	No	✗
Local family/youth leadership councils	No	✗

Item	Your School's Response	Did You Report Best Practice?
Family engagement strategies		
Uses a variety of communication methods to provide information to families about school health programs and activities	Yes	✓
Develops culturally inclusive communications for students, families, and the community	No	✗
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	No	✗
Hosts school health activities for families	Yes	✓
Level of student engagement in school health components		
Student health services[36]	Input from students is not solicited	✗
Health (including sexual health) education[36]	Input from students is not solicited	✗
Physical education[36]	Input from students is not solicited	✗
Counseling, psychological, and social services[36]	Suggestions are collected from students	✓
Food served in school[36]	Suggestions are collected from students	✓
The school's physical environment[36]	Suggestions are collected from students	✓
School culture and climate[36]	Suggestions are collected from students	✓

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

Staff Health Promotion



Percentage of responses that align with best practice

Item	Your School's Response	Did You Report Best Practice?
Practices to promote staff wellness		
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	✓
Invites school staff to provide input on staff well-being policies and practices	Yes	✓
Staff wellness activities		
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	Yes	✓
Counseling for emotional disorders	No	✗
Crisis intervention for personal problems	No	✗
Other[37]	-	-
Staff engagement opportunities		
Build and maintain relationships with each other	Yes	✓
Recognize accomplishments and display gratitude toward each other	Yes	✓

Item	Your School's Response	Did You Report Best Practice?
Professional learning		
Combating compassion fatigue and burnout	No	✗
Planning, implementing, and reflecting on their own well-being	No	✗
Equity, diversity, and inclusion	No	✗
Conflict resolution education	Yes	✓

[37] 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

Item	Your School's Response	Did You Report Best Practice?
Implementation of local wellness policy elements		
Nutrition education[38]	Implementing some related activities	✓
Nutrition promotion[38]	Implementing all related activities	✓
Food and beverage marketing guidelines on school grounds[38]	Implementing all related activities	✓
Nutrition guidelines for all foods and beverages available but not sold on school grounds (i.e., classroom celebrations, rewards, etc.)[38]	Implementing all related activities	✓
Nutrition standards for all foods sold on school grounds (i.e., a la carte, school stores, vending machines, etc.)[38]	Implementing all related activities	✓
Physical activity[38]	Implementing all related activities	✓
Other school-based activities (as defined by your policy)[38]	Implementing all related activities	✓

[38] 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 module of the assessment have met the requirement to assess their implementation of the local wellness policy. A response of 'No Action Taken' will not reflect negatively on your school, district, or charter school. All other responses in this module will receive a '✓' as any progress made towards implementing the goals of the local wellness policy is considered best practice in this report. It is recommended that the local wellness policy is updated after this assessment based on the progress of these goals.