



GENERAL HEALTH POLICIES AND PRACTICES  
NUTRITION  
HEALTH SERVICES  
PHYSICAL EDUCATION/PHYSICAL ACTIVITY  
HEALTH EDUCATION  
COUNSELING, PSYCHOLOGICAL AND SOCIAL SERVICES  
HEALTHY AND SAFE SCHOOL ENVIRONMENT  
FAMILY, COMMUNITY AND STUDENT INVOLVEMENT  
STAFF HEALTH PROMOTION

## 2015-16 SMART SOURCE RESULTS

DISTRICT: Adams 12 Five Star Schools

Colorado Healthy Schools Smart Source assesses school health policies and practices in order to provide objective, feasible, and specific data back to schools.

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**ABOUT SMART SOURCE**

Smart Source is a tool for measuring school health policies and practices in Colorado. The purpose of Smart Source is to streamline multiple tools that have previously existed in the state in order to reduce the burden on schools, improve the quality of school-level health policy and practice data, and increase the number of schools assessing their health policies and practices. Smart Source is funded by Kaiser Permanente and is a partnership between The Colorado Education Initiative (CEI), the Colorado Department of Education (CDE), and the Colorado Department of Public Health and Environment (CDPHE).

**PARTICIPATION**

**Table 1.1: 2015-16 Smart Source Participating Schools**

| State                 |            | Region <sup>1</sup> |               |           |           |            |           |           |              |              |
|-----------------------|------------|---------------------|---------------|-----------|-----------|------------|-----------|-----------|--------------|--------------|
| School Level          |            | Metro               | North Central | Northeast | Northwest | Pikes Peak | Southeast | Southwest | West Central | Unaffiliated |
| Elementary            | 226        | 70                  | 50            | 6         | 14        | 65         | 5         | 13        | 2            | 1            |
| Secondary             | 175        | 48                  | 25            | 7         | 13        | 46         | 5         | 21        | 7            | 3            |
| Combined <sup>2</sup> | 50         | 17                  | 6             | 1         | 4         | 12         | 2         | 4         | 1            | 3            |
| <b>Total</b>          | <b>451</b> | <b>135</b>          | <b>81</b>     | <b>14</b> | <b>31</b> | <b>123</b> | <b>12</b> | <b>38</b> | <b>10</b>    | <b>7</b>     |

**Table 1.2: District Participation**

| Adams 12 Five Star Schools | School-level |           |          |
|----------------------------|--------------|-----------|----------|
|                            | Elementary   | Secondary | Combined |
| Smart Source Participation | 25           | 10        | 5        |
| Total Schools              | 31           | 14        | 9        |
| District Response Rate     | 81%          | 71%       | 56%      |

<sup>1</sup> Regions are defined by the Colorado Department of Education. For more information, please visit: [www.cde.state.co.us/cdeedserv](http://www.cde.state.co.us/cdeedserv)

<sup>2</sup> Combined schools have at least one elementary (K-5) and one secondary (6-12) grade.

## INTERPRETING YOUR REPORT

This report shares aggregate responses from schools in your district to a select set of items from the 2015-16 Smart Source instrument. Comparisons to state and regional aggregates are given to highlight relative strengths and gaps in your district's health practices and policies. Additionally, a reference to the accompanying Best Practices Guide from CEI is given in each report section. This resource will allow you to compare your schools to best practice and aid in developing goals that effectively address the health and safety needs of your students.

Your district qualified for this report as five or more schools participated in Smart Source from the same school level (i.e., elementary, secondary, or combined). Elementary schools serve grades ranging K-6, secondary schools serve one or more grades 6-12, and combined schools serve both elementary and secondary grades. Aggregate comparisons to the state and region are made by school level so that schools within one level are not compared to schools within a different level. Throughout this report, the aggregate response of schools in your district is given as a percentage or light blue bar. In tables, if fewer than 5 schools responded to a given item, a dash is used to indicate non-response. In an effort to highlight best practices, not all response options are displayed for every item. To see all items with all possible response options, please use the accompanying spreadsheet that serves as a comprehensive data source with additional comparisons to the state and regional aggregates.

In general, these results can be considered representative of your entire district when all or most schools within a school level from your district participated in Smart Source. The district response rate noted in Table 1.2 for each school level can provide some indication of the representativeness of the data contained in this report.

- Response rates between 80-100% indicate high participation from schools of a given level in your district. Therefore, you can be very confident that data reflected in this report are representative of the trends and perspectives per school level in your district as a whole.
- If your response rates are lower than 80%, these results can still be helpful in making district-level decisions. First, you should examine the list of participating schools (see Appendix) and determine how representative they are for each school level in your district as a whole.
  - If you have good representation across school levels, with participation from charter/alternative/innovation schools, and the schools that participated serve a student population similar to that of your overall district, then you can be fairly confident in the representativeness of these data for your district.
  - If you identify key groups not represented in the list of participating schools, you should interpret your results with caution. For example, you may wish to use these data to start a conversation with some of the schools that did not participate. You may even use these results to inform district health efforts, but only after engaging a variety of schools to provide feedback about those proposed efforts.

After considering the representativeness of this report, results can be strategically used in numerous ways to inform and drive health efforts to impact your district's overall health and academic outcomes. *As always, you should feel free to reach out to the Smart Source team at CEI if you have questions. We're always happy to help you make the best use of your data.*

## DISTRICT INFORMATION AND COMPARISONS

DISTRICT: ADAMS 12 FIVE STAR SCHOOLS

REGION: METRO

**Table 1.3: District Information and Comparisons<sup>3</sup>**

|                            | Total Student Enrollment | Eligible Free And Reduced Lunch Rate | Attendance Rate | Mobility Rate |
|----------------------------|--------------------------|--------------------------------------|-----------------|---------------|
| Adams 12 Five Star Schools | 39,626                   | 40.20%                               | 93.25%          | 11.72%        |
| Metro                      | 475,958                  | 42.91%                               | 90.99%          | 13.37%        |
| Colorado                   | 887,610                  | 44.18%                               | 91.53%          | 14.83%        |

<sup>3</sup> All data shown are those which were the most currently available through the Colorado Department of Education as of December 31, 2015. For more information, please visit: [www.cde.state.co.us/cdereval](http://www.cde.state.co.us/cdereval)

## GENERAL HEALTH POLICIES AND PRACTICES

Regardless of topic area, there are common practices that schools can implement to support their efforts and integrate health and wellness into their policies, systems, and culture. These foundational practices include having a wellness team, using data to make decisions, developing annual health and wellness plans, obtaining funding or resources to implement programs, and communicating about their efforts. For a comprehensive list and explanation of best practices, please reference the Best Practices Guide: General Health Policies and Practices on CEI's website.

<http://bit.ly/CEIhealthbestpractices>

**Table 1.2.1: Annual Wellness Team Membership**

| Item  | District                                   | Region                                     | State                                      |
|---|--|--|--|
|   | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Does your school have an identified staff person who leads school health efforts? | 96%  | 90%  | 91%  |
| Does your school have a wellness team?  | 64%  | 71%  | 77%  |
| Does membership include the following?  |  |  |  |
| School administrators   | 69%  | 62%  | 74%  |
| Parents/guardians   | 19%  | 30%  | 29%  |
| Community leaders   | 13%  | 26%  | 20%  |
| Students  | 44%  | 50%  | 62%  |

**Table 1.2.2: Annual Wellness Team Activities**

| Item  | District                                   | Region                                     | State                                      |
|---|--|--|--|
|   | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members | 81%  | 86%  | 83%  |
| Sought funding or leverage resources to support health and safety priorities for students and staff   | 94%  | 86%  | 81%  |
| Recommended new or revised health and safety policies and activities to school administrators or the school improvement team  | 75%  | 72%  | 79%  |
| Identified student health needs based on a review of relevant data  | 56%  | 62%  | 61%  |
| Reviewed health-related curricula or instructional materials  | 50%  | 48%  | 60%  |

Figure 1.2.1: Health and Wellness Assessments

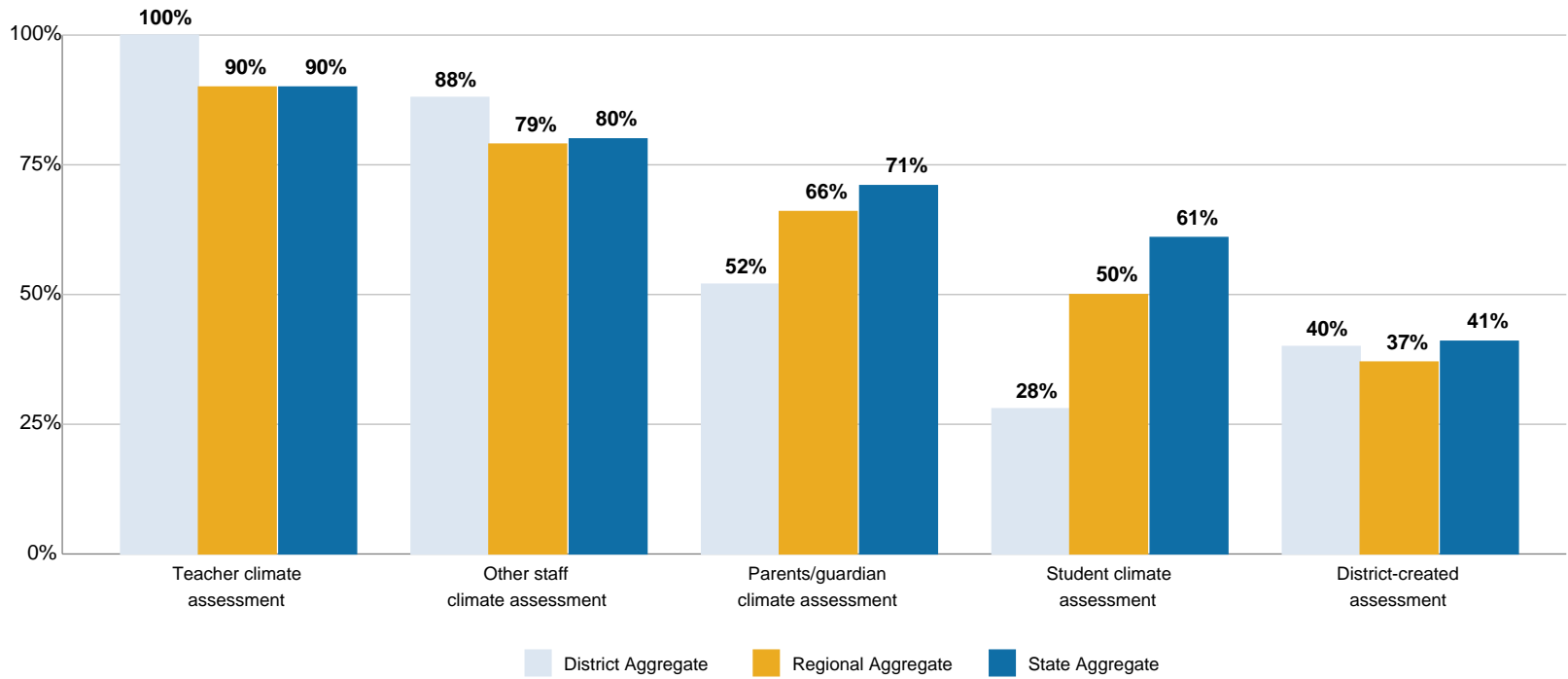
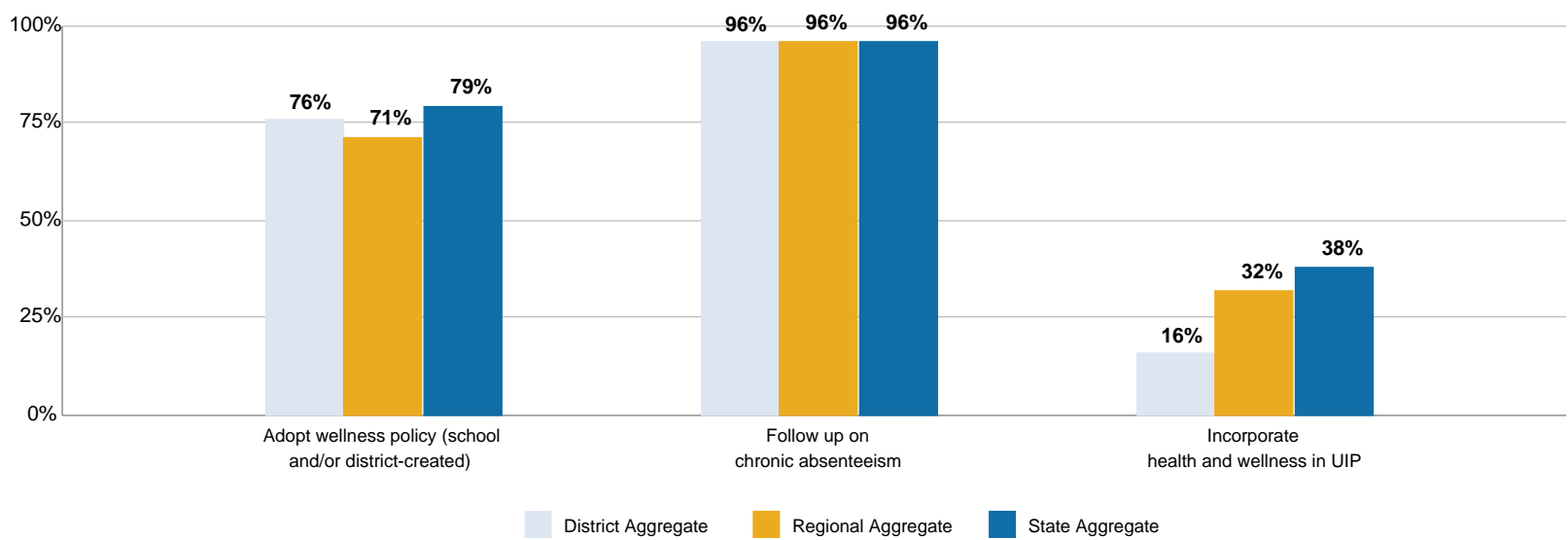


Figure 1.2.2: Health and Wellness Policies and UIP Integration



Elementary District Results

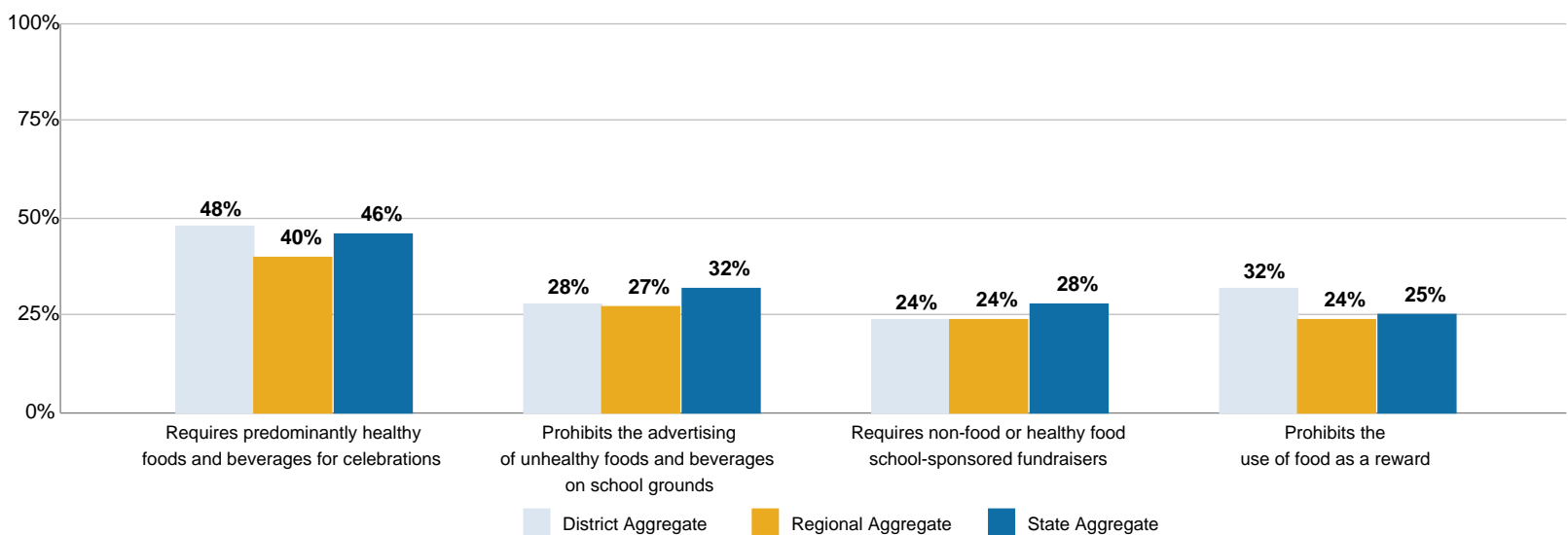
## NUTRITION

School nutrition encompasses access to healthy foods and beverages, time allotted for meals, and prohibition of non-healthy foods and beverages, with the goal of encouraging better nutritional values in the student population during the school day. Data on the offerings in the school meal program were not included in the school-level collection due to their assessment at the district level via federal and state processes. For a comprehensive list and explanation of best practices, please reference the Best Practices Guide: Nutrition on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Table 1.3.1: Average Number of Minutes Allowed for Meals**

| Item  | District                     | Region                       | State                        |
|---|------------------------------|------------------------------|------------------------------|
|   | Elementary Schools' Response | Elementary Schools' Response | Elementary Schools' Response |
| Average number of minutes allowed for breakfast | 8                            | 13                           | 16                           |
| Average number of minutes allowed for lunch     | 17                           | 18                           | 19                           |

**Figure 1.3.1: Food-Related Policies**





**Table 1.3.2: Activities to Promote Healthy Eating**

| Item  | District                                   | Region                                     | State                                      |
|---|--|--|--|
|   | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Offered a self-serve salad bar to students  | 52%  | 46%  | 63%  |
| Served locally or regionally grown foods in the cafeteria or classrooms   | 28%  | 44%  | 53%  |
| Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes                      | 20%  | 26%  | 35%  |
| Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating | 20%  | 33%  | 35%  |
| Planted a school food or vegetable garden   | 12%  | 26%  | 31%  |
| Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance            | 24%  | 26%  | 23%  |
| Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages                 | 4%   | 9%   | 7%   |

**Table 1.3.3: Food Items Available for Student Purchase<sup>4</sup>**

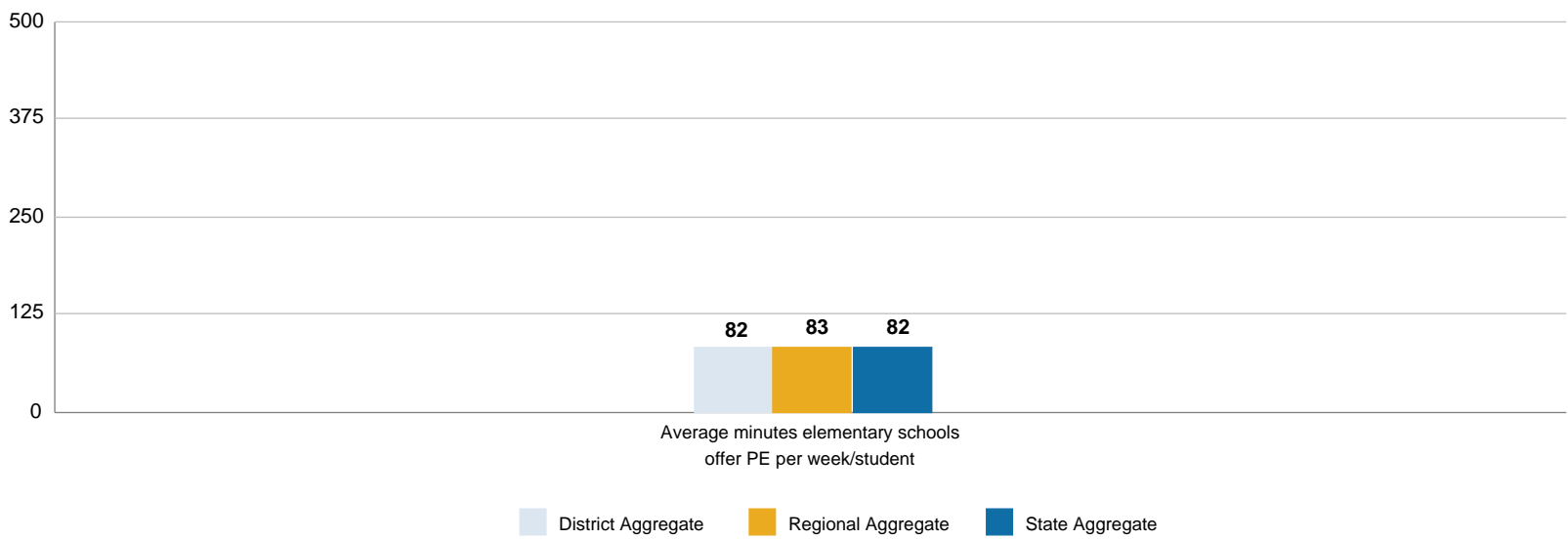
| Item   | District                                   | Region                                     | State                                      |
|--|--|--|--|
|  | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Energy drinks  | 100%                                       | 100%                                       | 100%                                       |
| Sports drinks  | 100%                                       | 100%                                       | 96%  |
| Other kinds of candy   | 94%  | 91%  | 94%  |
| Chocolate candy  | 100%                                       | 91%  | 94%  |
| Foods or beverages containing caffeine   | 100%                                       | 97%  | 90%  |
| Soda pop or fruit drinks that are not 100% juice                                 | 88%  | 77%  | 82%  |
| 2% or whole milk (plain or flavored)   | 75%  | 69%  | 71%  |
| Salty snacks that are not low in fat   | 56%  | 43%  | 55%  |
| Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat | 69%  | 40%  | 53%  |

<sup>4</sup> The best practice is to not have these food items available for student purchase.

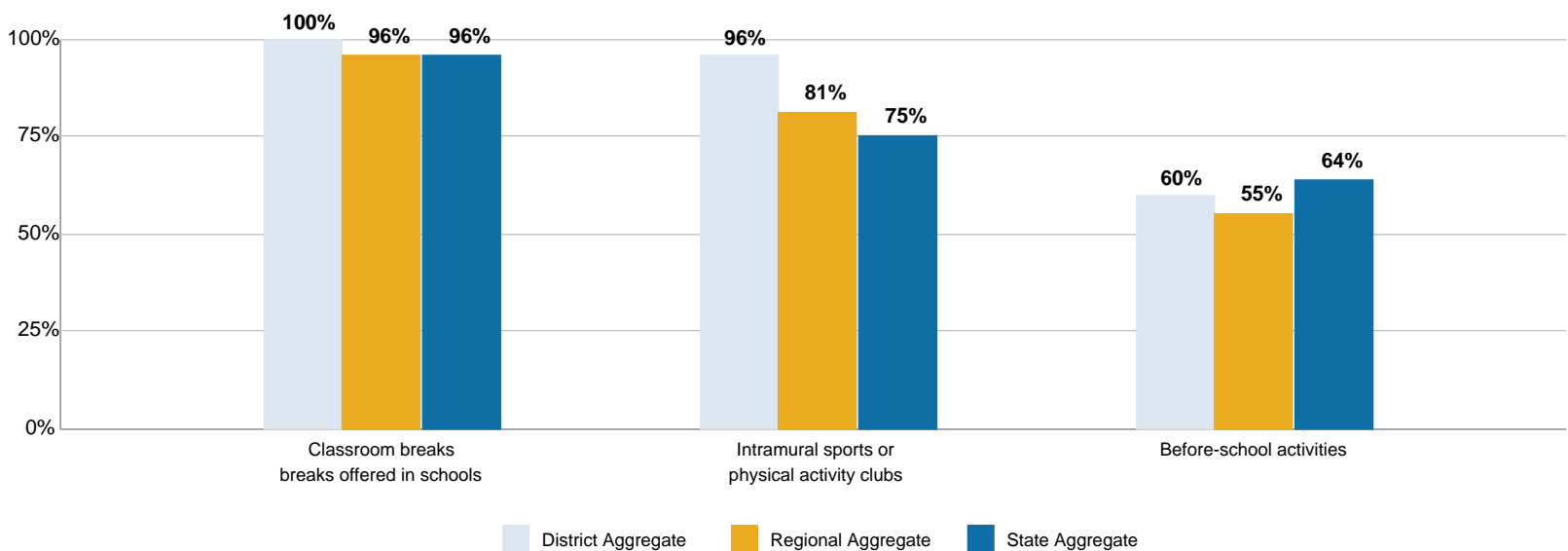
## PHYSICAL EDUCATION/PHYSICAL ACTIVITY

In order to reach the nationally-recommended 60 minutes of daily physical activity and help students develop the knowledge and skills to be physically active for a lifetime, schools should address all components as defined by Comprehensive School Physical Activity, align the physical education curriculum to the Colorado Academic Comprehensive Health and Physical Education Standards, and ensure credentialing and professional development for physical education teachers. For a comprehensive list of best practices, please reference the Best Practices Guide: Physical Education and Physical Activity on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Figure 1.4.1: PE Minutes Offered per Week/Elementary Student**

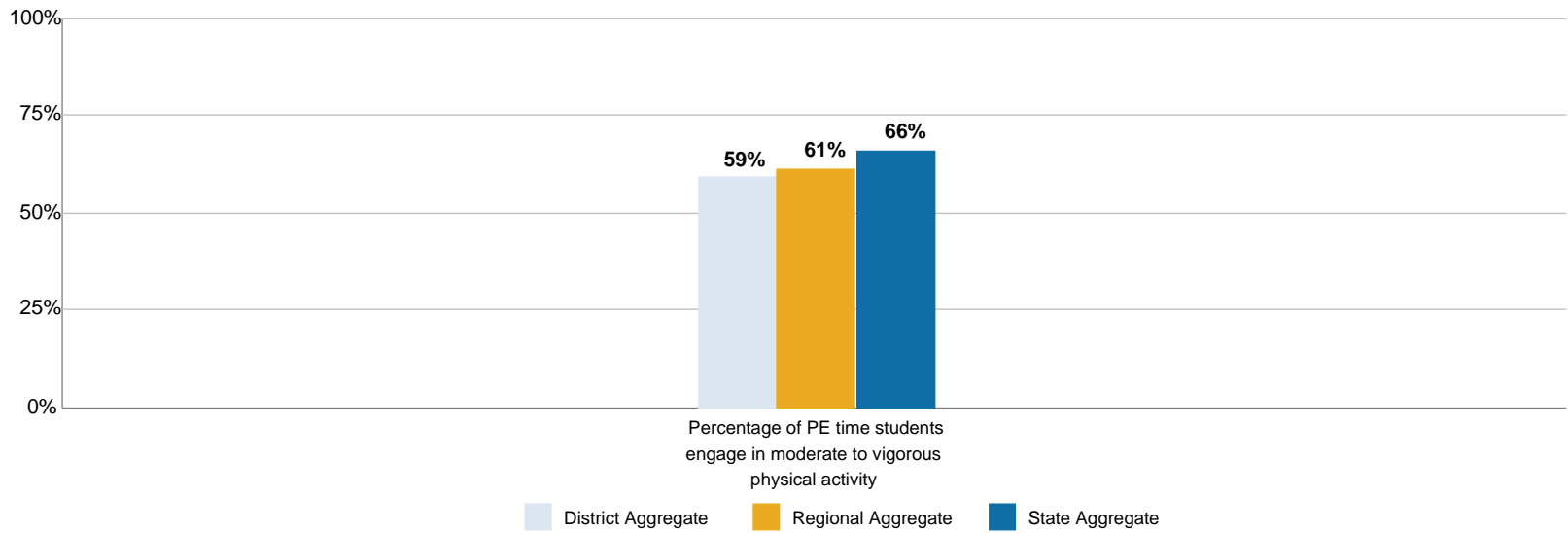


**Figure 1.4.2: Physical Activity Opportunities**



Elementary District Results

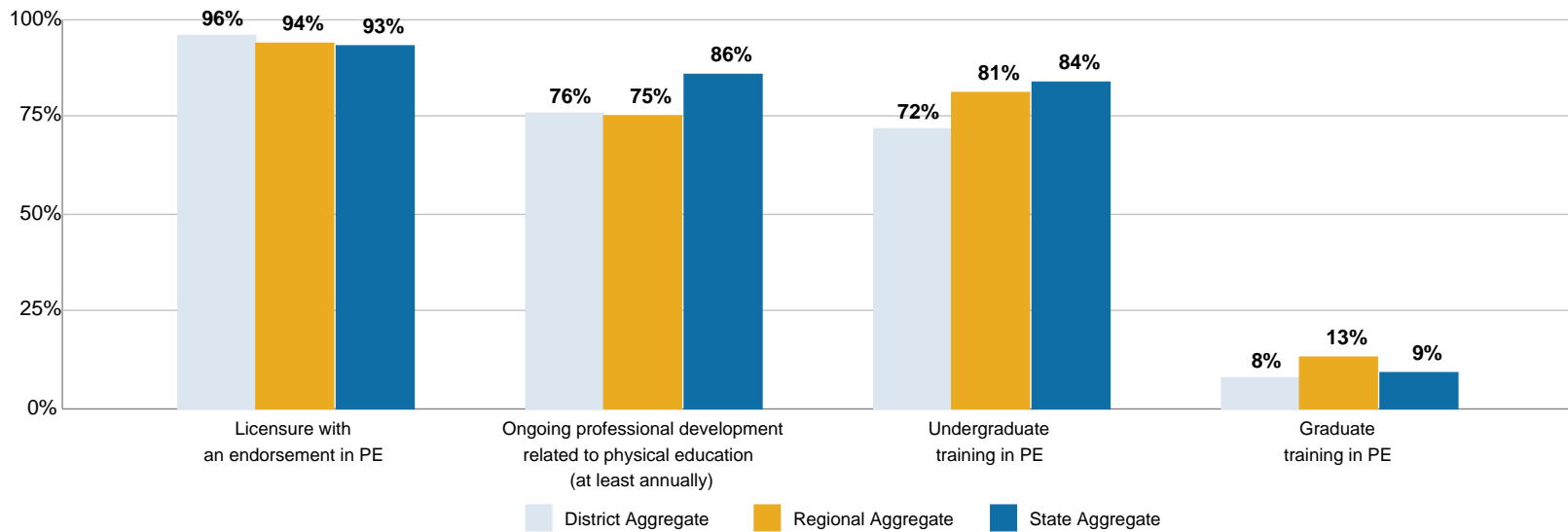
**Figure 1.4.3: PE Time with Moderate to Vigorous Physical Activity**



**Table 1.4.1: Practices and Tools to Ensure Quality Physical Education**

| Item  | District                                   | Region                                     | State                                      |
|---|--|--|--|
|   | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Curriculum aligned to the Colorado Academic Standards, specifically the Comprehensive Health and Physical Education Standards | 96%  | 99%  | 99%  |
| Objectives that are observable and measurable   | 96%  | 99%  | 99%  |
| Unit and lesson plans to guide instruction  | 96%  | 97%  | 98%  |
| Appropriately modified activities to promote the participation of all students  | 92%  | 96%  | 98%  |
| Instructional strategies that support the needs of the diversity of the student population                                    | 92%  | 94%  | 97%  |
| Student/teacher ratio that is comparable with other classes at all grade levels   | 96%  | 91%  | 96%  |
| Formative assessments   | 92%  | 93%  | 95%  |
| Summative/performative assessments  | 84%  | 89%  | 91%  |

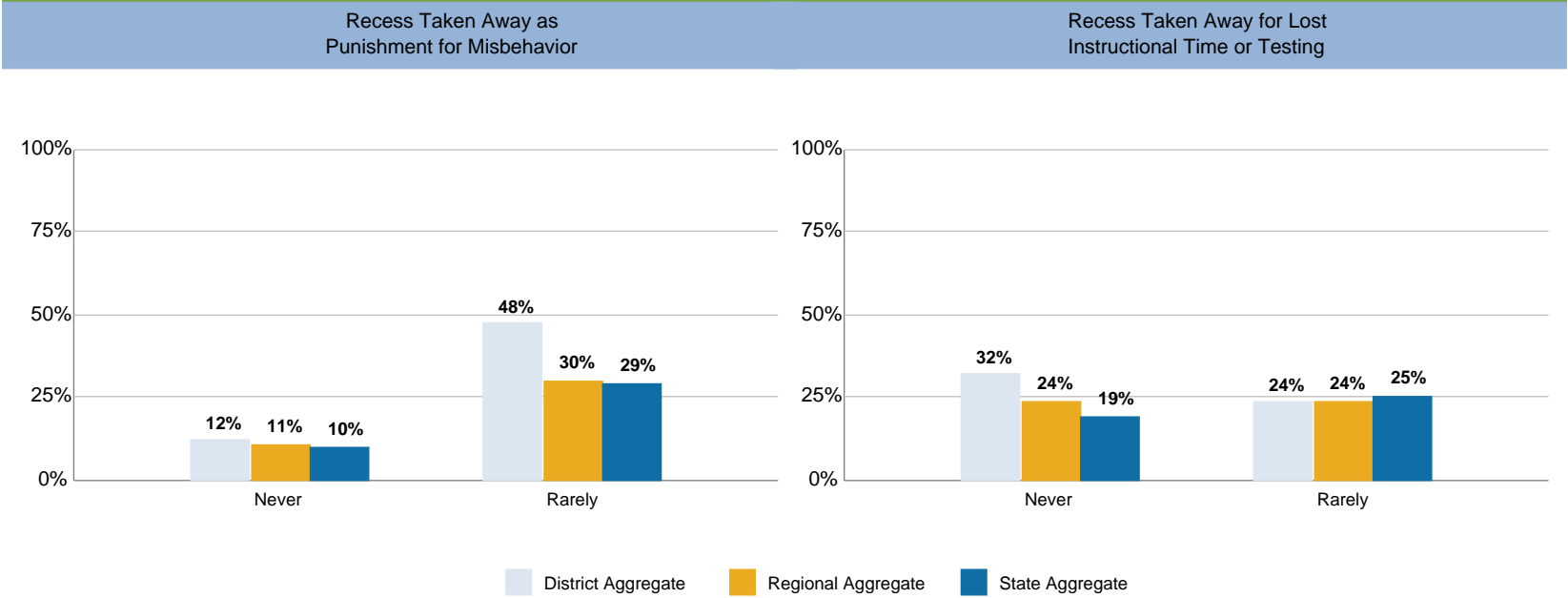
**Figure 1.4.4: Requirements of PE Teachers**



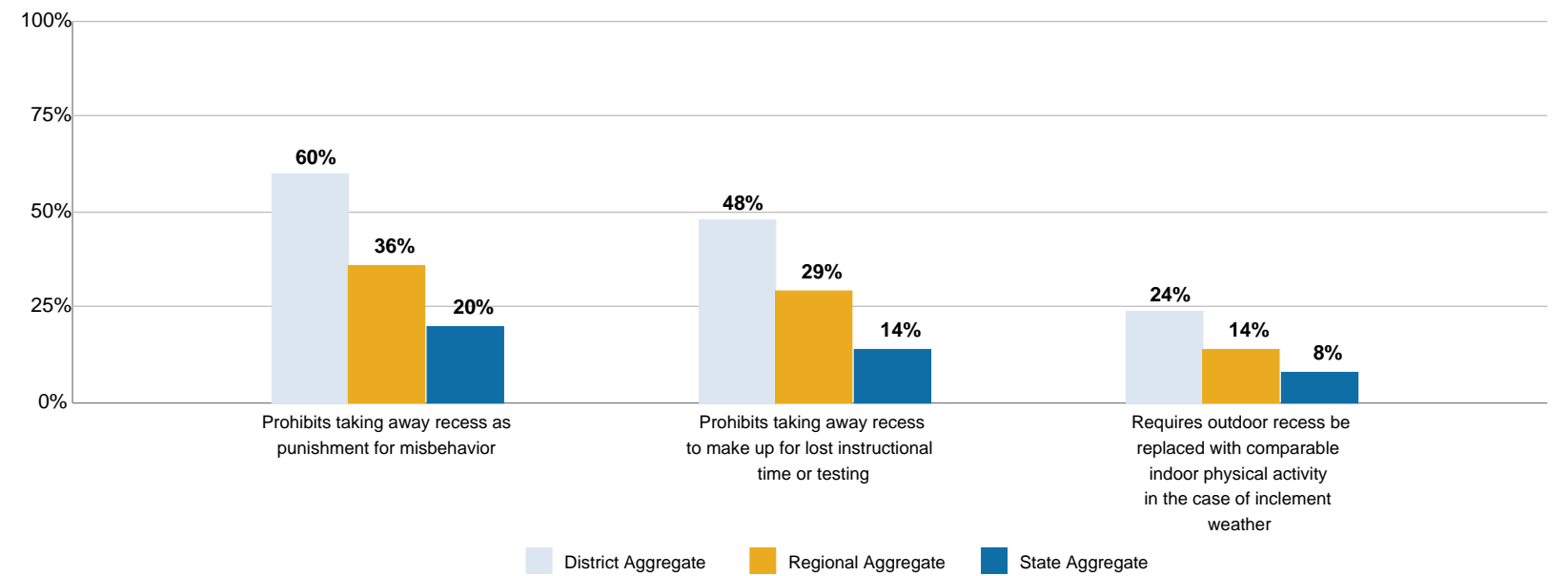
**Table 1.4.2: Average Number of Minutes Provided for Recess per Grade**

| Item         | District                     | Region                       | State                        |
|--------------|------------------------------|------------------------------|------------------------------|
|              | Elementary Schools' Response | Elementary Schools' Response | Elementary Schools' Response |
| Kindergarten | 27                           | 32                           | 36                           |
| 1st grade    | 28                           | 29                           | 34                           |
| 2nd grade    | 26                           | 27                           | 32                           |
| 3rd grade    | 22                           | 25                           | 30                           |
| 4th grade    | 21                           | 24                           | 28                           |
| 5th grade    | 21                           | 23                           | 28                           |
| 6th grade    | 2                            | 13                           | 14                           |

**Figure 1.4.5: Recess Time Practices**



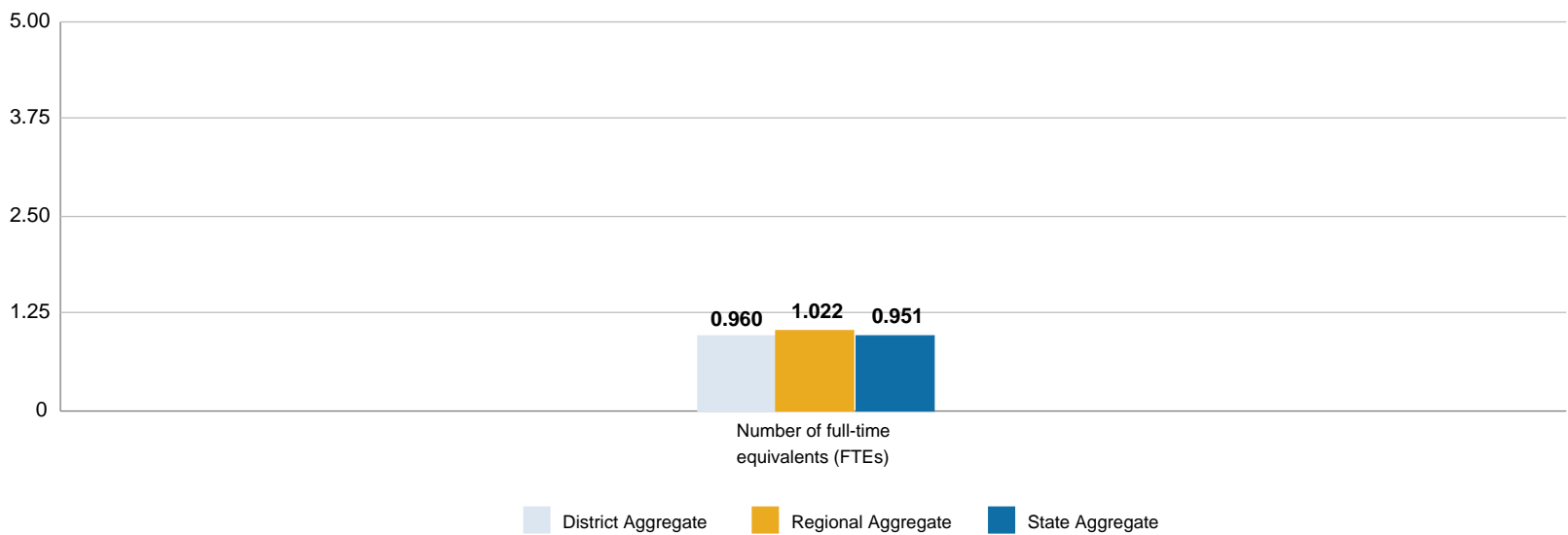
**Figure 1.4.6: Recess Time Policies**



**Table 1.4.3: Grades with Required Physical Education Course**

| Item         | District                                   | Region                                     | State                                      |
|--------------|--|--|--|
|              | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Kindergarten | 88%  | 83%  | 91%  |
| 1st grade    | 96%  | 97%  | 97%  |
| 2nd grade    | 96%  | 97%  | 98%  |
| 3rd grade    | 96%  | 99%  | 98%  |
| 4th grade    | 96%  | 99%  | 97%  |
| 5th grade    | 96%  | 99%  | 96%  |
| 6th grade    | 4%   | 33%  | 21%  |

**Figure 1.4.7: Staffing of Physical Education Teachers**



## HEALTH EDUCATION

Instruction related to health education should be offered to students to help them access valid information about their health, make healthy decisions, and analyze what influences health and wellness. A variety of school staff may teach health education and integrate health lessons into their classrooms. Health education lessons and curriculum should be aligned to the Colorado Academic Comprehensive Health and Physical Education Standards, and school staff teaching to these standards should receive relevant professional development. For a comprehensive list of best practices, please reference the Best Practices Guide: Health Education on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Table 1.5.1: Staff Members Teaching Health Education**

| Item                           | District                                   | Region                                     | State                                      |
|--------------------------------|--|--|--|
|                                | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Physical education teachers    | 84%  | 87%  | 90%  |
| School counselors              | 32%  | 24%  | 53%  |
| Non-science classroom teachers | 36%  | 44%  | 52%  |
| School nurses                  | 28%  | 30%  | 47%  |
| Science teachers               | 28%  | 34%  | 44%  |
| Health education teachers      | 16%  | 9%   | 12%  |

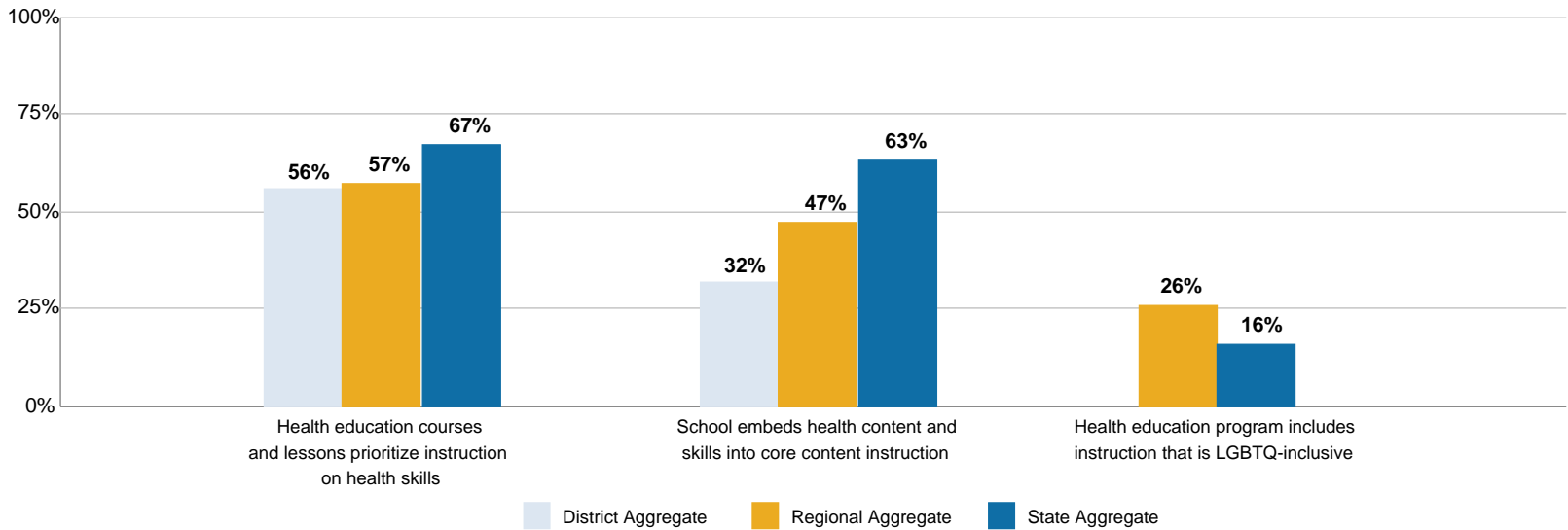
**Table 1.5.2: Health Educator Professional Development**

| Item                           | District                                   | Region                                     | State                                      |
|--------------------------------|--|--|--|
|                                | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Health education teachers      | —  | 83%  | 77%  |
| School nurses                  | 57%  | 71%  | 74%  |
| Physical education teachers    | 67%  | 62%  | 61%  |
| School counselors              | 50%  | 71%  | 59%  |
| Science teachers               | 29%  | 38%  | 25%  |
| Non-science classroom teachers | 10%  | 31%  | 22%  |

**Table 1.5.3: Practices to Ensure Quality Health Education**

| Item  | District                                   | Region                                     | State                                      |
|---|--|--|--|
|   | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Instruction/curriculum aligned to the Colorado Academic Standards, specifically the Comprehensive Health and Physical Education Standards | 72%  | 77%  | 79%  |
| Units and lessons that provide opportunities for practicing health-related skills   | 56%  | 67%  | 71%  |
| Objectives that are observable and measurable   | 54%  | 67%  | 71%  |
| Unit and lesson plans to guide instruction  | 54%  | 67%  | 70%  |
| Formative assessments   | 46%  | 55%  | 59%  |
| Summative/performative assessments  | 33%  | 49%  | 56%  |

**Figure 1.5.1: Practices in Implementation of Health Education**

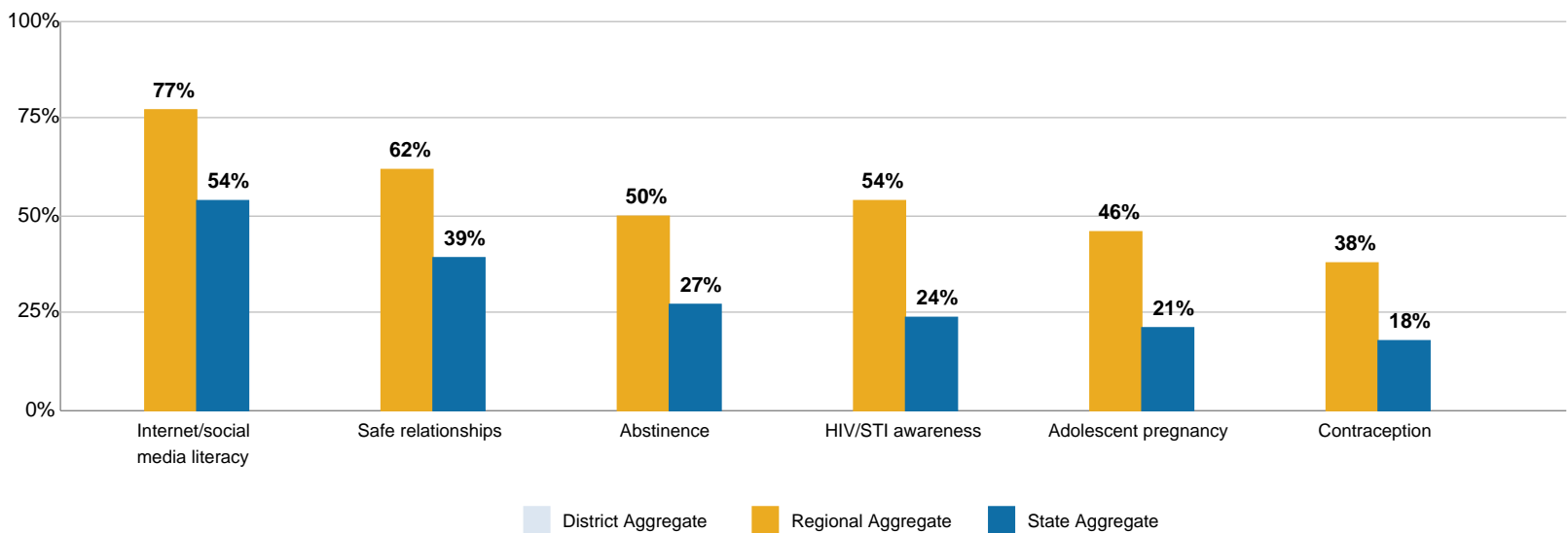




**Table 1.5.4: Health Education Topics**

| Item   | District                                   | Region                                     | State                                      |
|--|--|--|--|
|  | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Physical activity                              | 96%  | 94%  | 97%  |
| Healthy eating                                 | 96%  | 94%  | 92%  |
| Violence prevention                            | 83%  | 87%  | 92%  |
| Personal hygiene                               | 58%  | 65%  | 83%  |
| Mental and emotional wellness                  | 71%  | 78%  | 83%  |
| Oral health                                    | 33%  | 58%  | 74%  |
| Stress management                              | 50%  | 58%  | 65%  |
| Alcohol, tobacco and other drug use prevention | 42%  | 52%  | 63%  |
| Unintentional injury prevention                | 48%  | 49%  | 60%  |
| Human sexuality/sexual health education        | -  | 39%  | 45%  |
| Suicide prevention                             | 21%  | 22%  | 19%  |

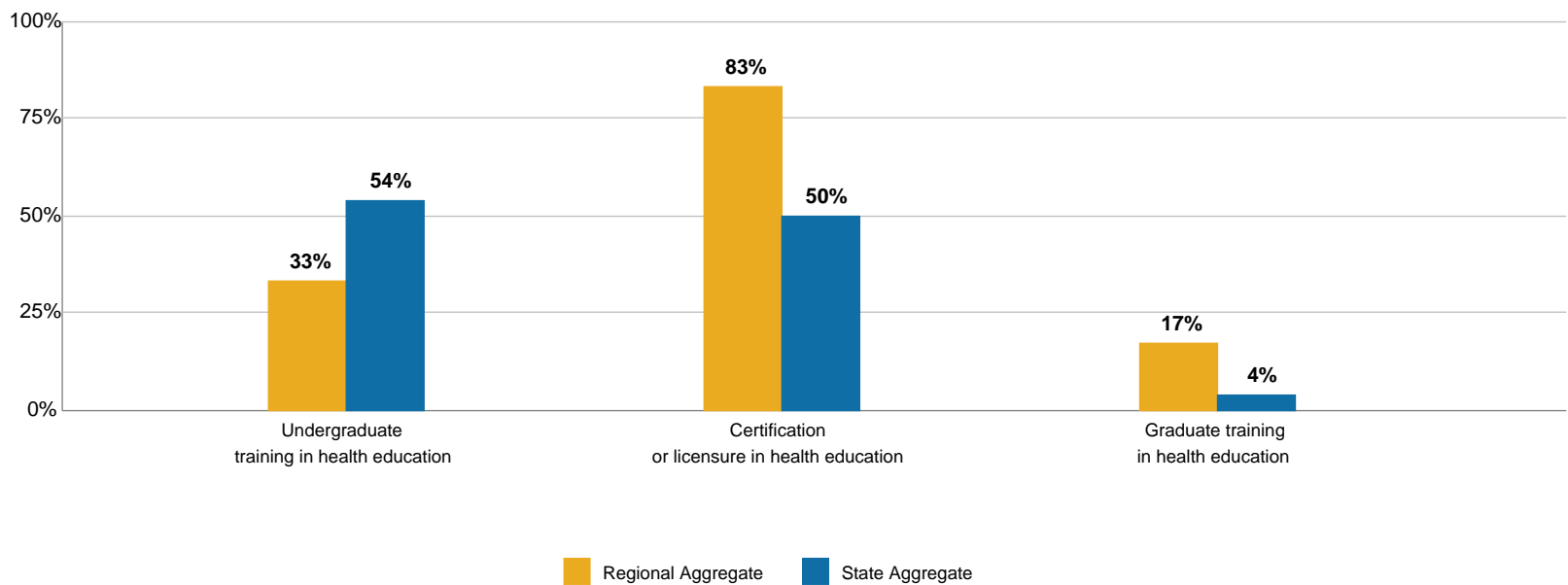
**Figure 1.5.2: Sexual Health Education Topics**



**Table 1.5.5: Grades with an Offered Health Education Course**

| Item         | District                                   | Region                                     | State                                      |
|--------------|--|--|--|
|              | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Kindergarten | 48%  | 39%  | 44%  |
| 1st grade    | 48%  | 43%  | 45%  |
| 2nd grade    | 48%  | 43%  | 45%  |
| 3rd grade    | 52%  | 44%  | 45%  |
| 4th grade    | 52%  | 44%  | 47%  |
| 5th grade    | 56%  | 57%  | 55%  |
| 6th grade    | -  | 11%  | 6%   |

**Figure 1.5.3: Requirements of Health Education Teachers**

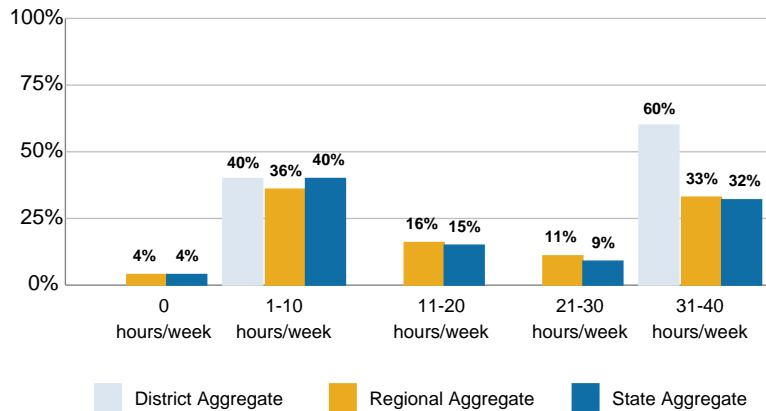


## HEALTH SERVICES

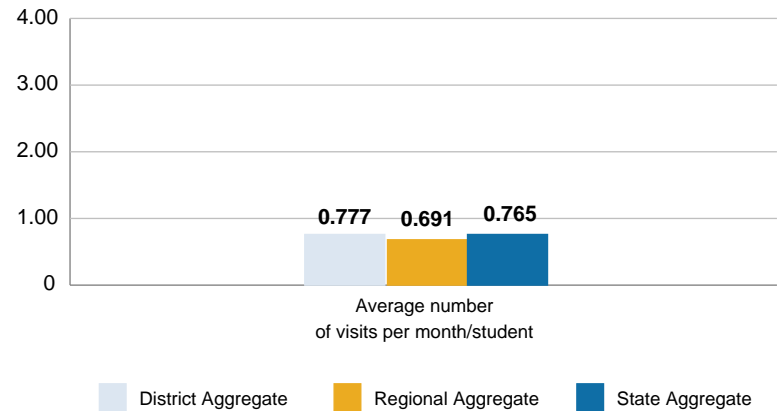
School health services includes assessing and managing student health needs, developing and housing plans for students with health care needs, and credentialing of school nurses and support staff. For a comprehensive list and explanation of best practices, please reference the Best Practices Guide: School Health Services on CEI's website.

<http://bit.ly/CEIhealthbestpractices>

**Figure 1.6.1: Access to School Nurse**



**Figure 1.6.2: Health Room Visits**



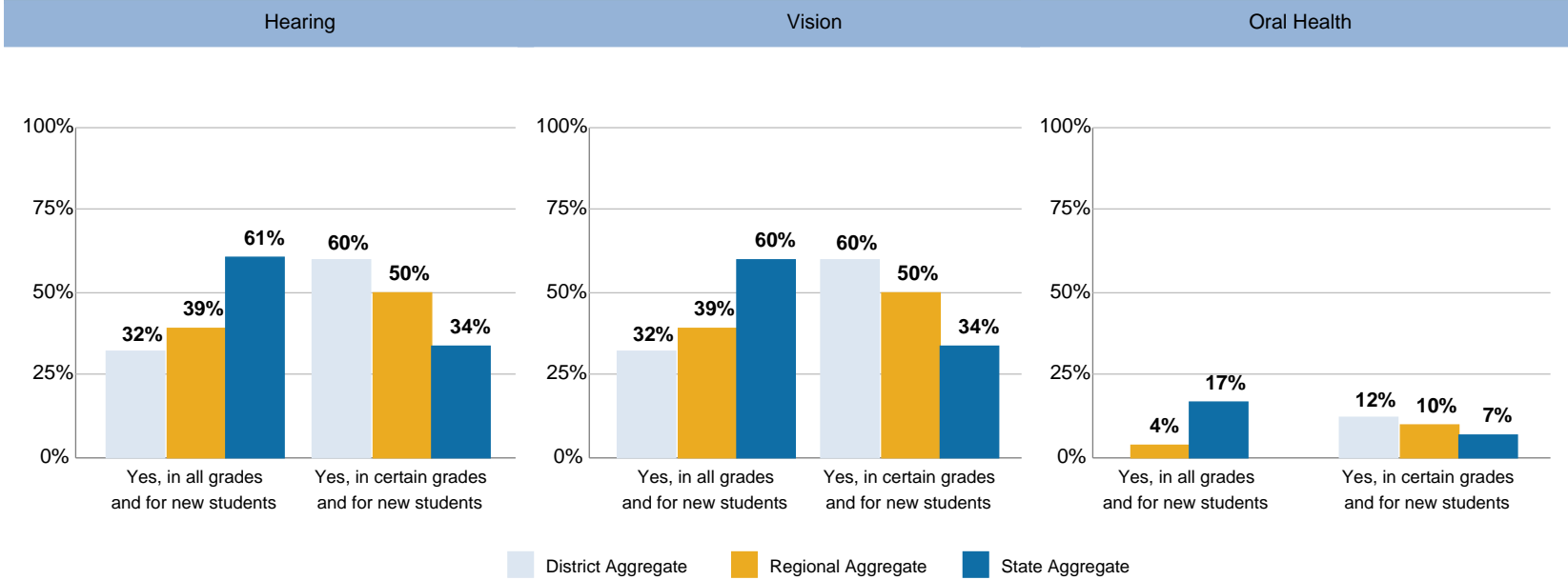
**Table 1.6.1: Staff Members Offering Health Services**

| Item   | District                                   | Region                                     | State                                      |
|--|--|--|--|
|  | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Health clerk, health aide, health paraprofessional | 88%  | 77%  | 72%  |
| School nurse/school nurse consultant               | 56%  | 64%  | 72%  |

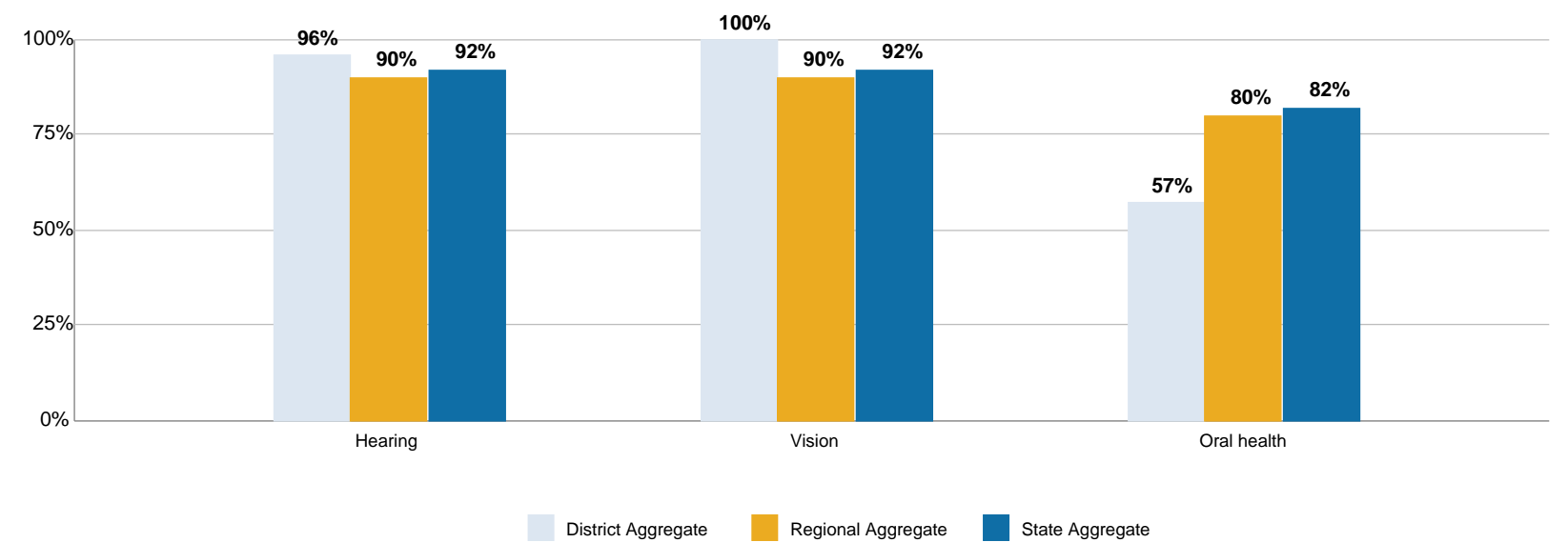
**Table 1.6.2: Health Service Records**

| Item  | District                                   | Region                                     | State                                      |
|---|--|--|--|
|   | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Health conditions (e.g., asthma, life-threatening allergies, diabetes type 1 or 2, seizures)                  | 100%                                       | 100%                                       | 100%                                       |
| Immunization status (including the number of students with signed personal, religious, or medical exemptions) | 100%                                       | 100%                                       | 100%                                       |
| Medication needs  | 100%                                       | 99%  | 100%                                       |
| Health insurance  | 80%  | 73%  | 64%  |
| A BMI at or above the 85th percentile   | -  | 14%  | 18%  |

**Figure 1.6.3: Annual Health Service Screenings & Referrals**



**Figure 1.6.4: Follow-Up Procedure for Health Service Referrals**



## COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

School counseling, psychological, and social services are supports provided to students that help address social, emotional, behavioral, and mental health needs. Schools should conduct universal screenings to identify the needs of both individual students and the entire student population, provide support or referrals to students with behavioral health needs, and consider training all staff to identify social, emotional, behavioral, and mental health needs. For a comprehensive list of best practices, please reference the Colorado Framework for School Behavioral Health Services on CEI's website.

<http://www.coloradoedinitiative.org/resources/schoolbehavioralhealth/>

Figure 1.7.1: Access to School Counselor

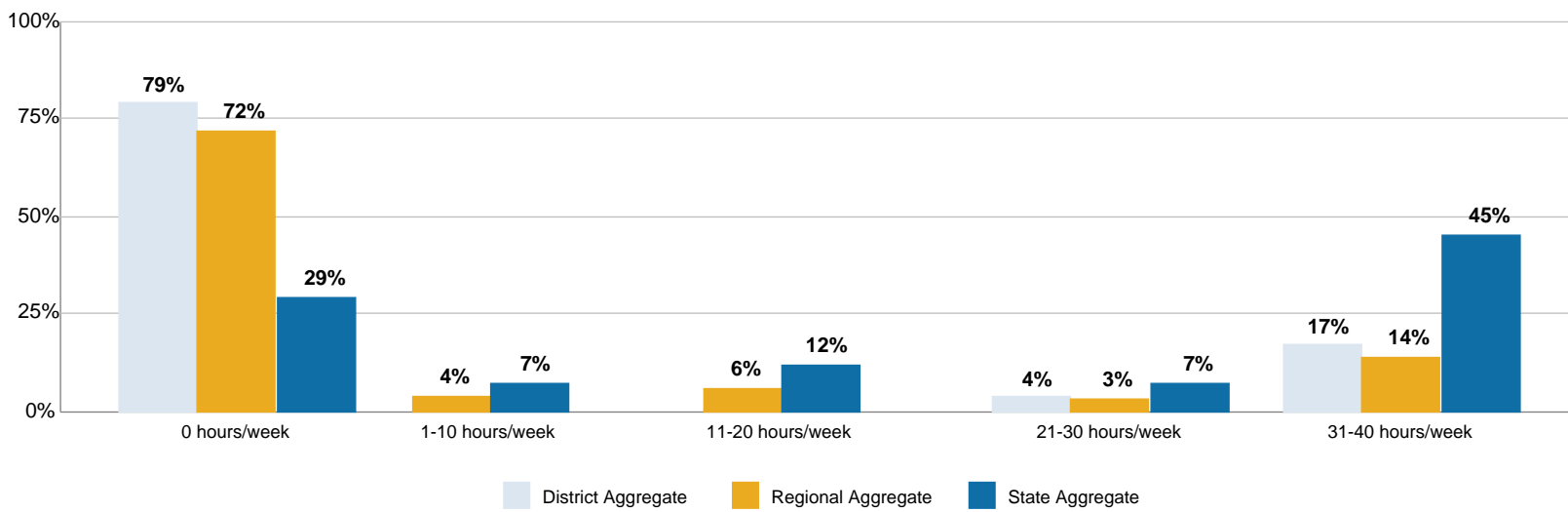
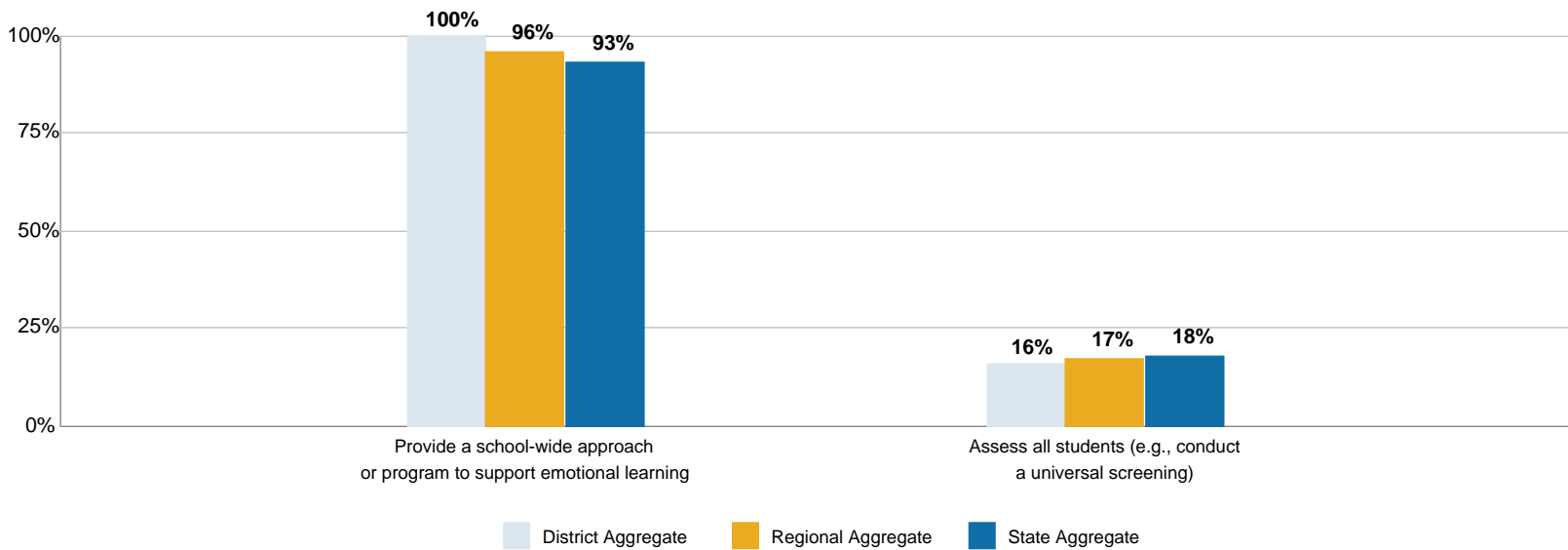
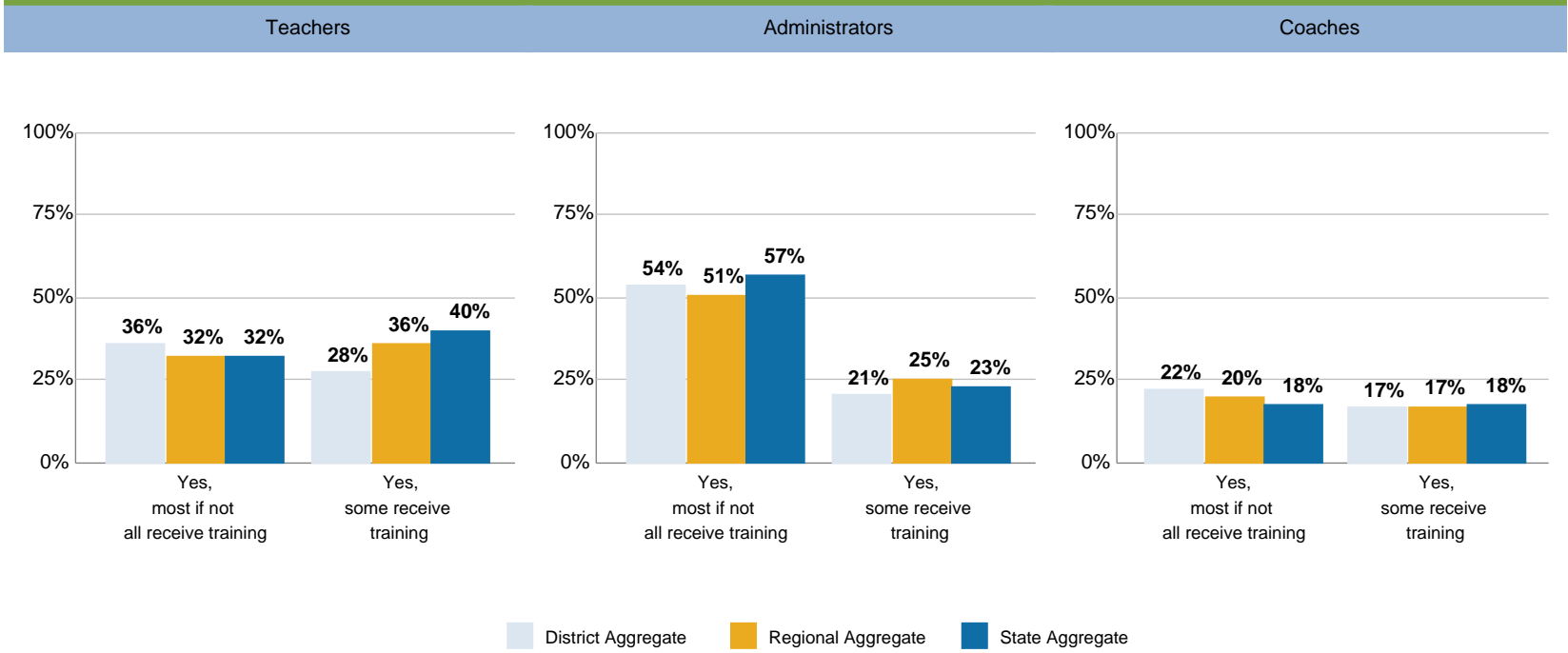


Figure 1.7.2: Practices to Ensure Quality Counseling, Psychological, and Social Services



**Figure 1.7.3: Staff Trained to Identify Behavioral Health Needs**



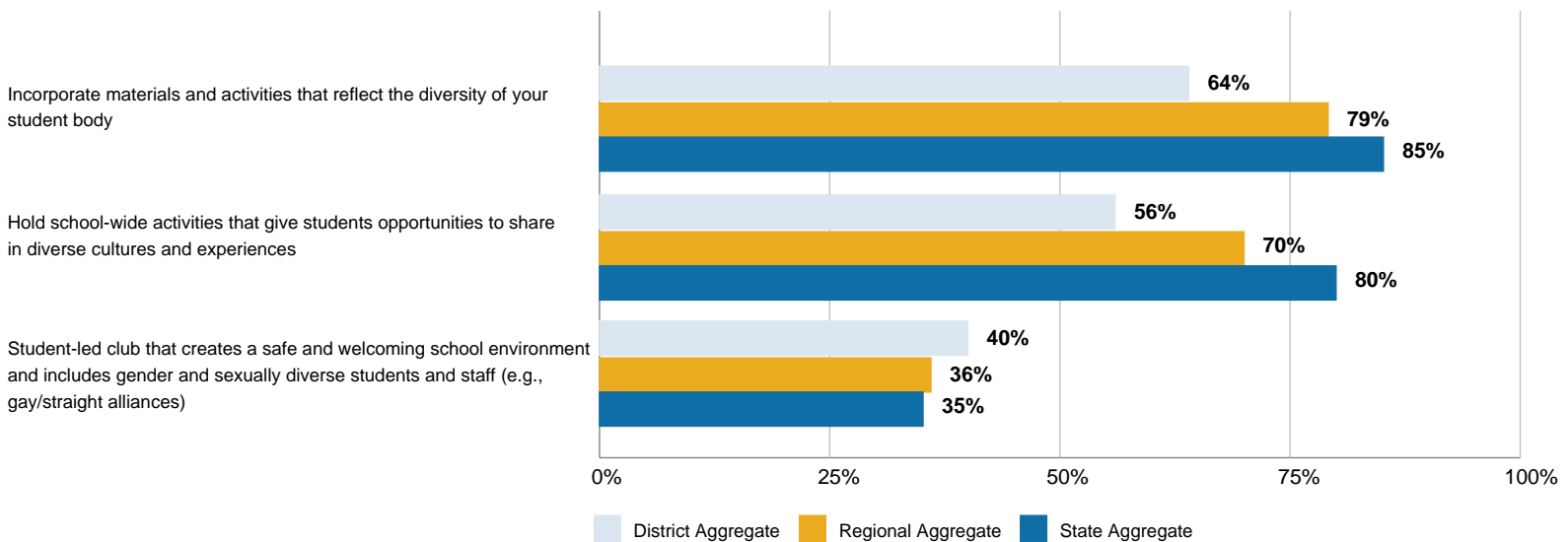
**Table 1.7.1: Behavioral Health In-School Supports and Referrals**

| Item                                   | Elementary Schools Providing Supports |        |       | Elementary Schools Providing Referrals |        |       |
|--|---------------------------------------|--------|-------|--|--------|-------|
|  | District                              | Region | State | District                               | Region | State |
| Harassment and bullying                | 79%                                   | 72%    | 82%   | 79%                                    | 76%    | 76%   |
| Mental/behavioral issue                | 75%                                   | 69%    | 72%   | 96%                                    | 91%    | 88%   |
| Family issues                          | 42%                                   | 43%    | 55%   | 88%                                    | 87%    | 87%   |
| Substance abuse                        | 17%                                   | 22%    | 25%   | 58%                                    | 58%    | 54%   |
| Eating disorders                       | 17%                                   | 15%    | 15%   | 54%                                    | 56%    | 55%   |
| Gender identity and sexual orientation | 17%                                   | 18%    | 14%   | 58%                                    | 60%    | 53%   |
| Sexual assault and dating violence     | 8%                                    | 9%     | 10%   | 54%                                    | 49%    | 49%   |

## HEALTHY AND SAFE SCHOOL ENVIRONMENT

For a healthy and safe school environment, schools should address the safety and accessibility of the physical environment, how the school climate and culture impacts students and staff, practices used to address issues such as bullying, and crisis response. For a comprehensive list of best practices, please reference the Best Practices Guide: School Climate and Culture and Best Practices Guide: Physical Environment on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Figure 1.8.1: Practices to Promote Positive School Climate**



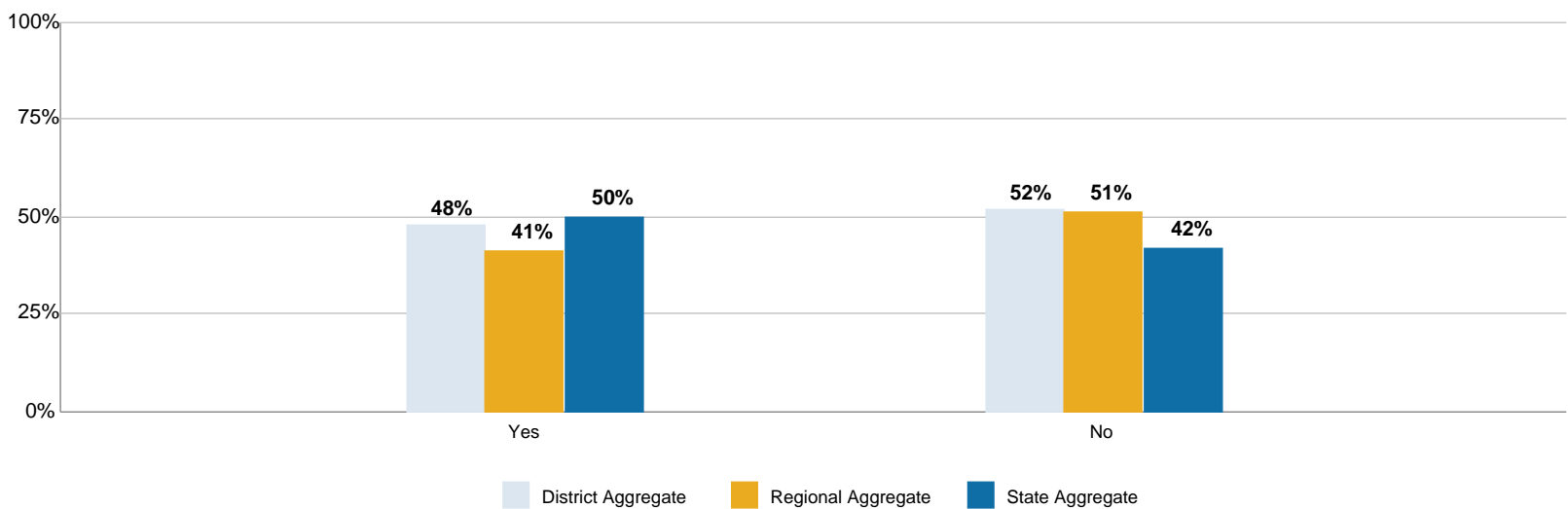
**Table 1.8.1: Policies/Practices to Prevent Bullying**

| Item   | District                                   | Region                                     | State                                      |
|--|--|--|--|
|  | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Written policy prohibiting harassment and bullying (including cyber bullying)      | 92%  | 80%  | 81%  |
| Written policy that delineates protections for specific groups                     | 100%                                       | 95%  | 93%  |
| Institute corrective measures for students engaged in bullying                     | 96%  | 97%  | 97%  |
| Implement strategies or programming to prevent harassment and bullying             | 96%  | 89%  | 93%  |
| Provide information to students about the consequences of harassment and bullying  | 92%  | 87%  | 92%  |
| Provide anonymous methods for students to report harassment or bullying            | 80%  | 83%  | 81%  |
| Provide information to parents/guardians about harassment and bullying             | 68%  | 71%  | 79%  |
| Conduct trainings for school staff about how to respond to harassment and bullying | 48%  | 53%  | 64%  |

**Table 1.8.2: Practices to Support LGBTQ Students**

| Item  | District                                   | Region                                     | State                                      |
|---|--|--|--|
|   | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Prohibit harassment based on a student's perceived or actual sexual orientation or gender identity  | 52%  | 54%  | 60%  |
| Identify "safe spaces"  | 24%  | 31%  | 39%  |
| Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity | 8%   | 27%  | 35%  |
| Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth                             | 20%  | 24%  | 28%  |
| Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth    | 12%  | 16%  | 22%  |

**Figure 1.8.2: Safe Routes to School Program or Partnership**





## FAMILY, COMMUNITY, AND STUDENT INVOLVEMENT

Establishing community partnerships is a practice schools can use to offer additional resources and programs to students and families. Additionally, schools should engage families to help them feel connected to the school and promote healthy behaviors at home, and engage students in providing input about programs or policies that impact them at school. Schools should also consider allowing the surrounding community to access facilities, particularly in areas where community recreation and gathering space are limited. For a comprehensive list of best practices, please reference the Best Practices Guide: General Health Policies and Practices on CEI's website. Also, each section in the Best Practices Guide includes action steps for community members, parents and students. <http://bit.ly/CEIhealthbestpractices>

**Table 1.9.1: Collaboration with Organizations for Health Activities and Programs**

| Item                                   | District                                   | Region                                     | State                                      |
|--|--|--|--|
|  | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| Businesses                             | 36%  | 43%  | 58%  |
| Nonprofit (e.g., YMCA)                 | 44%  | 49%  | 56%  |
| Service club (e.g., Rotary Club)       | 28%  | 40%  | 54%  |
| Parks and recreation department        | 36%  | 34%  | 53%  |
| Local health department                | 40%  | 24%  | 47%  |
| Mental health center                   | 48%  | 39%  | 46%  |
| Social services agency                 | 44%  | 31%  | 45%  |
| Hospital                               | 28%  | 21%  | 41%  |
| Health clinic                          | 24%  | 24%  | 38%  |
| Local family/youth leadership councils | 20%  | 24%  | 37%  |
| Doctor's office                        | 28%  | 26%  | 35%  |
| College or university                  | 12%  | 24%  | 33%  |
| Faith-based group                      | 20%  | 24%  | 31%  |

**Figure 1.9.1: Community Facility Access**

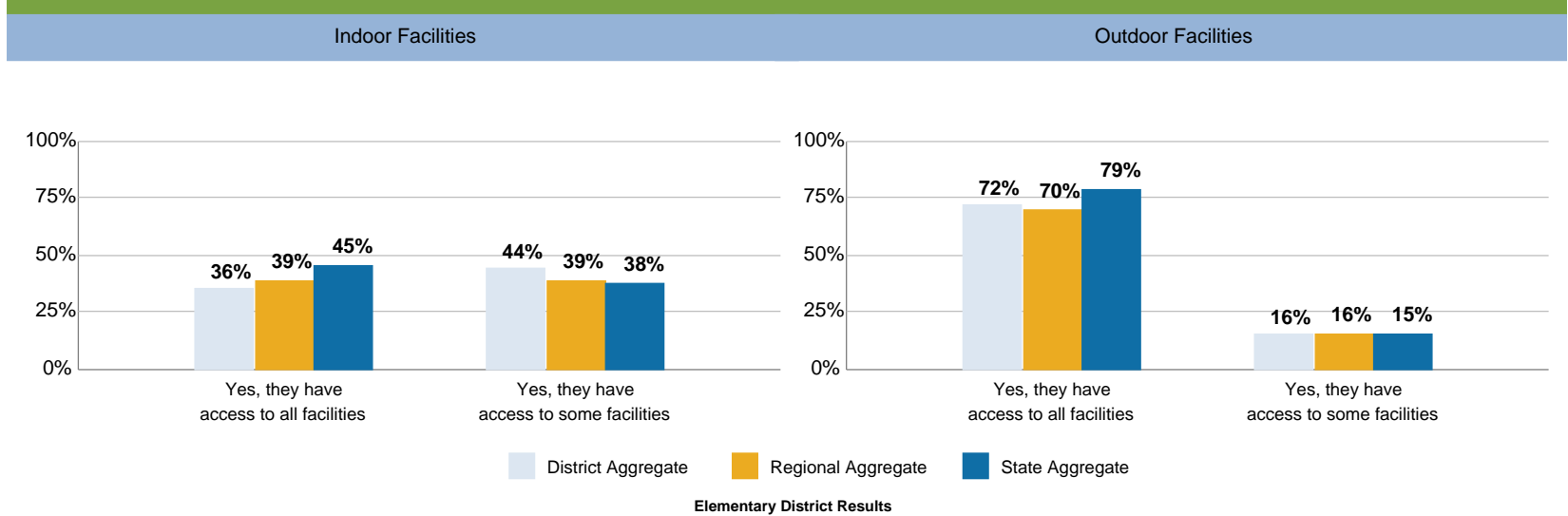


Figure 1.9.2: Family Engagement Strategies

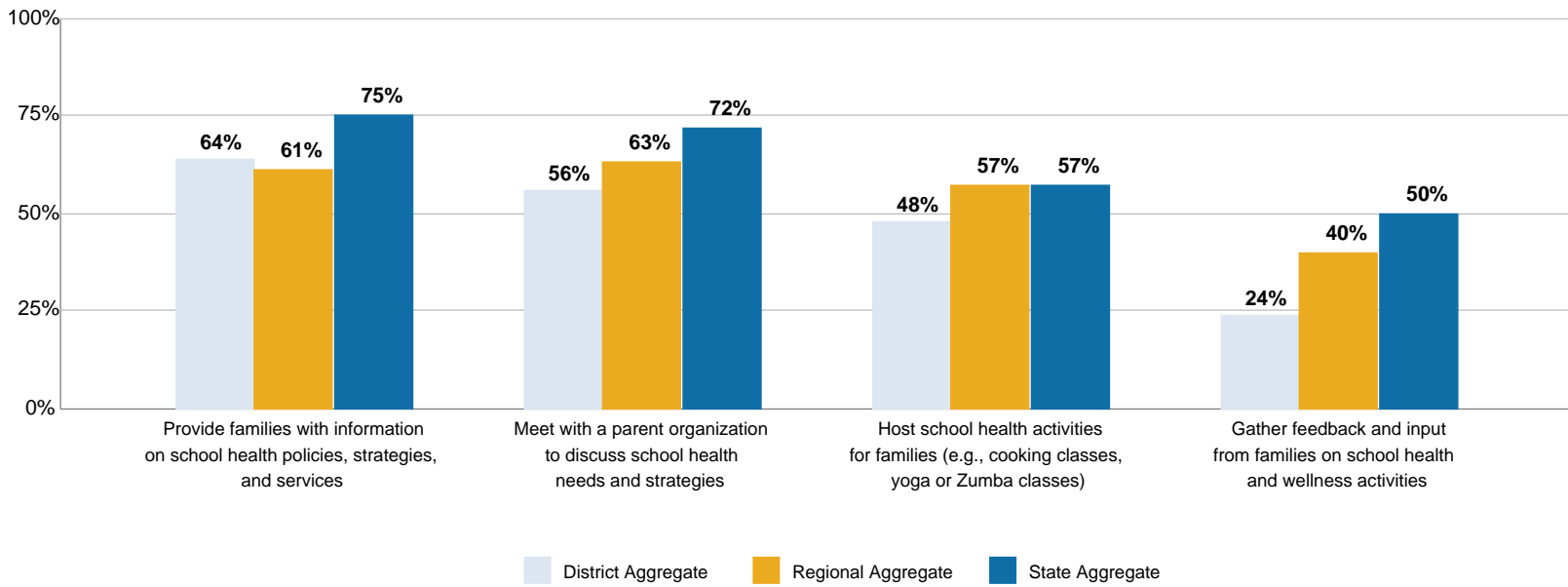


Table 1.9.2: Student Engagement in School Health Components

| Item   | District                                | Region                                  | State                                   | District  | Region  | State   |
|--|---|---|---|---|---|---|
|  | Suggestions are Collected from Students | Suggestions are Collected from Students | Suggestions are Collected from Students | Programs or Policies are Co-Created by Students | Programs or Policies are Co-Created by Students | Programs or Policies are Co-Created by Students |
| School culture and climate                           | 44%                                     | 54%                                     | 57%                                     | -   | 6%  | 6%  |
| Physical education                                   | 32%                                     | 39%                                     | 40%                                     | -   | -   | 2%  |
| Food served in school                                | 16%                                     | 23%                                     | 37%                                     | -   | 4%  | 1%  |
| The school's physical environment                    | 12%                                     | 27%                                     | 32%                                     | -   | -   | 1%  |
| Counseling, psychological, and social services       | 24%                                     | 17%                                     | 26%                                     | -   | 1%  | 1%  |
| Student health services                              | 4%                                      | 7%                                      | 14%                                     | -   | 1%  | 1%  |
| Health education (including sexual health education) | 4%                                      | 9%                                      | 9%                                      | -   | -   | -   |

## STAFF HEALTH PROMOTION

Staff health promotion efforts or worksite wellness programs should offer opportunities for all staff to engage in activities and programs to better their health and wellness, such as health screenings for staff. Schools should identify a staff person or team to assess needs and interests of staff, coordinate and offer programs for staff, and refer staff to services and supports as needed. For a comprehensive list of best practices, please reference the Best Practices Guide: Staff Health Promotion on CEI's website. <http://bit.ly/CEIhealthbestpractices>

Figure 1.10.1: Practices to Promote Staff Wellness

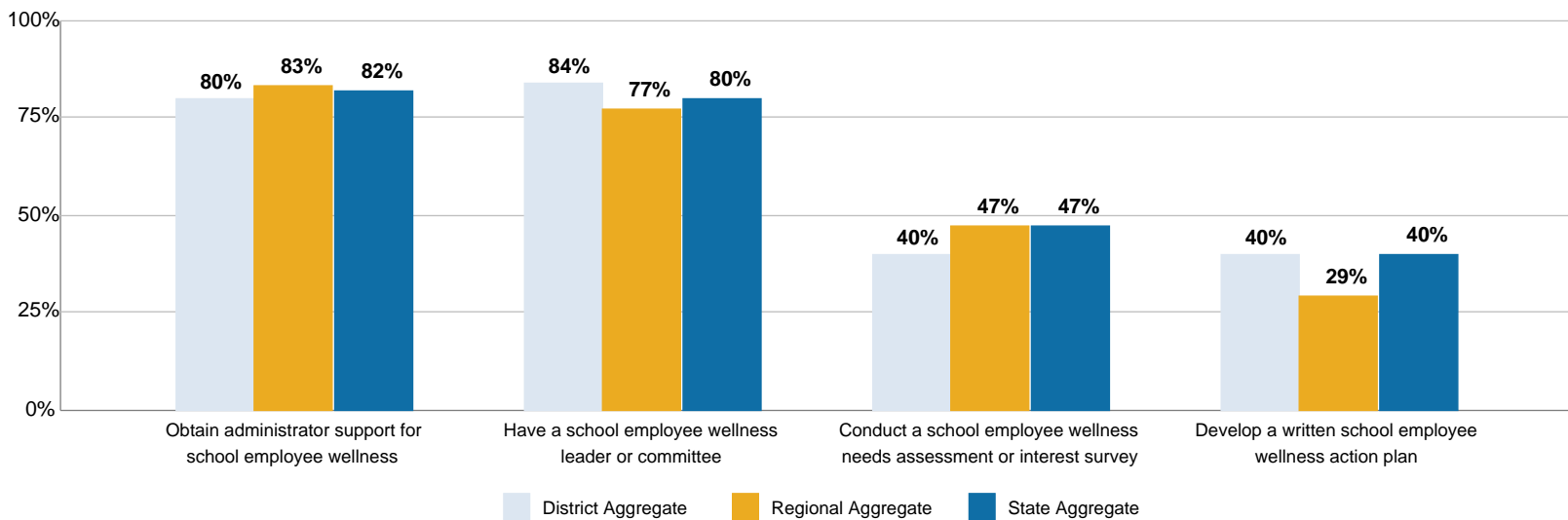


Table 1.10.1: Staff Wellness Activities

| Item  | District                                   | Region                                     | State                                      |
|---|--|--|--|
|   | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice | Elementary Schools Reporting Best Practice |
| First Aid/CPR training                            | 52%  | 67%  | 86%  |
| Annual flu shots at the school or district office | 76%  | 56%  | 80%  |
| Physical activity                                 | 64%  | 67%  | 73%  |
| Stress management activities                      | 72%  | 74%  | 73%  |
| Crisis intervention                               | 56%  | 64%  | 72%  |
| Counseling for emotional disorders                | 56%  | 61%  | 71%  |
| Health screenings                                 | 44%  | 53%  | 67%  |
| Conflict resolution education                     | 32%  | 56%  | 62%  |
| Healthy food-related activities                   | 40%  | 46%  | 48%  |
| Tobacco cessation efforts                         | 32%  | 37%  | 38%  |

## GENERAL HEALTH POLICIES AND PRACTICES

Regardless of topic area, there are common practices that schools can implement to support their efforts and integrate health and wellness into their policies, systems, and culture. These foundational practices include having a wellness team, using data to make decisions, developing annual health and wellness plans, obtaining funding or resources to implement programs, and communicating about their efforts. For a comprehensive list and explanation of best practices, please reference the Best Practices Guide: General Health Policies and Practices on CEI's website.

<http://bit.ly/CEIhealthbestpractices>

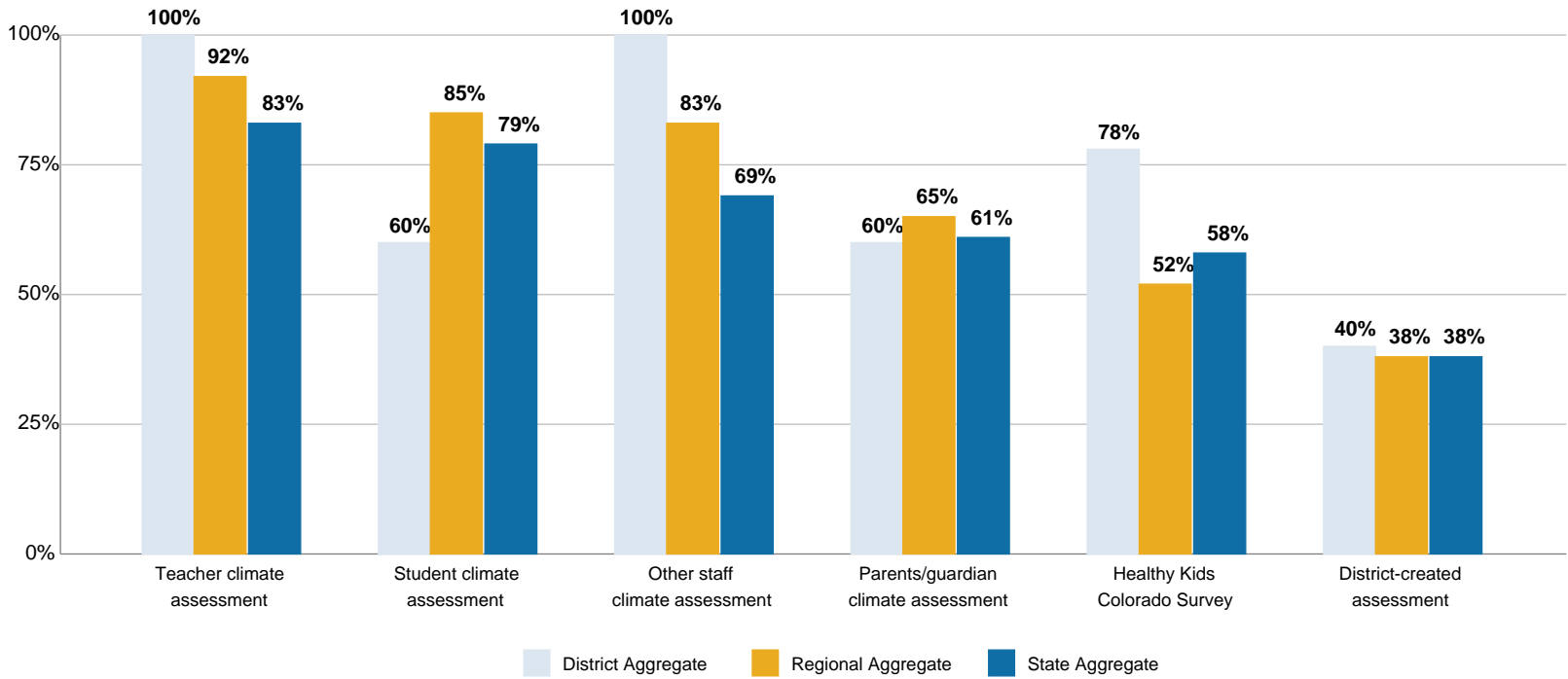
**Table 2.2.1: Annual Wellness Team Membership**

| Item  | District                                  | Region                                    | State                                     |
|---|---|---|---|
|   | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Does your school have an identified staff person who leads school health efforts? | 100%                                      | 83%                                       | 85%                                       |
| Does your school have a wellness team?  | 80%                                       | 81%                                       | 74%                                       |
| Does membership include the following?  |   |   |   |
| School administrators   | 88%                                       | 74%                                       | 87%                                       |
| Parents/guardians   | 13%                                       | 31%                                       | 44%                                       |
| Community leaders   | 50%                                       | 41%                                       | 41%                                       |
| Students  | 38%                                       | 36%                                       | 48%                                       |

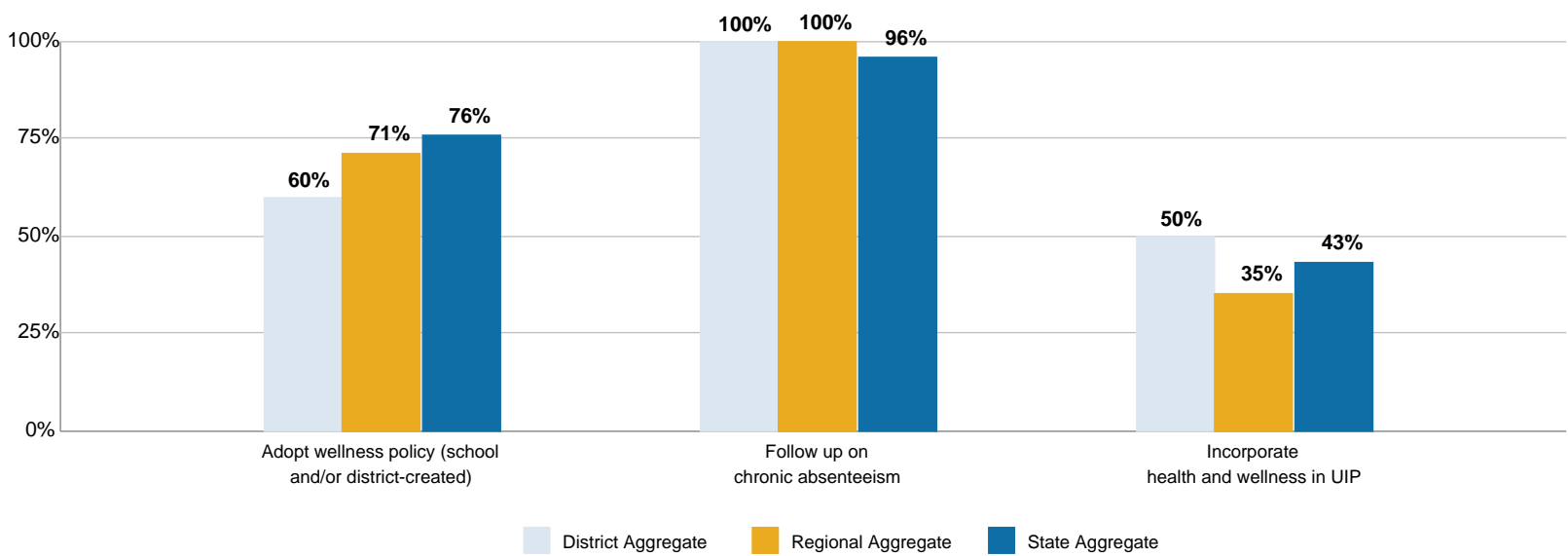
**Table 2.2.2: Annual Wellness Team Activities**

| Item  | District                                  | Region                                    | State                                     |
|---|---|---|---|
|   | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members | 63%                                       | 72%                                       | 84%                                       |
| Recommended new or revised health and safety policies and activities to school administrators or the school improvement team  | 50%                                       | 67%                                       | 72%                                       |
| Reviewed health-related curricula or instructional materials  | 63%                                       | 67%                                       | 70%                                       |
| Sought funding or leverage resources to support health and safety priorities for students and staff   | 75%                                       | 69%                                       | 70%                                       |
| Identified student health needs based on a review of relevant data  | 63%                                       | 56%                                       | 67%                                       |

**Figure 2.2.1: Health and Wellness Assessments**



**Figure 2.2.2: Health and Wellness Policies and UIP Integration**



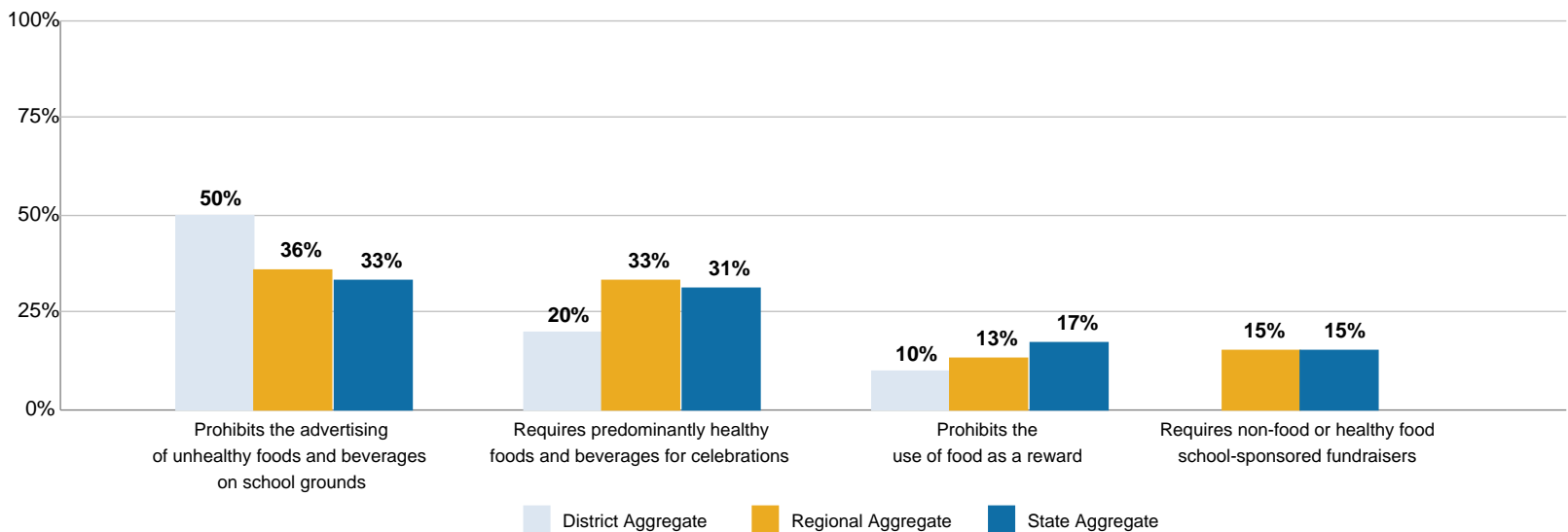
## NUTRITION

School nutrition encompasses access to healthy foods and beverages, time allotted for meals, and prohibition of non-healthy foods and beverages, with the goal of encouraging better nutritional values in the student population during the school day. Data on the offerings in the school meal program were not included in the school-level collection due to their assessment at the district level via federal and state processes. For a comprehensive list and explanation of best practices, please reference the Best Practices Guide: Nutrition on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Table 2.3.1: Average Number of Minutes Allowed for Meals**

| Item  | District                    | Region                      | State                       |
|---|-----------------------------|-----------------------------|-----------------------------|
|   | Secondary Schools' Response | Secondary Schools' Response | Secondary Schools' Response |
| Average number of minutes allowed for breakfast | 12                          | 18                          | 19                          |
| Average number of minutes allowed for lunch     | 28                          | 27                          | 26                          |

**Figure 2.3.1: Food-Related Policies**



**Table 2.3.2: Activities to Promote Healthy Eating**

| Item  | District                                  | Region                                    | State                                     |
|---|---|---|---|
|   | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Offered a self-serve salad bar to students  | 11%                                       | 36%                                       | 68%                                       |
| Served locally or regionally grown foods in the cafeteria or classrooms   | 44%                                       | 43%                                       | 54%                                       |
| Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating | 50%                                       | 34%                                       | 38%                                       |
| Planted a school food or vegetable garden   | —   | 30%                                       | 29%                                       |
| Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes                      | 10%                                       | 27%                                       | 21%                                       |
| Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages                 | 30%                                       | 15%                                       | 17%                                       |
| Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance            | 10%                                       | 17%                                       | 15%                                       |

**Table 2.3.3: Food Items Available for Student Purchase<sup>4</sup>**

| Item   | District                                  | Region                                    | State                                     |
|--|---|---|---|
|  | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Energy drinks  | 100%                                      | 100%                                      | 97%                                       |
| Soda pop or fruit drinks that are not 100% juice                                 | 57%                                       | 76%                                       | 77%                                       |
| 2% or whole milk (plain or flavored)   | 50%                                       | 74%                                       | 73%                                       |
| Chocolate candy  | 50%                                       | 74%                                       | 72%                                       |
| Foods or beverages containing caffeine   | 43%                                       | 76%                                       | 71%                                       |
| Other kinds of candy   | 38%                                       | 59%                                       | 64%                                       |
| Sports drinks  | 29%                                       | 61%                                       | 57%                                       |
| Salty snacks that are not low in fat   | 38%                                       | 52%                                       | 56%                                       |
| Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat | 50%                                       | 50%                                       | 54%                                       |

Secondary District Results

<sup>4</sup> The best practice is to not have these food items available for student purchase.

## PHYSICAL EDUCATION/PHYSICAL ACTIVITY

In order to reach the nationally-recommended 60 minutes of daily physical activity and help students develop the knowledge and skills to be physically active for a lifetime, schools should address all components as defined by Comprehensive School Physical Activity, align the physical education curriculum to the Colorado Academic Comprehensive Health and Physical Education Standards, and ensure credentialing and professional development for physical education teachers. For a comprehensive list of best practices, please reference the Best Practices Guide: Physical Education and Physical Activity on CEI's website. <http://bit.ly/CEIhealthbestpractices>

Figure 2.4.1: PE Minutes Offered per Week/Secondary Student

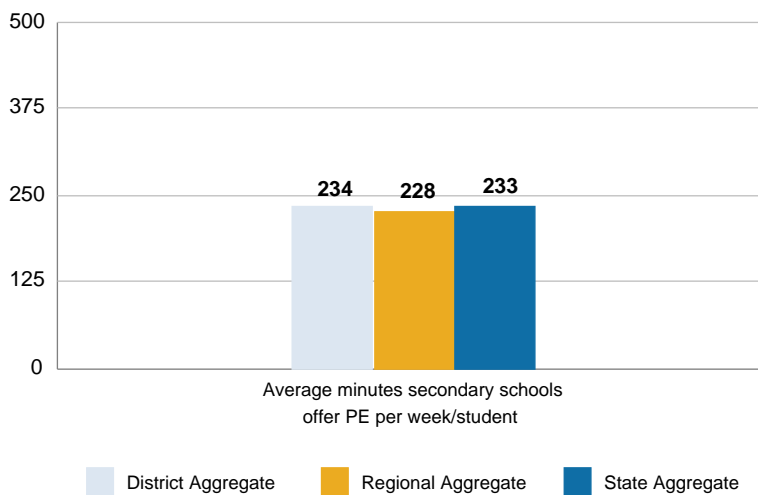


Figure 2.4.2: PE Time with Moderate to Vigorous Physical Activity

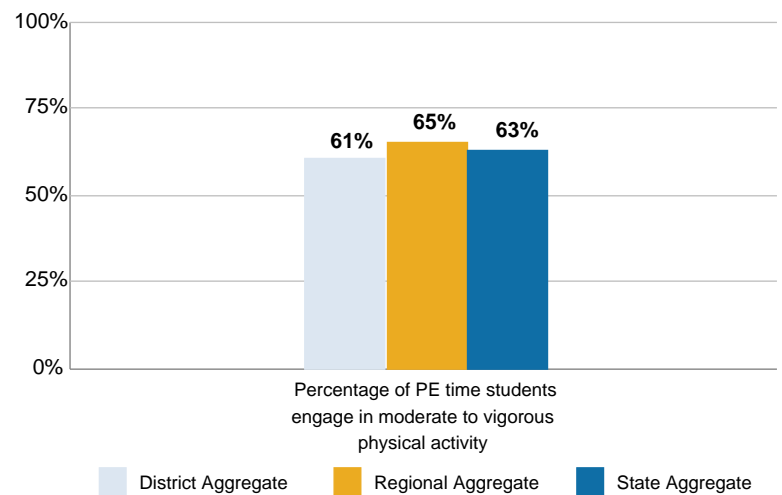
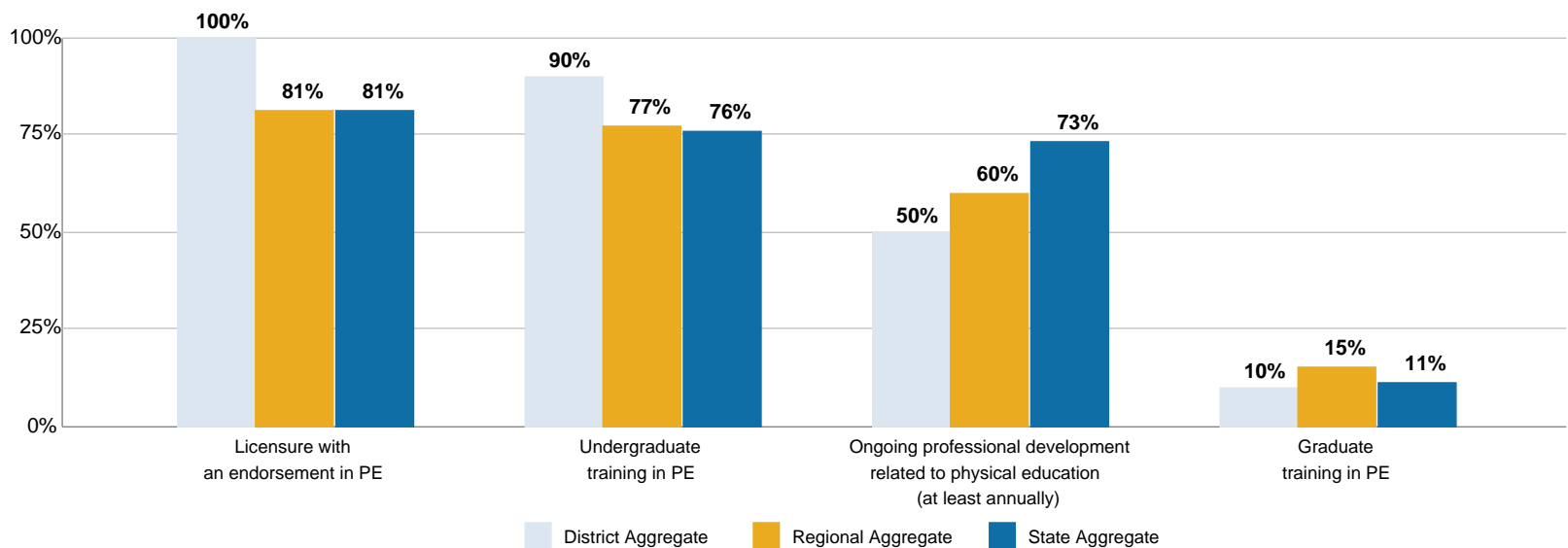


Figure 2.4.3: Requirements of PE Teachers

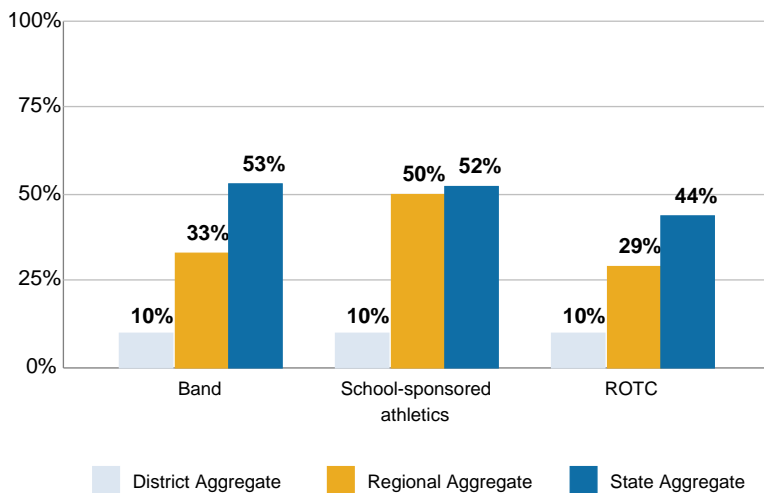




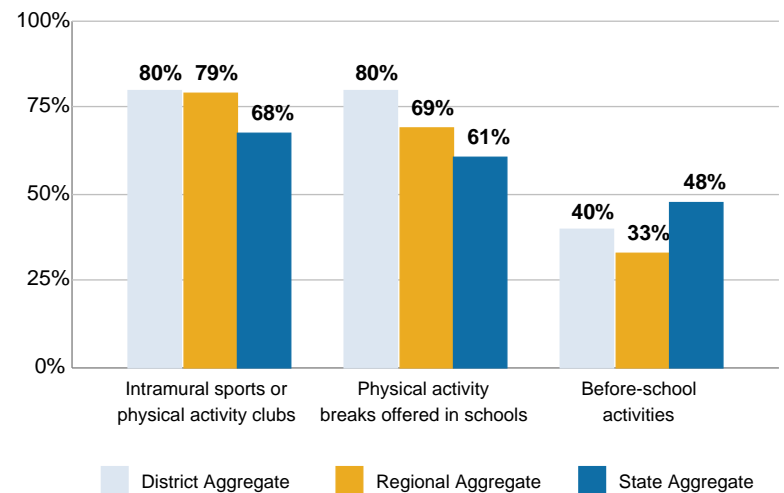
**Table 2.4.1: Practices and Tools to Ensure Quality Physical Education**

| Item  | District                                  | Region                                    | State                                     |
|---|---|---|---|
|   | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Appropriately modified activities to promote the participation of all students  | 100%                                      | 96%                                       | 97%                                       |
| Instructional strategies that support the needs of the diversity of the student population                                    | 100%                                      | 98%                                       | 97%                                       |
| Curriculum aligned to the Colorado Academic Standards, specifically the Comprehensive Health and Physical Education Standards | 100%                                      | 92%                                       | 96%                                       |
| Unit and lesson plans to guide instruction  | 100%                                      | 94%                                       | 96%                                       |
| Objectives that are observable and measurable   | 100%                                      | 96%                                       | 95%                                       |
| Summative/performative assessments  | 100%                                      | 92%                                       | 93%                                       |
| Formative assessments   | 100%                                      | 92%                                       | 92%                                       |
| Student/teacher ratio that is comparable with other classes at all grade levels   | 60%                                       | 65%                                       | 72%                                       |

**Figure 2.4.4: Physical Education Waivers<sup>5</sup>**



**Figure 2.4.5: Physical Activity Opportunities**



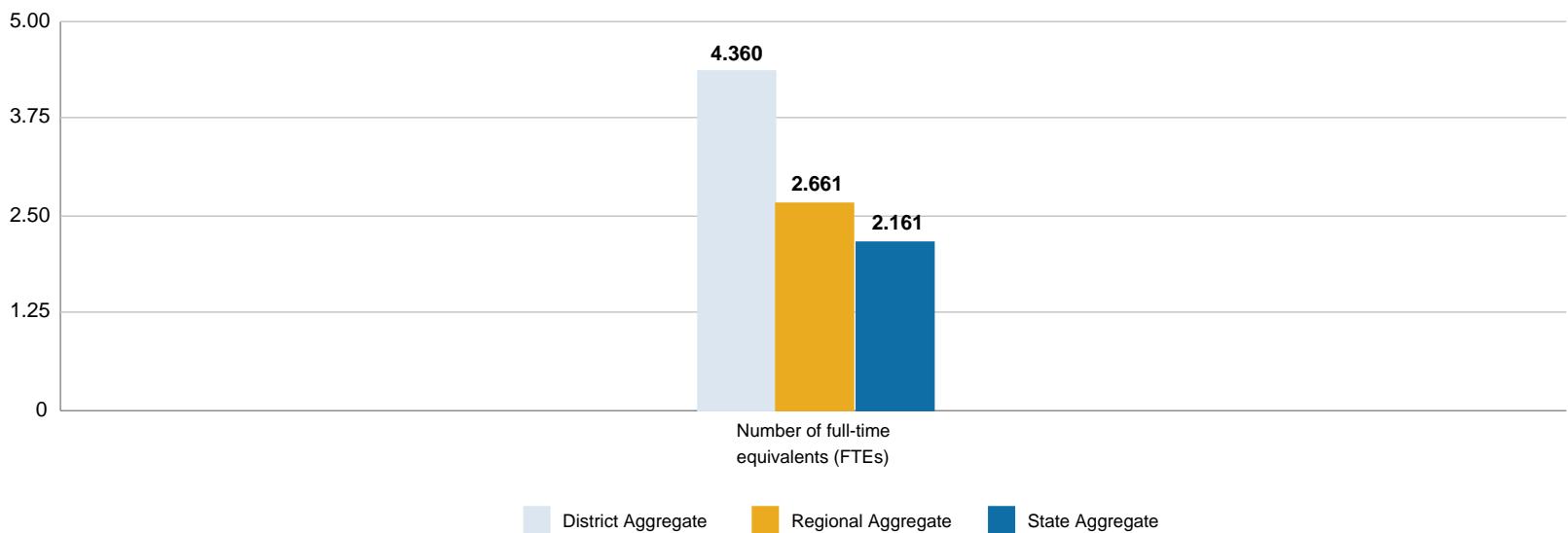
Secondary District Results

<sup>5</sup> The best practice is to not offer PE waivers for these extracurricular activities.

**Table 2.4.2: Grades with Required Physical Education Course**

| Item       | District                                  | Region                                    | State                                     |
|------------|---|---|---|
|            | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| 6th grade  | 60%                                       | 38%                                       | 49%                                       |
| 7th grade  | 40%                                       | 36%                                       | 48%                                       |
| 8th grade  | 40%                                       | 34%                                       | 48%                                       |
| 9th grade  | 50%                                       | 33%                                       | 43%                                       |
| 10th grade | 40%                                       | 29%                                       | 34%                                       |
| 11th grade | 40%                                       | 23%                                       | 23%                                       |
| 12th grade | 30%                                       | 21%                                       | 22%                                       |

**Figure 2.4.6: Staffing of Physical Education Teachers**



## HEALTH EDUCATION

Instruction related to health education should be offered to students to help them access valid information about their health, make healthy decisions, and analyze what influences health and wellness. A variety of school staff may teach health education and integrate health lessons into their classrooms. Health education lessons and curriculum should be aligned to the Colorado Academic Comprehensive Health and Physical Education Standards, and school staff teaching to these standards should receive relevant professional development. For a comprehensive list of best practices, please reference the Best Practices Guide: Health Education on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Table 2.5.1: Staff Members Teaching Health Education**

| Item                           | District                                  | Region                                    | State                                     |
|--------------------------------|---|---|---|
|                                | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Physical education teachers    | 100%                                      | 85%                                       | 87%                                       |
| Science teachers               | 40%                                       | 53%                                       | 63%                                       |
| Health education teachers      | 80%                                       | 56%                                       | 55%                                       |
| School counselors              | 30%                                       | 40%                                       | 43%                                       |
| School nurses                  | 10%                                       | 23%                                       | 31%                                       |
| Non-science classroom teachers | 20%                                       | 21%                                       | 25%                                       |

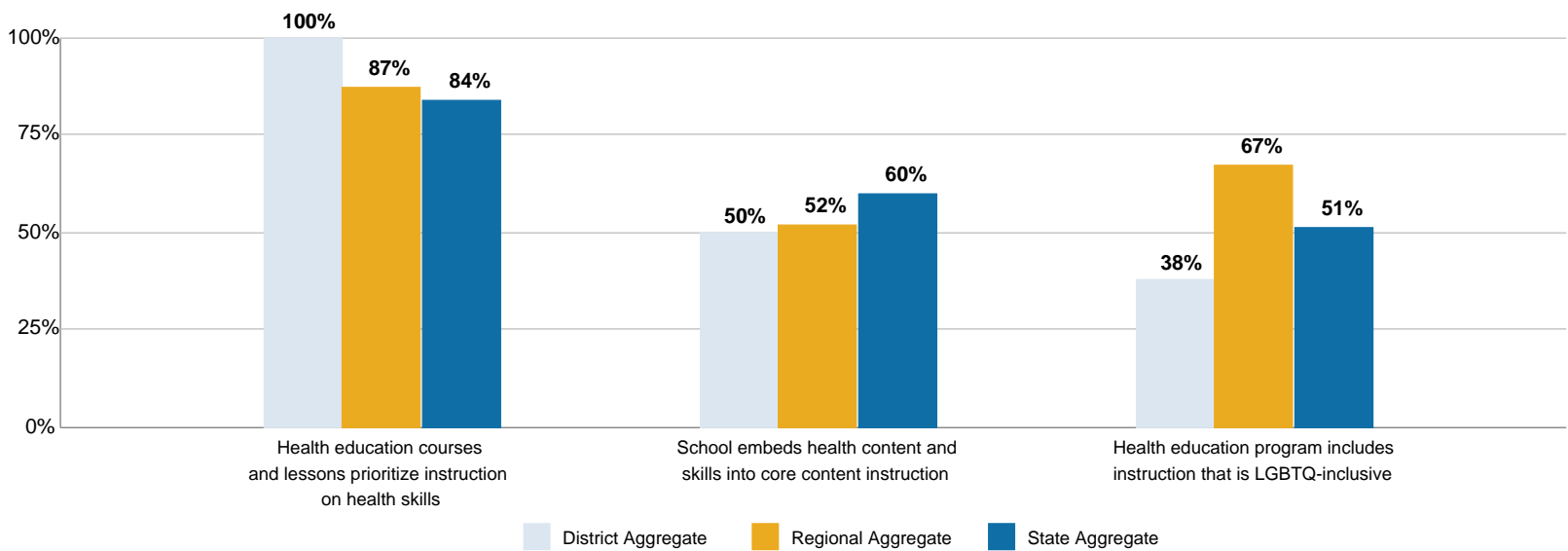
**Table 2.5.2: Health Educator Professional Development**

| Item                           | District                                  | Region                                    | State                                     |
|--------------------------------|---|---|---|
|                                | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| School nurses                  | -   | 82%                                       | 83%                                       |
| Health education teachers      | 63%                                       | 67%                                       | 76%                                       |
| School counselors              | -   | 68%                                       | 68%                                       |
| Physical education teachers    | 60%                                       | 64%                                       | 65%                                       |
| Science teachers               | -   | 21%                                       | 44%                                       |
| Non-science classroom teachers | -   | 30%                                       | 23%                                       |

**Table 2.5.3: Practices to Ensure Quality Health Education**

| Item  | District                                  | Region                                    | State                                     |
|---|---|---|---|
|   | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Unit and lesson plans to guide instruction  | 100%                                      | 94%                                       | 87%                                       |
| Objectives that are observable and measurable   | 100%                                      | 94%                                       | 86%                                       |
| Units and lessons that provide opportunities for practicing health-related skills   | 100%                                      | 91%                                       | 85%                                       |
| Instruction/curriculum aligned to the Colorado Academic Standards, specifically the Comprehensive Health and Physical Education Standards | 100%                                      | 83%                                       | 83%                                       |
| Summative/performative assessments  | 100%                                      | 87%                                       | 83%                                       |
| Formative assessments   | 100%                                      | 87%                                       | 82%                                       |

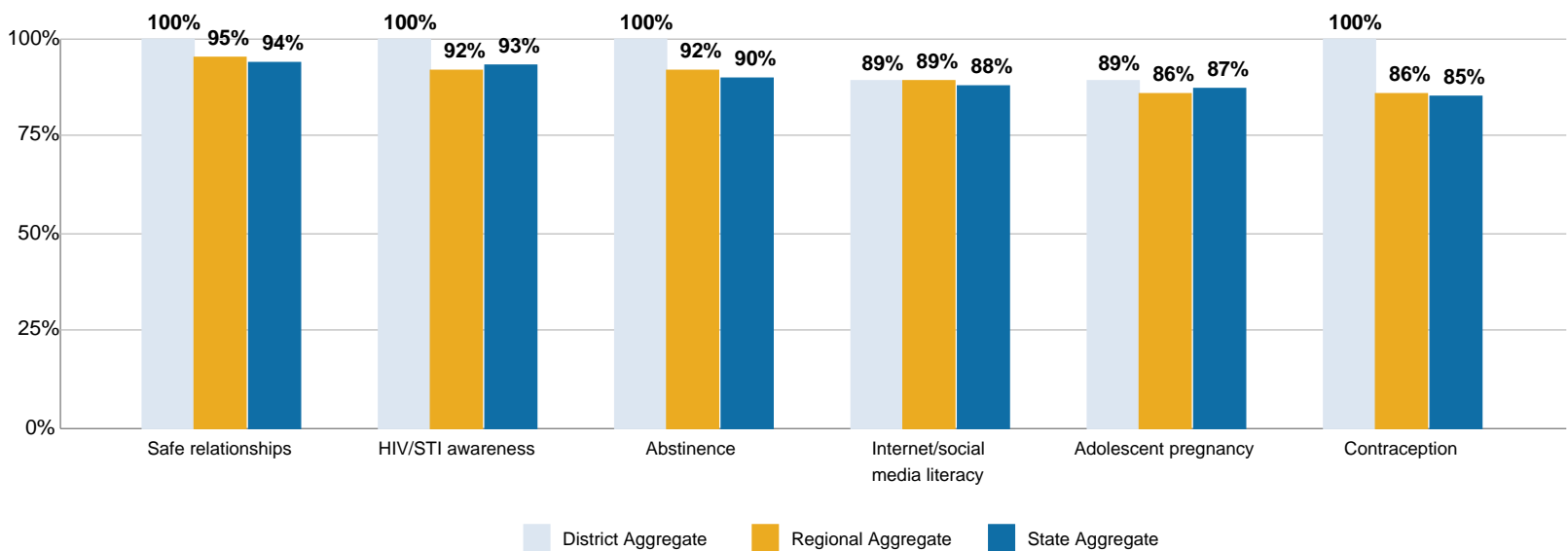
**Figure 2.5.1: Practices in Implementation of Health Education**



**Table 2.5.4: Health Education Topics**

| Item   | District                                  | Region                                    | State                                     |
|--|---|---|---|
|  | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Physical activity                              | 100%                                      | 94%                                       | 97%                                       |
| Mental and emotional wellness                  | 100%                                      | 96%                                       | 92%                                       |
| Alcohol, tobacco and other drug use prevention | 100%                                      | 85%                                       | 88%                                       |
| Violence prevention                            | 100%                                      | 83%                                       | 87%                                       |
| Healthy eating                                 | 90%                                       | 81%                                       | 87%                                       |
| Human sexuality/sexual health education        | 90%                                       | 77%                                       | 79%                                       |
| Personal hygiene                               | 70%                                       | 65%                                       | 79%                                       |
| Stress management                              | 80%                                       | 73%                                       | 79%                                       |
| Suicide prevention                             | 80%                                       | 73%                                       | 77%                                       |
| Unintentional injury prevention                | 50%                                       | 60%                                       | 67%                                       |
| Oral health                                    | 30%                                       | 23%                                       | 51%                                       |

**Figure 2.5.2: Sexual Health Education Topics**

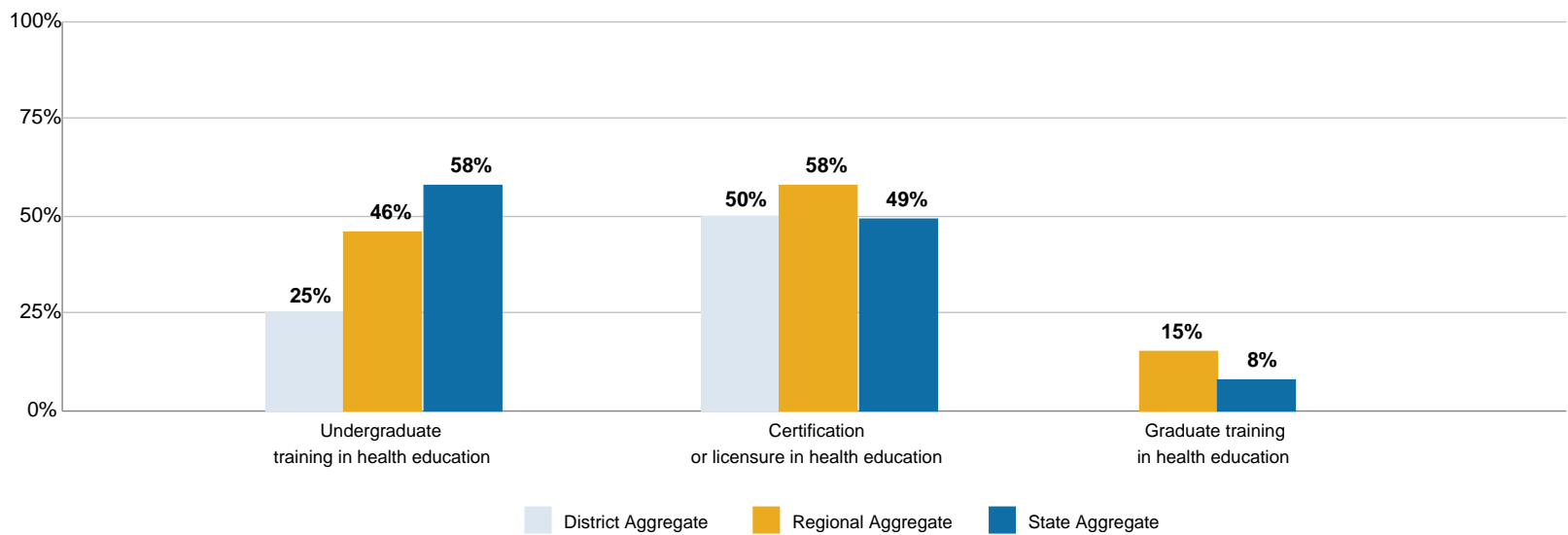


Secondary District Results

**Table 2.5.5: Grades with an Offered Health Education Course**

| Item       | District                                  | Region                                    | State                                     |
|------------|---|---|---|
|            | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| 6th grade  | 50%                                       | 30%                                       | 31%                                       |
| 7th grade  | 60%                                       | 43%                                       | 40%                                       |
| 8th grade  | 60%                                       | 43%                                       | 40%                                       |
| 9th grade  | 40%                                       | 31%                                       | 39%                                       |
| 10th grade | 40%                                       | 27%                                       | 33%                                       |
| 11th grade | 40%                                       | 25%                                       | 27%                                       |
| 12th grade | 40%                                       | 25%                                       | 27%                                       |

**Figure 2.5.3: Requirements of Health Education Teachers**

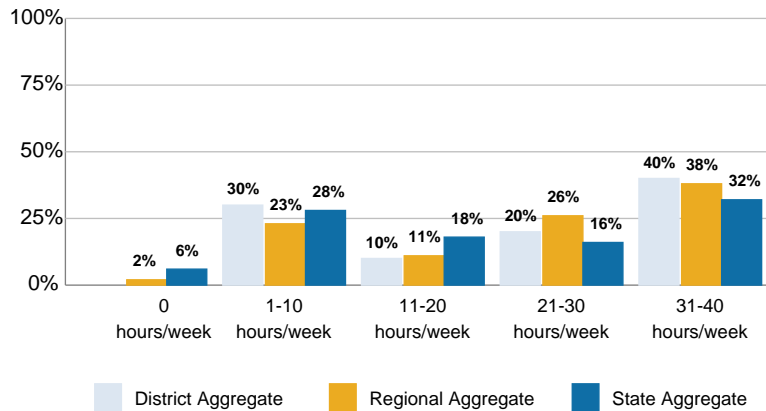


## HEALTH SERVICES

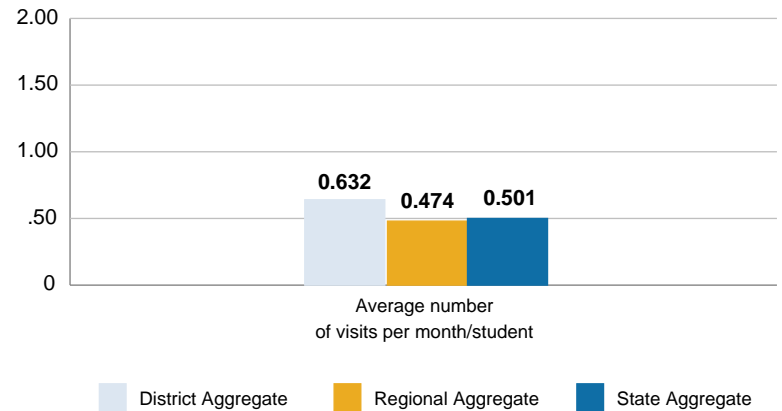
School health services includes assessing and managing student health needs, developing and housing plans for students with health care needs, and credentialing of school nurses and support staff. For a comprehensive list and explanation of best practices, please reference the Best Practices Guide: School Health Services on CEI's website.

<http://bit.ly/CEIhealthbestpractices>

**Figure 2.6.1: Access to School Nurse**



**Figure 2.6.2: Health Room Visits**



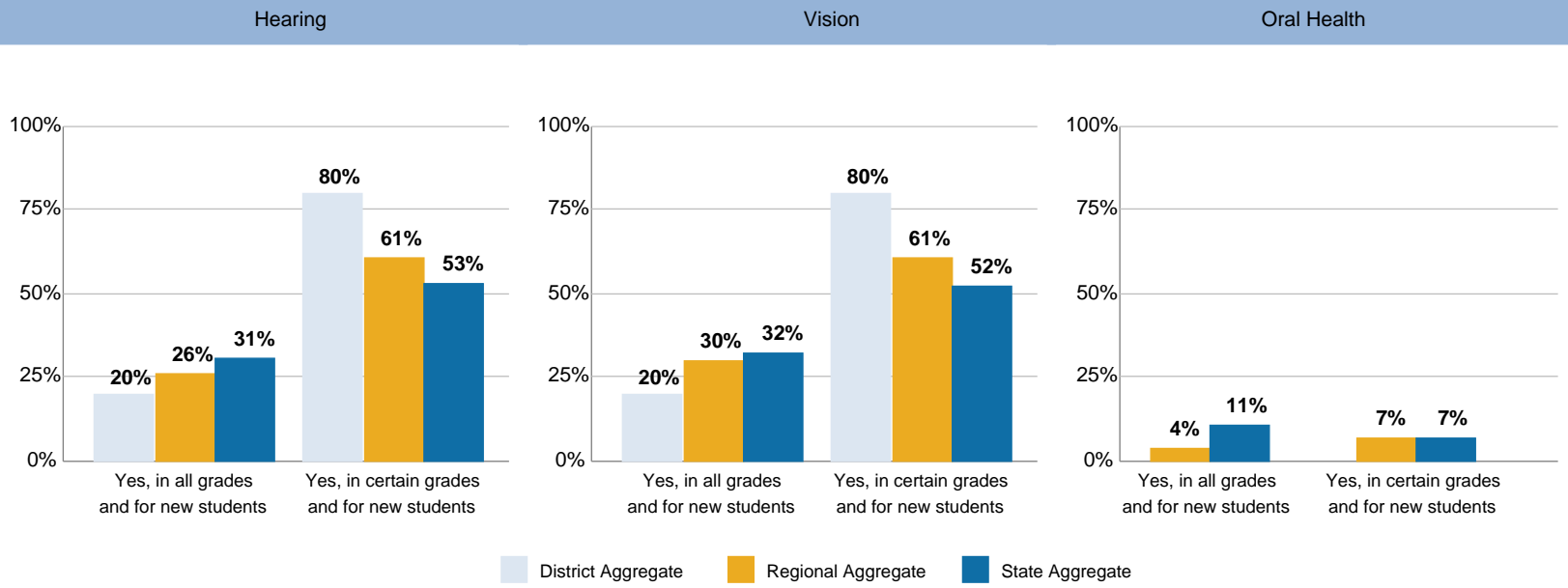
**Table 2.6.1: Staff Members Offering Health Services**

| Item   | District                                  | Region                                    | State                                     |
|--|---|---|---|
|  | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| School nurse/school nurse consultant               | 80%                                       | 79%                                       | 78%                                       |
| Health clerk, health aide, health paraprofessional | 100%                                      | 58%                                       | 57%                                       |

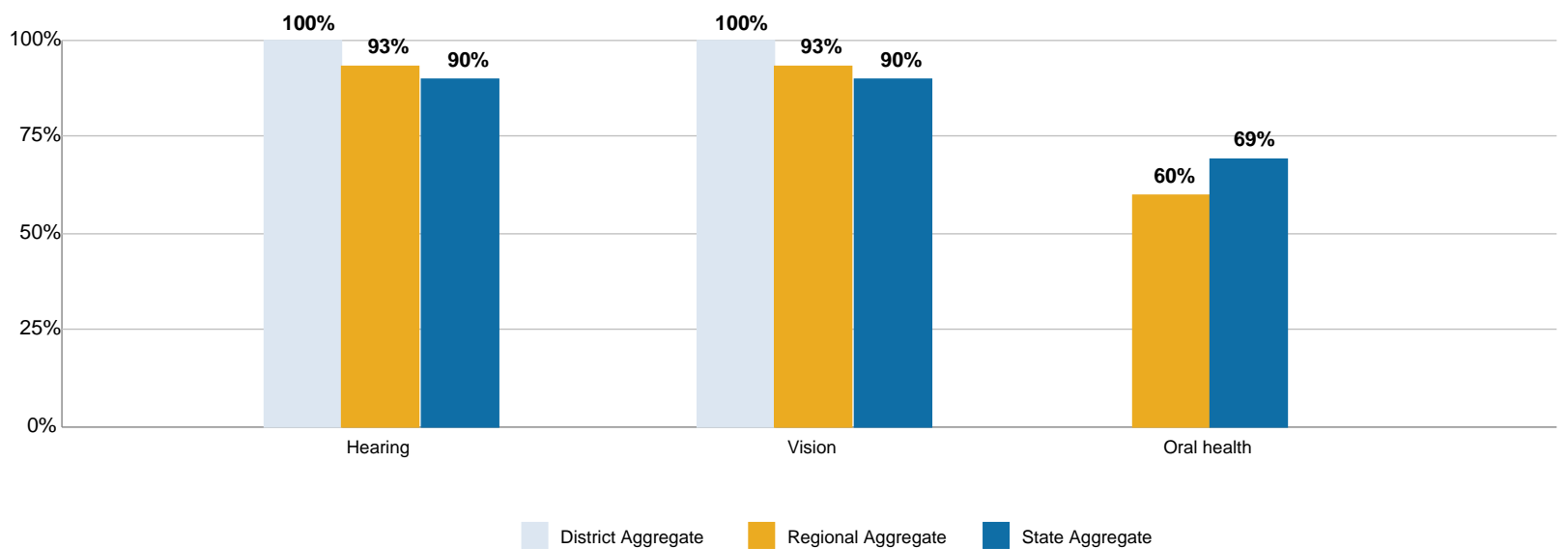
**Table 2.6.2: Health Service Records**

| Item  | District                                  | Region                                    | State                                     |
|---|---|---|---|
|   | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Health conditions (e.g., asthma, life-threatening allergies, diabetes type 1 or 2, seizures)                  | 100%                                      | 100%                                      | 99%                                       |
| Immunization status (including the number of students with signed personal, religious, or medical exemptions) | 100%                                      | 100%                                      | 99%                                       |
| Medication needs  | 100%                                      | 100%                                      | 98%                                       |
| Health insurance  | 67%                                       | 72%                                       | 62%                                       |
| A BMI at or above the 85th percentile   | 10%                                       | 23%                                       | 23%                                       |

**Figure 2.6.3: Annual Health Service Screenings & Referrals**



**Figure 2.6.4: Follow-Up Procedure for Health Service Referrals**



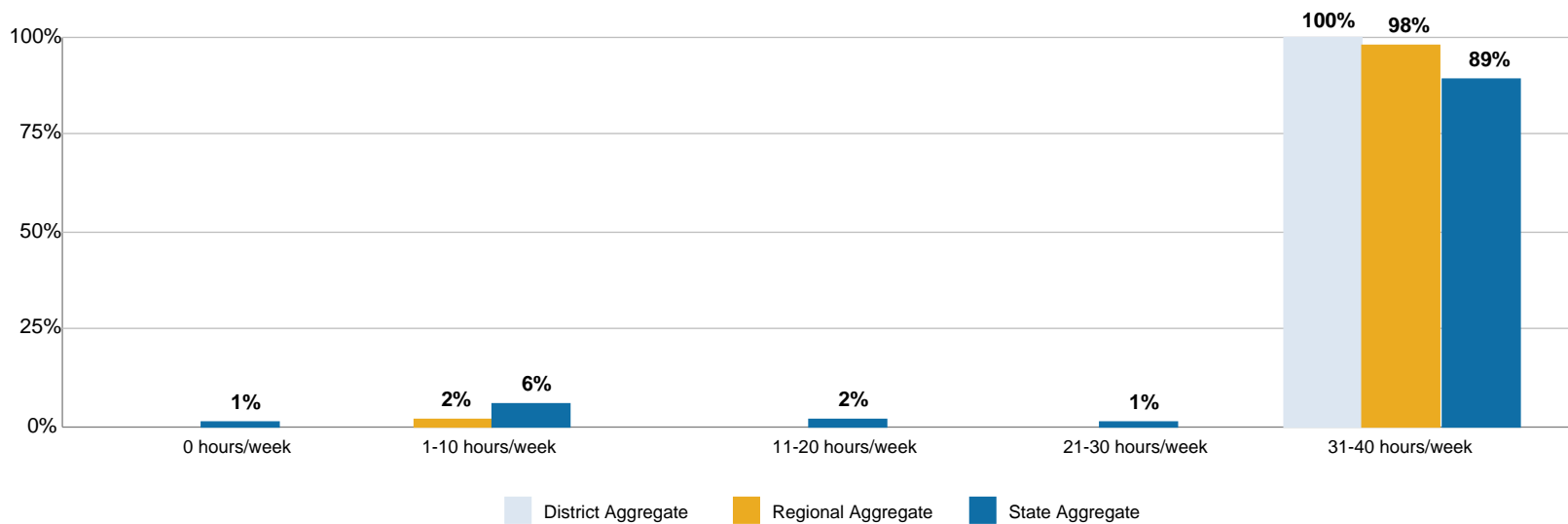


## COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

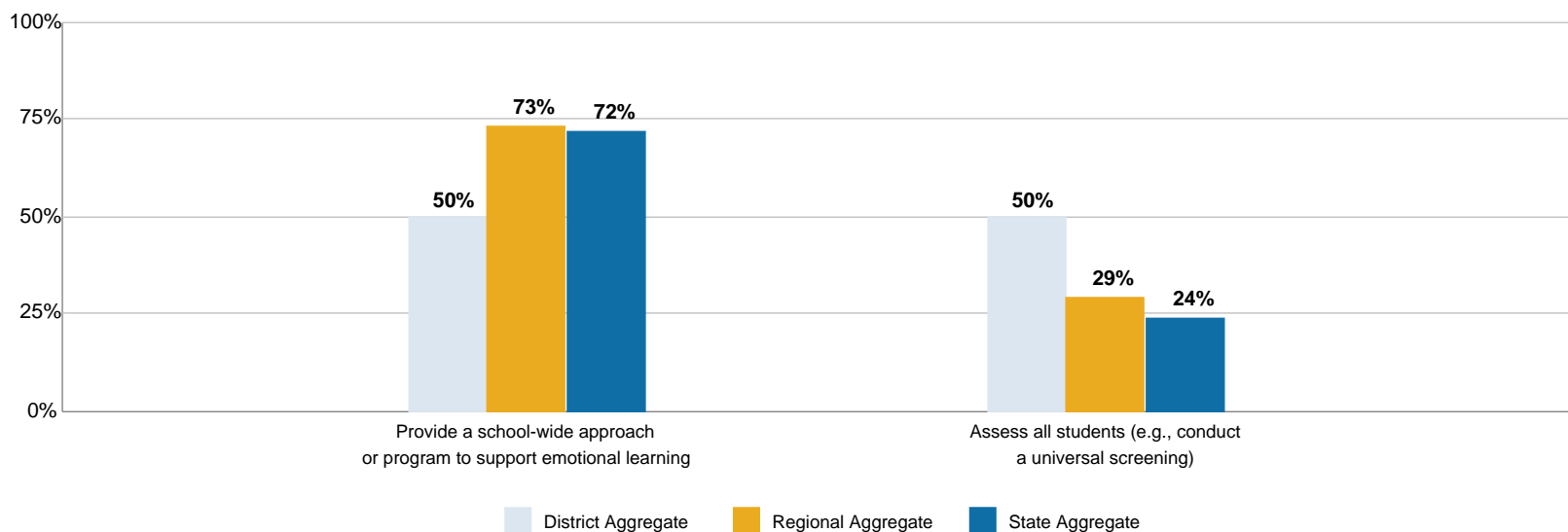
School counseling, psychological, and social services are supports provided to students that help address social, emotional, behavioral, and mental health needs. Schools should conduct universal screenings to identify the needs of both individual students and the entire student population, provide support or referrals to students with behavioral health needs, and consider training all staff to identify social, emotional, behavioral, and mental health needs. For a comprehensive list of best practices, please reference the Colorado Framework for School Behavioral Health Services on CEI's website.

<http://www.coloradoedinitiative.org/resources/schoolbehavioralhealth/>

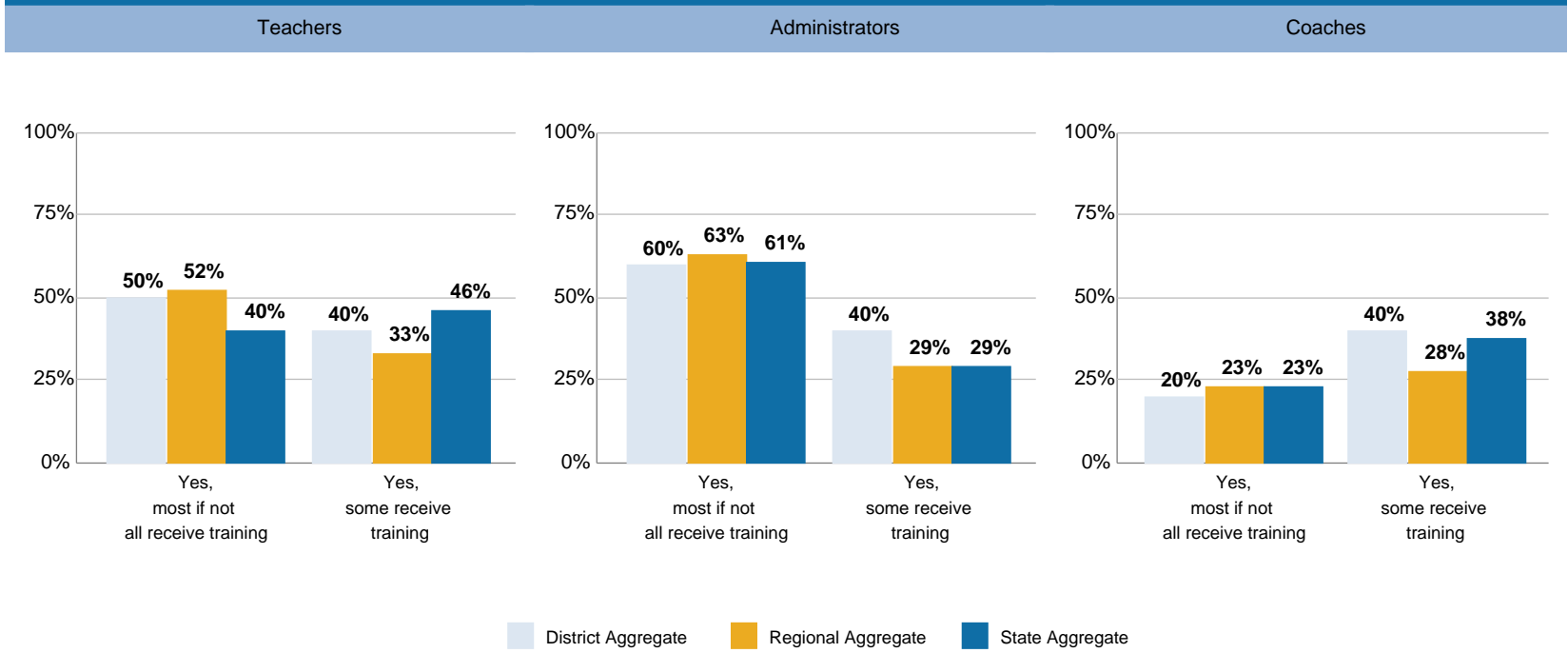
**Figure 2.7.1: Access to School Counselor**



**Figure 2.7.2: Practices to Ensure Quality Counseling, Psychological, and Social Services**



**Figure 2.7.3: Staff Trained to Identify Behavioral Health Needs**



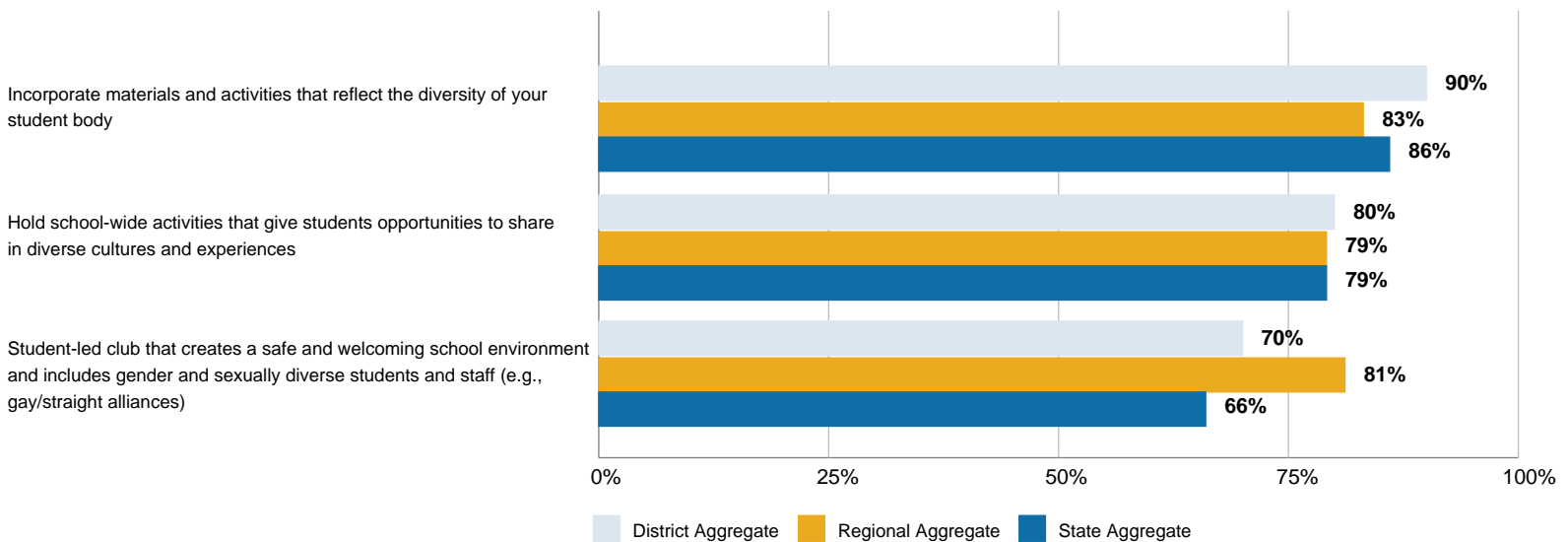
**Table 2.7.1: Behavioral Health In-School Supports and Referrals**

| Item                                   | District                             | Region                               | State                                | District                              | Region                                | State                                 |
|--|--------------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
|  | Secondary Schools Providing Supports | Secondary Schools Providing Supports | Secondary Schools Providing Supports | Secondary Schools Providing Referrals | Secondary Schools Providing Referrals | Secondary Schools Providing Referrals |
| Harassment and bullying                | 70%                                  | 79%                                  | 77%                                  | 100%                                  | 81%                                   | 83%                                   |
| Mental/behavioral issue                | 70%                                  | 79%                                  | 72%                                  | 100%                                  | 94%                                   | 92%                                   |
| Substance abuse                        | 70%                                  | 63%                                  | 59%                                  | 100%                                  | 90%                                   | 89%                                   |
| Family issues                          | 70%                                  | 67%                                  | 59%                                  | 100%                                  | 94%                                   | 94%                                   |
| Sexual assault and dating violence     | 50%                                  | 48%                                  | 49%                                  | 100%                                  | 83%                                   | 85%                                   |
| Gender identity and sexual orientation | 40%                                  | 54%                                  | 37%                                  | 100%                                  | 83%                                   | 80%                                   |
| Eating disorders                       | 50%                                  | 48%                                  | 37%                                  | 100%                                  | 85%                                   | 85%                                   |

## HEALTHY AND SAFE SCHOOL ENVIRONMENT

For a healthy and safe school environment, schools should address the safety and accessibility of the physical environment, how the school climate and culture impacts students and staff, practices used to address issues such as bullying, and crisis response. For a comprehensive list of best practices, please reference the Best Practices Guide: School Climate and Culture and Best Practices Guide: Physical Environment on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Figure 2.8.1: Practices to Promote Positive School Climate**



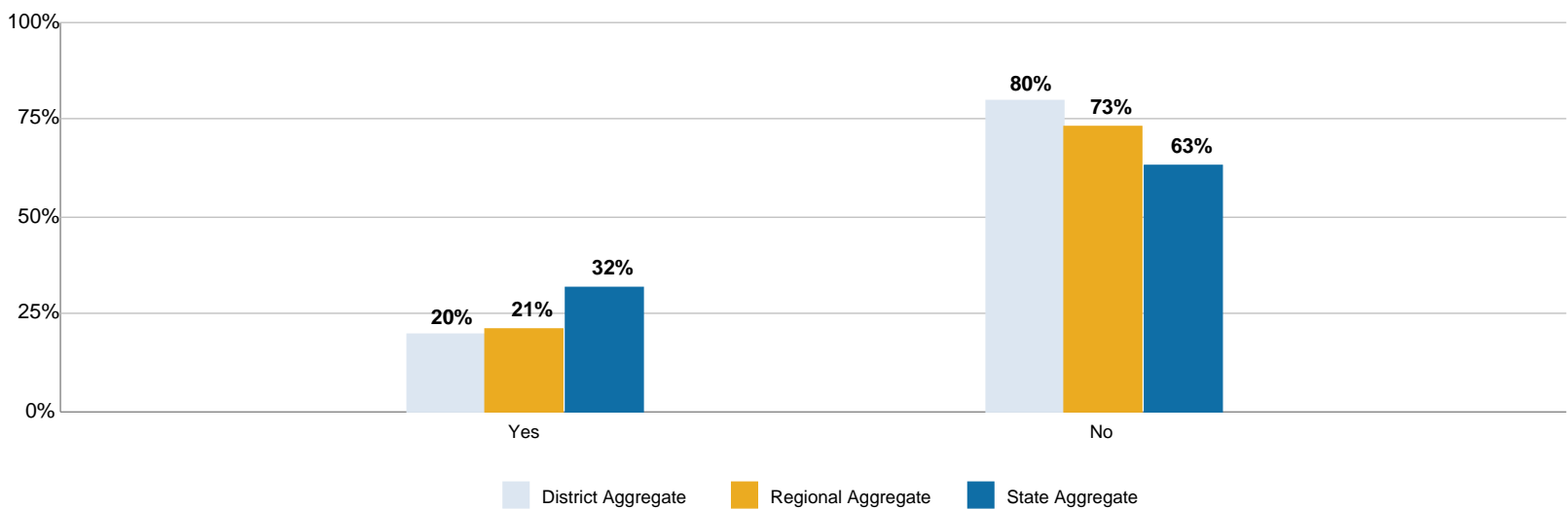
**Table 2.8.1: Policies/Practices to Prevent Bullying**

| Item   | District                                  | Region                                    | State                                     |
|--|---|---|---|
|  | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Written policy prohibiting harassment and bullying (including cyber bullying)      | 90%                                       | 88%                                       | 92%                                       |
| Written policy that delineates protections for specific groups                     | 100%                                      | 94%                                       | 89%                                       |
| Provide information to students about the consequences of harassment and bullying  | 100%                                      | 100%                                      | 97%                                       |
| Institute corrective measures for students engaged in bullying                     | 80%                                       | 96%                                       | 95%                                       |
| Provide anonymous methods for students to report harassment or bullying            | 90%                                       | 98%                                       | 93%                                       |
| Implement strategies or programming to prevent harassment and bullying             | 90%                                       | 98%                                       | 91%                                       |
| Provide information to parents/guardians about harassment and bullying             | 90%                                       | 85%                                       | 80%                                       |
| Conduct trainings for school staff about how to respond to harassment and bullying | 60%                                       | 65%                                       | 70%                                       |

**Table 2.8.2: Practices to Support LGBTQ Students**

| Item  | District                                  | Region                                    | State                                     |
|---|---|---|---|
|   | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Prohibit harassment based on a student's perceived or actual sexual orientation or gender identity  | 100%                                      | 100%                                      | 94%                                       |
| Identify "safe spaces"  | 90%                                       | 92%                                       | 82%                                       |
| Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth                             | 90%                                       | 79%                                       | 70%                                       |
| Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity | 50%                                       | 69%                                       | 61%                                       |
| Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth    | 70%                                       | 71%                                       | 58%                                       |

**Figure 2.8.2: Safe Routes to School Program or Partnership**



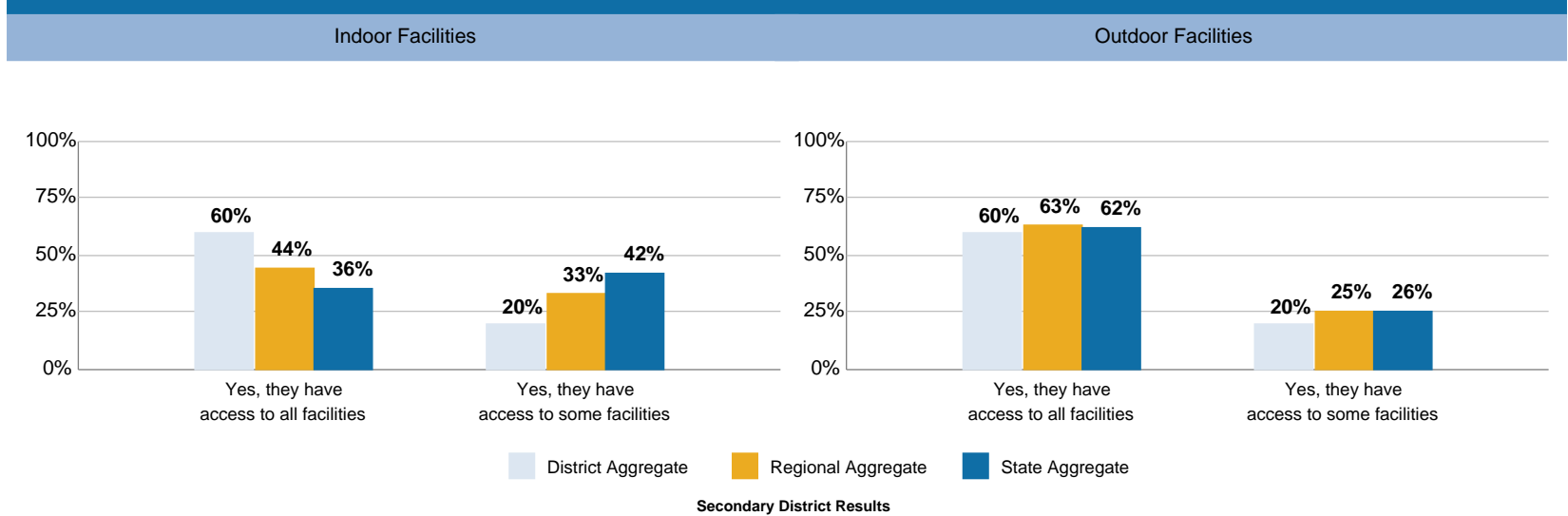
## FAMILY, COMMUNITY, AND STUDENT INVOLVEMENT

Establishing community partnerships is a practice schools can use to offer additional resources and programs to students and families. Additionally, schools should engage families to help them feel connected to the school and promote healthy behaviors at home, and engage students in providing input about programs or policies that impact them at school. Schools should also consider allowing the surrounding community to access facilities, particularly in areas where community recreation and gathering space are limited. For a comprehensive list of best practices, please reference the Best Practices Guide: General Health Policies and Practices on CEI's website. Also, each section in the Best Practices Guide includes action steps for community members, parents and students. <http://bit.ly/CEIhealthbestpractices>

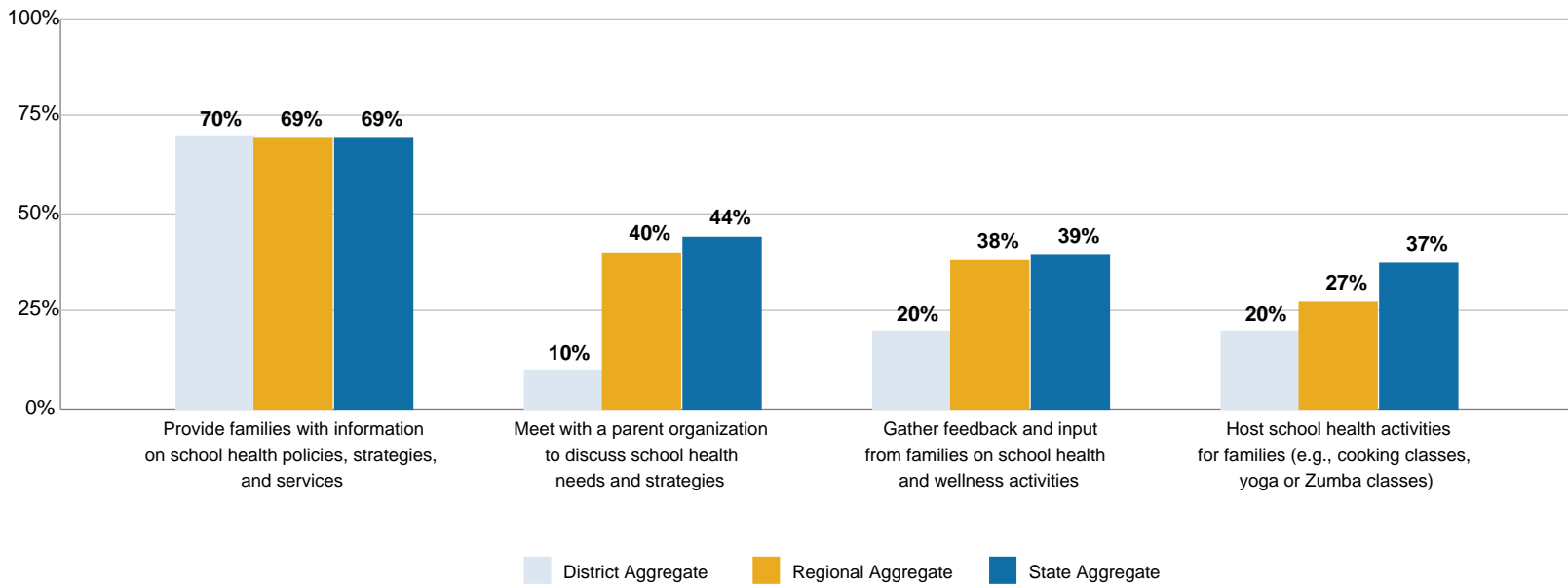
**Table 2.9.1: Collaboration with Organizations for Health Activities and Programs**

| Item                                   | District                                  | Region                                    | State                                     |
|--|---|---|---|
|  | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| Parks and recreation department        | 40%                                       | 58%                                       | 68%                                       |
| Mental health center                   | 70%                                       | 60%                                       | 64%                                       |
| Social services agency                 | 60%                                       | 52%                                       | 57%                                       |
| Local health department                | 50%                                       | 38%                                       | 54%                                       |
| Health clinic                          | 40%                                       | 40%                                       | 53%                                       |
| Businesses                             | 30%                                       | 38%                                       | 51%                                       |
| Service club (e.g., Rotary Club)       | 50%                                       | 42%                                       | 49%                                       |
| Nonprofit (e.g., YMCA)                 | 50%                                       | 42%                                       | 49%                                       |
| College or university                  | 30%                                       | 31%                                       | 47%                                       |
| Local family/youth leadership councils | 30%                                       | 38%                                       | 41%                                       |
| Hospital                               | 20%                                       | 31%                                       | 37%                                       |
| Doctor's office                        | 40%                                       | 31%                                       | 36%                                       |
| Faith-based group                      | 30%                                       | 23%                                       | 35%                                       |

**Figure 2.9.1: Community Facility Access**



**Figure 2.9.2: Family Engagement Strategies**



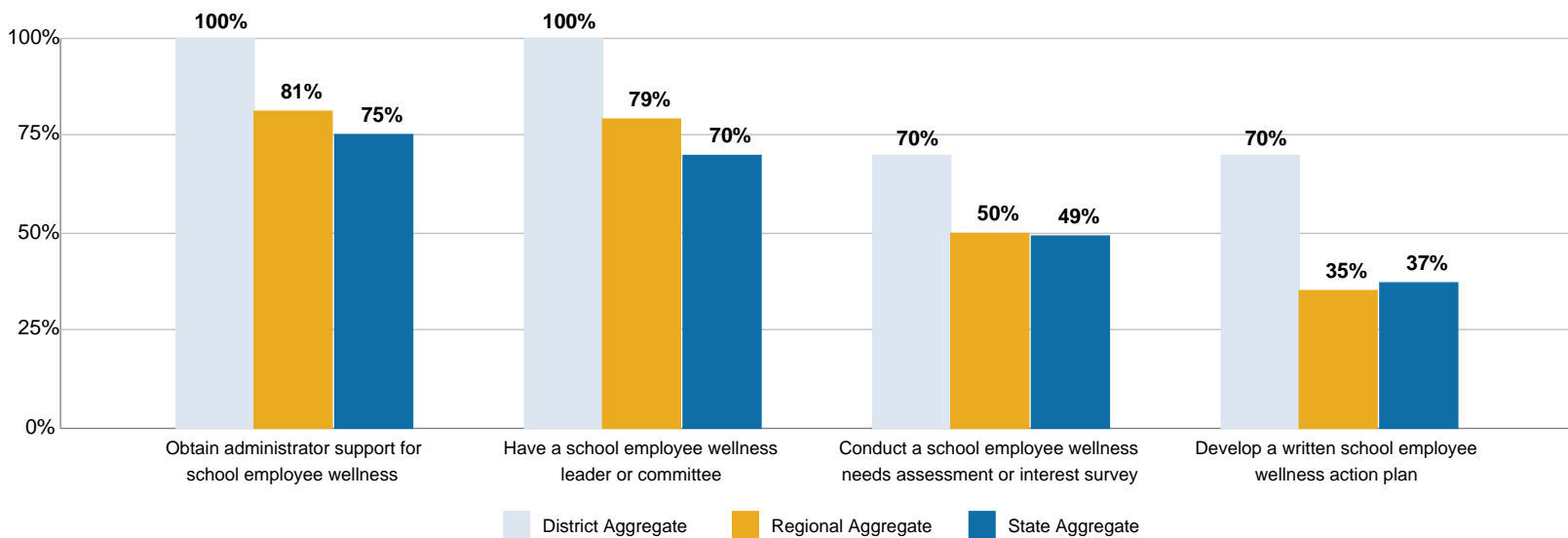
**Table 2.9.2: Student Engagement in School Health Components**

| Item   | District                                | Region                                  | State                                   | District  | Region  | State   |
|--|---|---|---|---|---|---|
|  | Suggestions are Collected from Students | Suggestions are Collected from Students | Suggestions are Collected from Students | Programs or Policies are Co-Created by Students | Programs or Policies are Co-Created by Students | Programs or Policies are Co-Created by Students |
| School culture and climate                           | 80%                                     | 60%                                     | 70%                                     | 10%   | 17%   | 14%   |
| Physical education                                   | 20%                                     | 46%                                     | 52%                                     | -   | 6%  | 4%  |
| Counseling, psychological, and social services       | 40%                                     | 46%                                     | 47%                                     | -   | 4%  | 3%  |
| Food served in school                                | 40%                                     | 40%                                     | 46%                                     | -   | -   | 4%  |
| The school's physical environment                    | 50%                                     | 42%                                     | 43%                                     | -   | 4%  | 8%  |
| Student health services                              | 10%                                     | 21%                                     | 33%                                     | -   | 2%  | 2%  |
| Health education (including sexual health education) | 20%                                     | 23%                                     | 32%                                     | -   | -   | 1%  |

## STAFF HEALTH PROMOTION

Staff health promotion efforts or worksite wellness programs should offer opportunities for all staff to engage in activities and programs to better their health and wellness, such as health screenings for staff. Schools should identify a staff person or team to assess needs and interests of staff, coordinate and offer programs for staff, and refer staff to services and supports as needed. For a comprehensive list of best practices, please reference the Best Practices Guide: Staff Health Promotion on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Figure 2.10.1: Practices to Promote Staff Wellness**



**Table 2.10.1: Staff Wellness Activities**

| Item  | District                                  | Region                                    | State                                     |
|---|---|---|---|
|   | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice | Secondary Schools Reporting Best Practice |
| First Aid/CPR training                            | 80%                                       | 81%                                       | 89%                                       |
| Annual flu shots at the school or district office | 90%                                       | 54%                                       | 75%                                       |
| Health screenings                                 | 90%                                       | 50%                                       | 69%                                       |
| Physical activity                                 | 90%                                       | 81%                                       | 66%                                       |
| Stress management activities                      | 80%                                       | 71%                                       | 64%                                       |
| Counseling for emotional disorders                | 90%                                       | 56%                                       | 59%                                       |
| Crisis intervention                               | 90%                                       | 58%                                       | 59%                                       |
| Conflict resolution education                     | 50%                                       | 54%                                       | 53%                                       |
| Healthy food-related activities                   | 40%                                       | 31%                                       | 38%                                       |
| Tobacco cessation efforts                         | 20%                                       | 31%                                       | 38%                                       |

## GENERAL HEALTH POLICIES AND PRACTICES

Regardless of topic area, there are common practices that schools can implement to support their efforts and integrate health and wellness into their policies, systems, and culture. These foundational practices include having a wellness team, using data to make decisions, developing annual health and wellness plans, obtaining funding or resources to implement programs, and communicating about their efforts. For a comprehensive list and explanation of best practices, please reference the Best Practices Guide: General Health Policies and Practices on CEI's website.

<http://bit.ly/CEIhealthbestpractices>

**Table 3.2.1: Annual Wellness Team Membership**

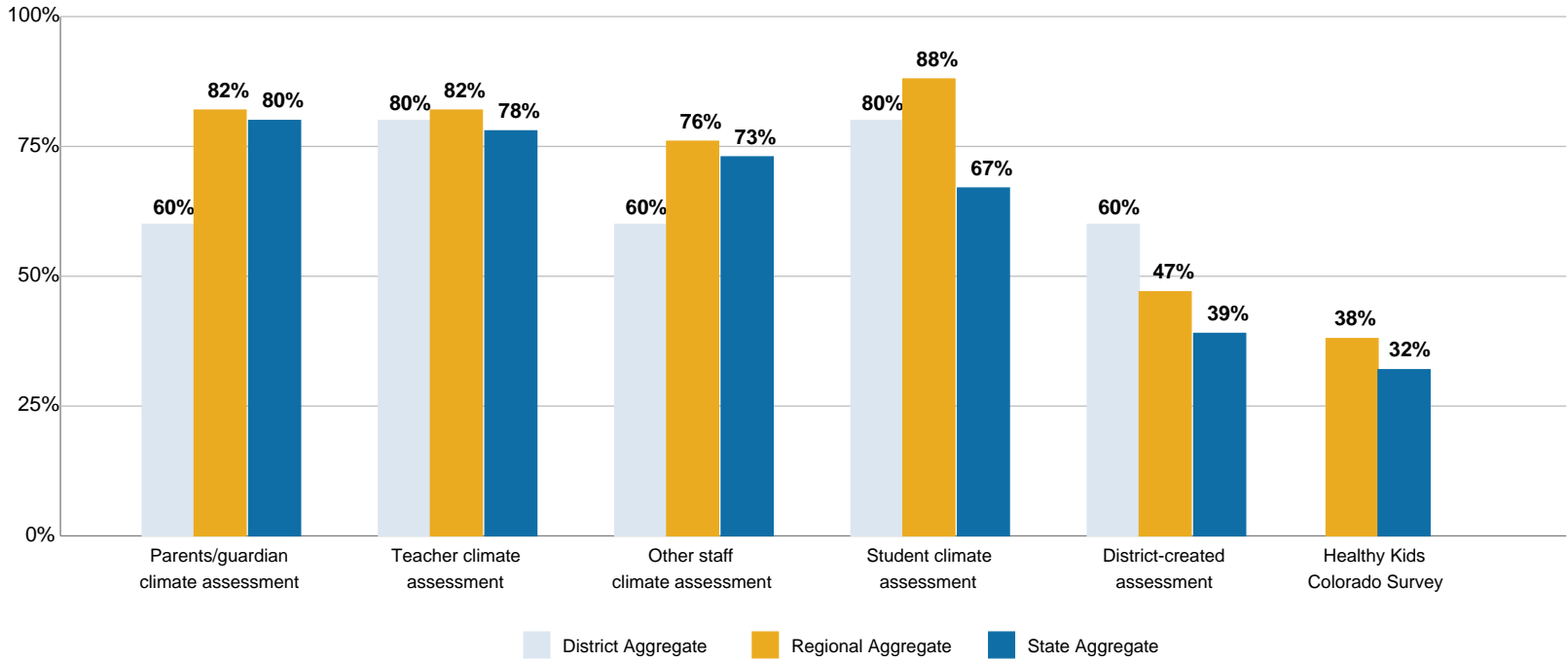
| Item  | District                                 | Region                                   | State                                    |
|---|--|--|--|
|   | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Does your school have an identified staff person who leads school health efforts? | 80%                                      | 82%                                      | 78%                                      |
| Does your school have a wellness team?  | 80%                                      | 82%                                      | 80%                                      |
| Does membership include the following?  |  |  |  |
| School administrators   | —  | 79%                                      | 85%                                      |
| Parents/guardians   | —  | 29%                                      | 33%                                      |
| Community leaders   | —  | 29%                                      | 23%                                      |
| Students  | —  | 57%                                      | 60%                                      |

**Table 3.2.2: Annual Wellness Team Activities**

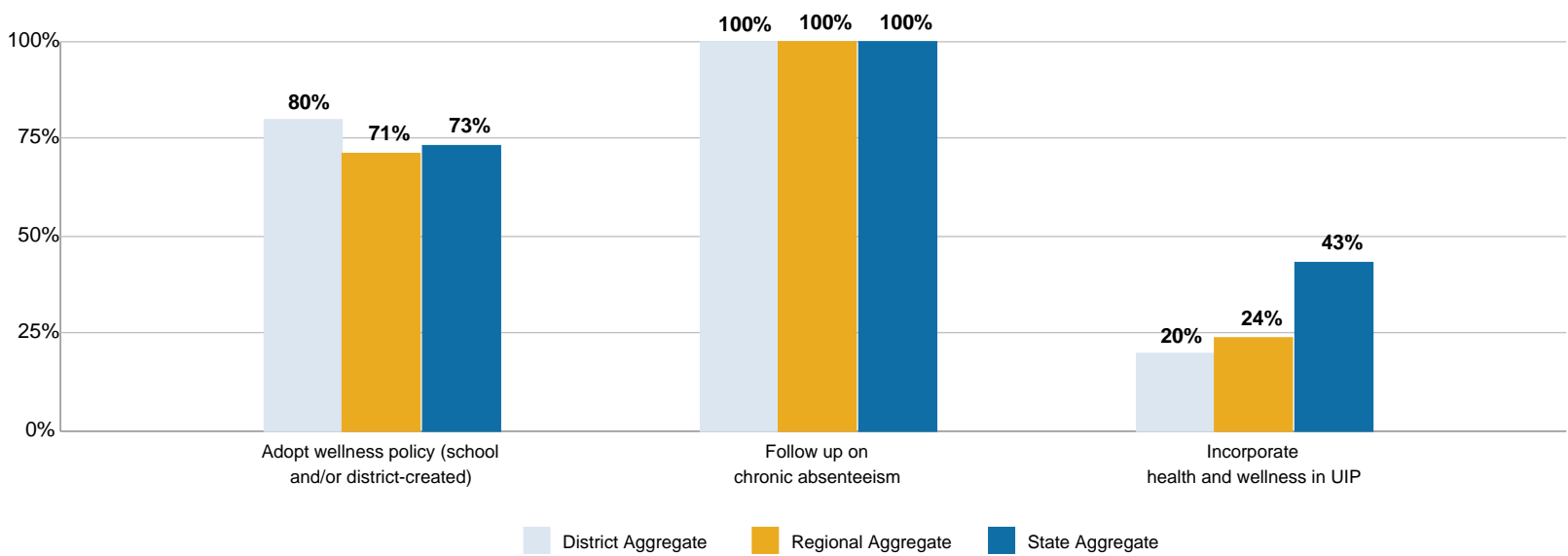
| Item  | District                                 | Region                                   | State                                    |
|---|--|--|--|
|   | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members | —  | 93%                                      | 90%                                      |
| Sought funding or leverage resources to support health and safety priorities for students and staff   | —  | 86%                                      | 88%                                      |
| Reviewed health-related curricula or instructional materials  | —  | 93%                                      | 85%                                      |
| Recommended new or revised health and safety policies and activities to school administrators or the school improvement team  | —  | 86%                                      | 83%                                      |
| Identified student health needs based on a review of relevant data  | —  | 71%                                      | 73%                                      |



**Figure 3.2.1: Health and Wellness Assessments**



**Figure 3.2.2: Health and Wellness Policies and UIP Integration**



Combined District Results

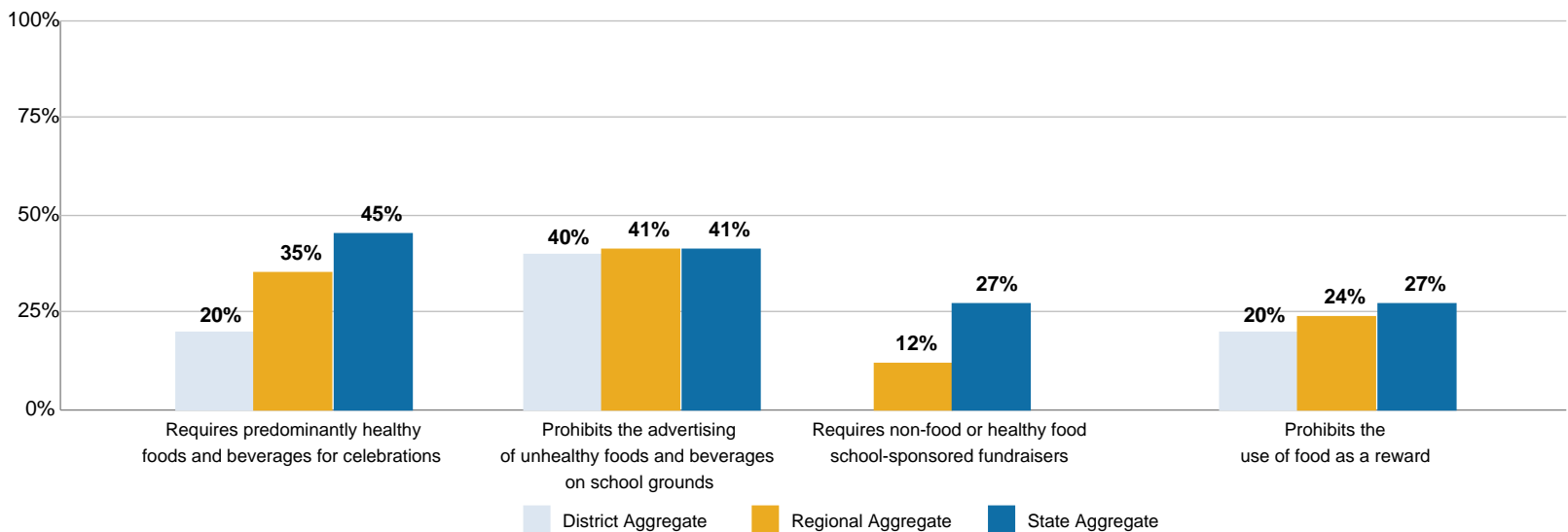
## NUTRITION

School nutrition encompasses access to healthy foods and beverages, time allotted for meals, and prohibition of non-healthy foods and beverages, with the goal of encouraging better nutritional values in the student population during the school day. Data on the offerings in the school meal program were not included in the school-level collection due to their assessment at the district level via federal and state processes. For a comprehensive list and explanation of best practices, please reference the Best Practices Guide: Nutrition on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Table 3.3.1: Average Number of Minutes Allowed for Meals**

| Item  | District                   | Region                     | State                      |
|---|----------------------------|----------------------------|----------------------------|
|   | Combined Schools' Response | Combined Schools' Response | Combined Schools' Response |
| Average number of minutes allowed for breakfast | 3                          | 12                         | 13                         |
| Average number of minutes allowed for lunch     | 18                         | 20                         | 21                         |

**Figure 3.3.1: Food-Related Policies**



Combined District Results

**Table 3.3.2: Activities to Promote Healthy Eating**

| Item  | District                                 | Region                                   | State                                    |
|---|--|--|--|
|   | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Offered a self-serve salad bar to students  | 40%                                      | 65%                                      | 58%                                      |
| Served locally or regionally grown foods in the cafeteria or classrooms   | 40%                                      | 53%                                      | 55%                                      |
| Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating | -  | 24%                                      | 41%                                      |
| Planted a school food or vegetable garden   | 20%                                      | 29%                                      | 40%                                      |
| Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance            | -  | 35%                                      | 27%                                      |
| Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes                      | -  | 6%                                       | 27%                                      |
| Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages                 | -  | 6%                                       | 16%                                      |

**Table 3.3.3: Food Items Available for Student Purchase<sup>4</sup>**

| Item   | District                                 | Region                                   | State                                    |
|--|--|--|--|
|  | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Energy drinks  | -  | 100%                                     | 100%                                     |
| Chocolate candy  | -  | 83%                                      | 83%                                      |
| Other kinds of candy   | -  | 83%                                      | 83%                                      |
| Soda pop or fruit drinks that are not 100% juice                                 | -  | 100%                                     | 83%                                      |
| Foods or beverages containing caffeine   | -  | 83%                                      | 83%                                      |
| 2% or whole milk (plain or flavored)   | -  | 67%                                      | 67%                                      |
| Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat | -  | 67%                                      | 58%                                      |
| Sports drinks  | -  | 83%                                      | 58%                                      |
| Salty snacks that are not low in fat   | -  | 67%                                      | 50%                                      |

Combined District Results

<sup>4</sup> The best practice is to not have these food items available for student purchase.

## PHYSICAL EDUCATION/PHYSICAL ACTIVITY

In order to reach the nationally-recommended 60 minutes of daily physical activity and help students develop the knowledge and skills to be physically active for a lifetime, schools should address all components as defined by Comprehensive School Physical Activity, align the physical education curriculum to the Colorado Academic Comprehensive Health and Physical Education Standards, and ensure credentialing and professional development for physical education teachers. For a comprehensive list of best practices, please reference the Best Practices Guide: Physical Education and Physical Activity on CEI's website. <http://bit.ly/CEIhealthbestpractices>

Figure 3.4.1: PE Minutes Offered per Week/Elementary Student

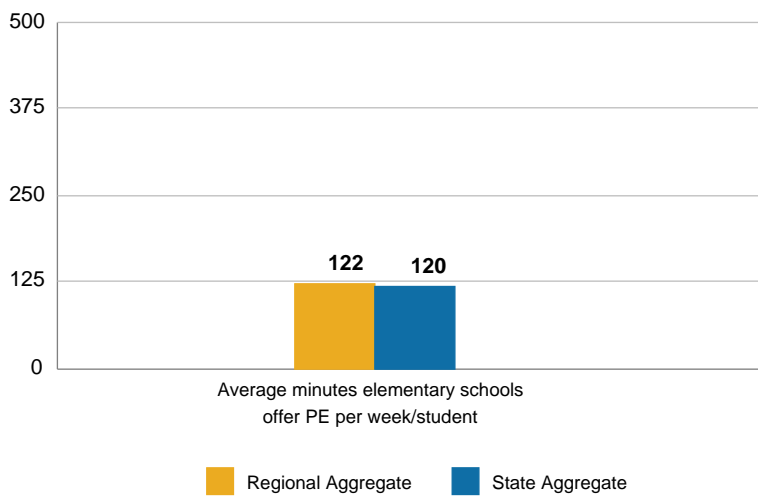


Figure 3.4.2: PE Minutes Offered per Week/Secondary Student

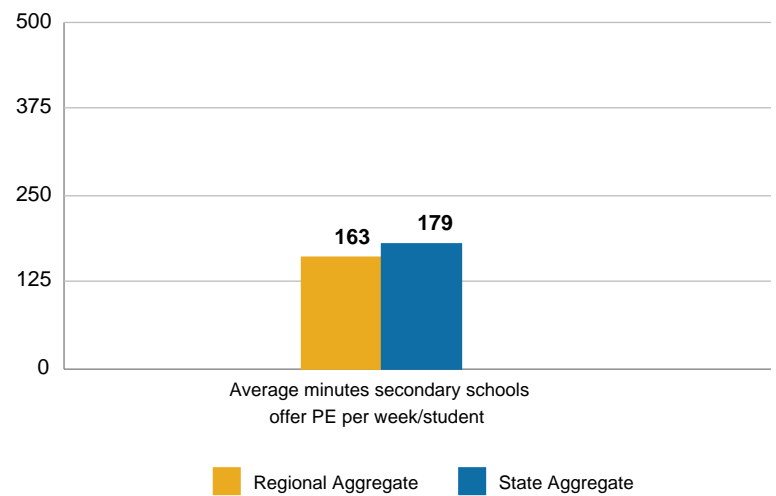


Figure 3.4.3: Physical Activity Opportunities

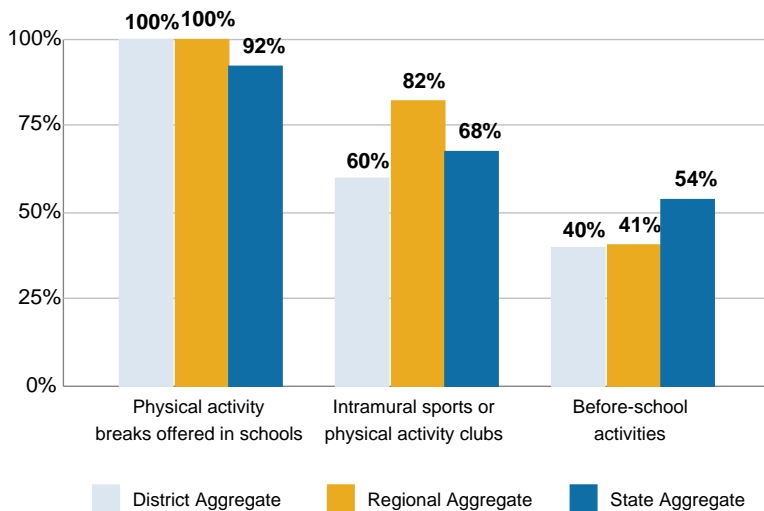
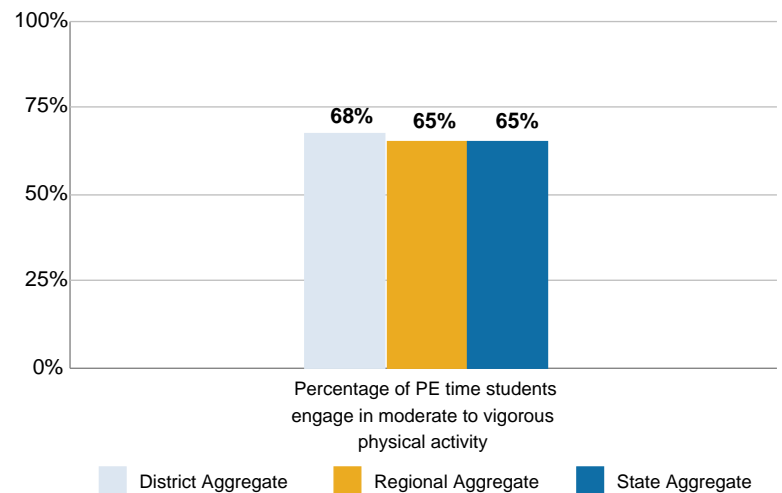


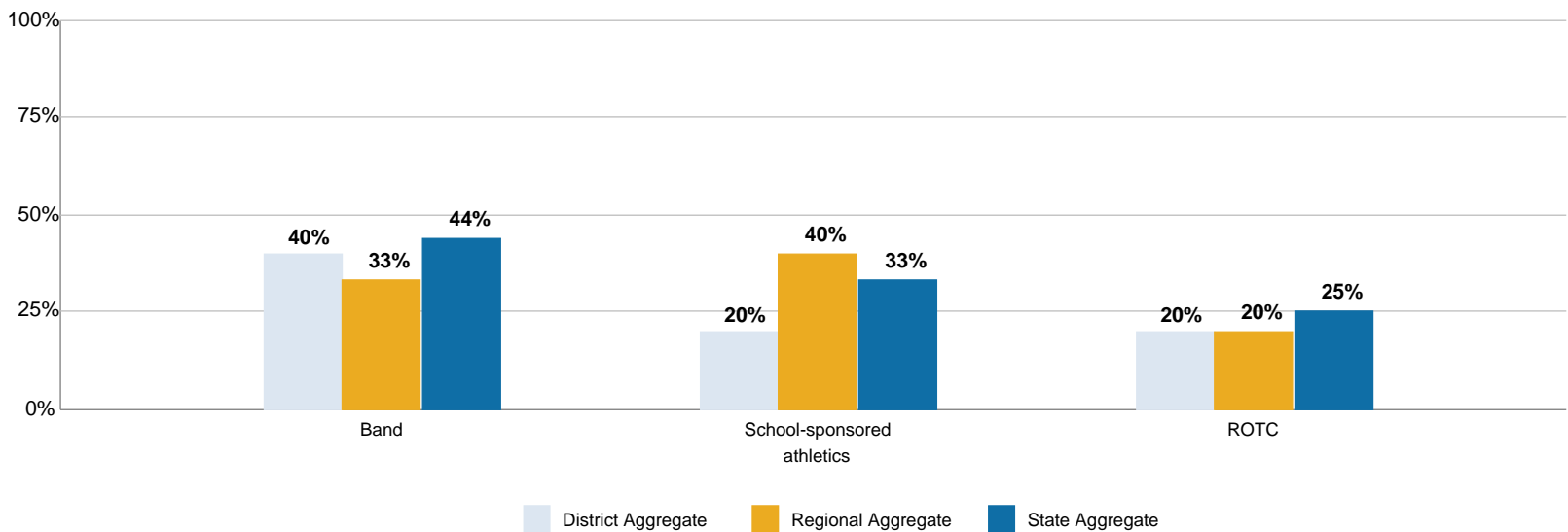
Figure 3.4.4: PE Time with Moderate to Vigorous Physical Activity



**Table 3.4.1: Practices and Tools to Ensure Quality Physical Education**

| Item  | District                                 | Region                                   | State                                    |
|---|--|--|--|
|   | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Instructional strategies that support the needs of the diversity of the student population                                    | 100%                                     | 100%                                     | 100%                                     |
| Appropriately modified activities to promote the participation of all students  | 80%                                      | 94%                                      | 98%                                      |
| Unit and lesson plans to guide instruction  | 100%                                     | 100%                                     | 98%                                      |
| Objectives that are observable and measurable   | 100%                                     | 100%                                     | 98%                                      |
| Curriculum aligned to the Colorado Academic Standards, specifically the Comprehensive Health and Physical Education Standards | 80%                                      | 94%                                      | 98%                                      |
| Student/teacher ratio that is comparable with other classes at all grade levels   | 80%                                      | 94%                                      | 94%                                      |
| Formative assessments   | 80%                                      | 88%                                      | 92%                                      |
| Summative/performative assessments  | 80%                                      | 88%                                      | 88%                                      |

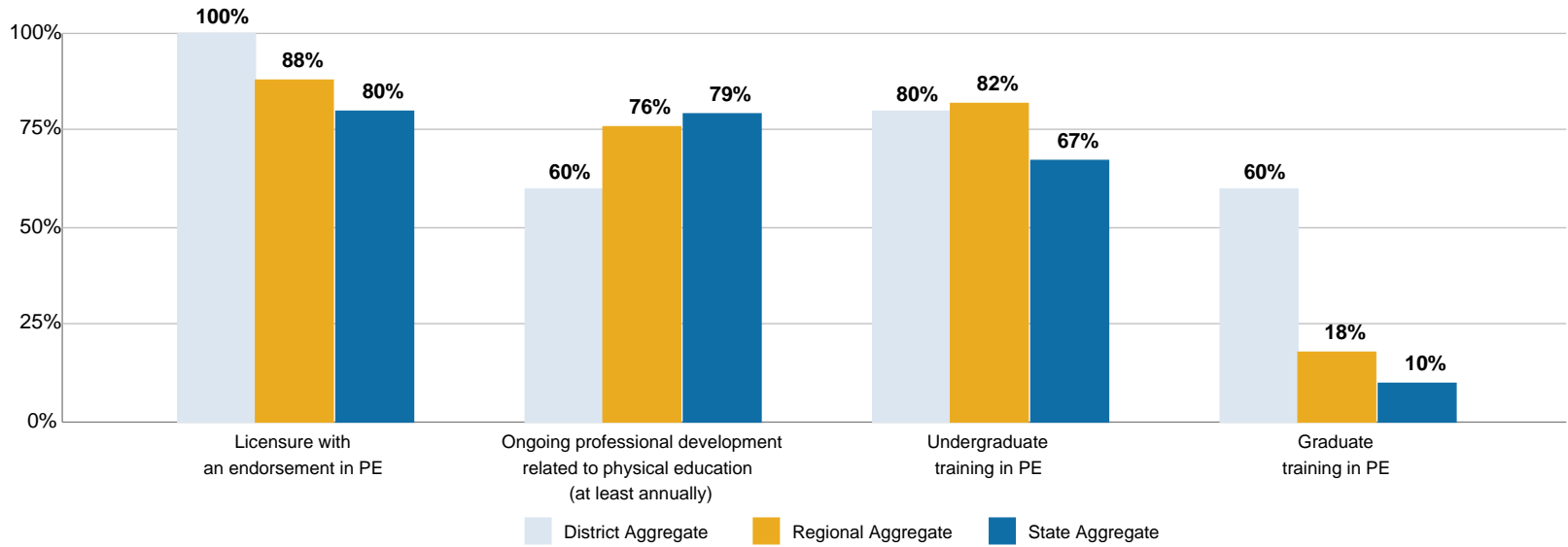
**Figure 3.4.5: Physical Education Waivers<sup>5</sup>**



Combined District Results

<sup>5</sup> The best practice is to not offer PE waivers for these extracurricular activities.

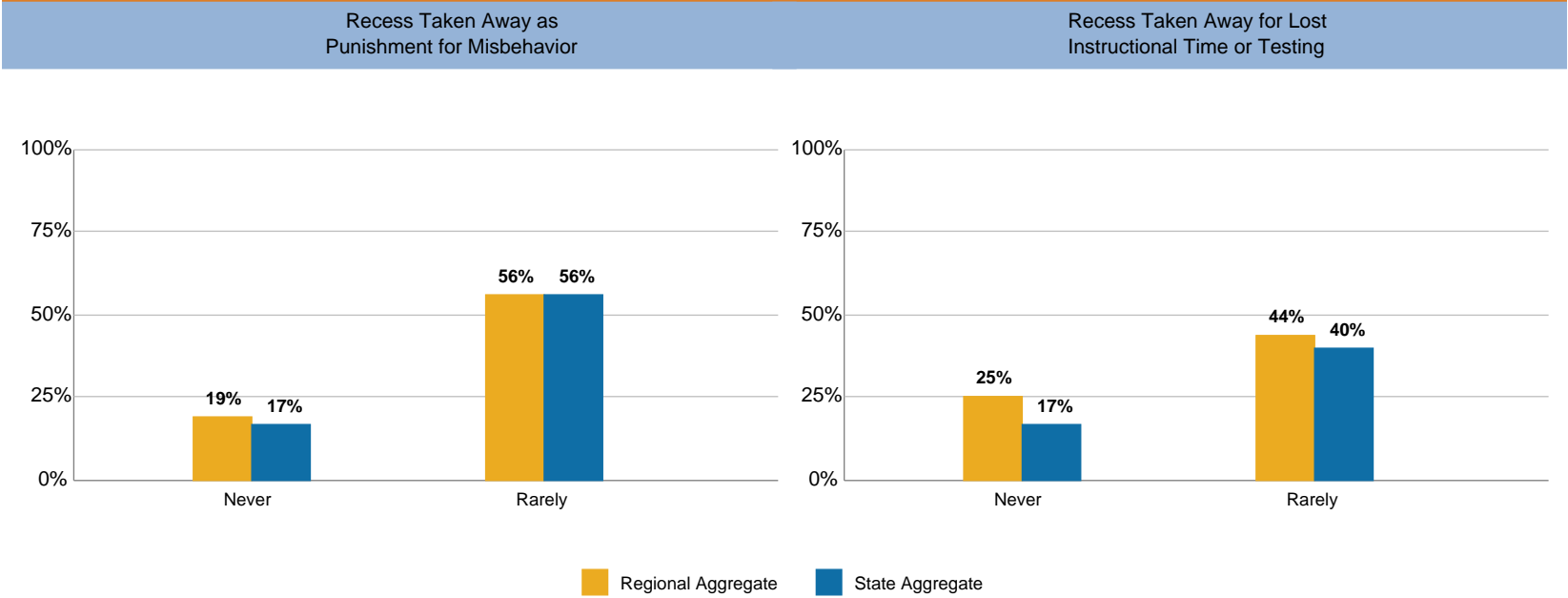
**Figure 3.4.6: Requirements of PE Teachers**



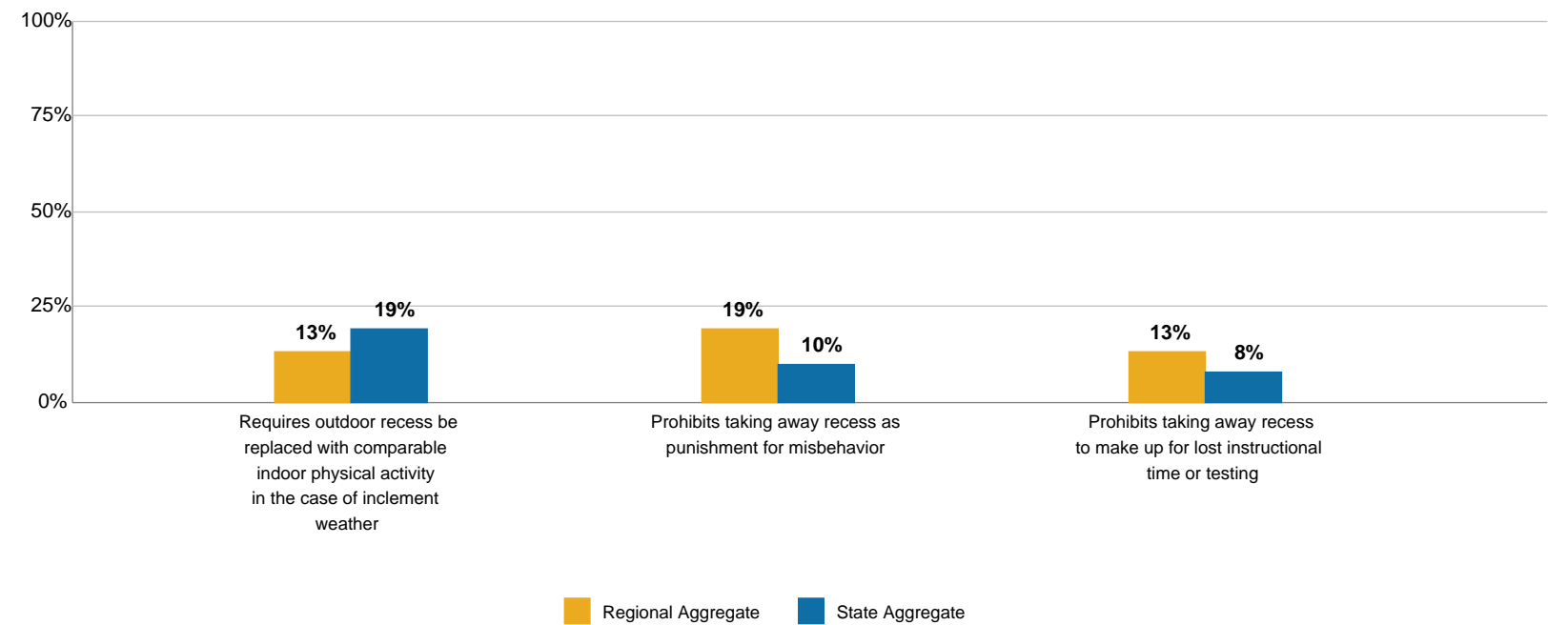
**Table 3.4.2: Average Number of Minutes Provided for Recess per Grade**

| Item         | District                   | Region                     | State                      |
|--------------|----------------------------|----------------------------|----------------------------|
|              | Combined Schools' Response | Combined Schools' Response | Combined Schools' Response |
| Kindergarten | -                          | 30                         | 37                         |
| 1st grade    | -                          | 28                         | 34                         |
| 2nd grade    | -                          | 28                         | 34                         |
| 3rd grade    | -                          | 27                         | 33                         |
| 4th grade    | -                          | 27                         | 31                         |
| 5th grade    | -                          | 26                         | 29                         |
| 6th grade    | -                          | 19                         | 24                         |

**Figure 3.4.7: Recess Time Practices**



**Figure 3.4.8: Recess Time Policies**

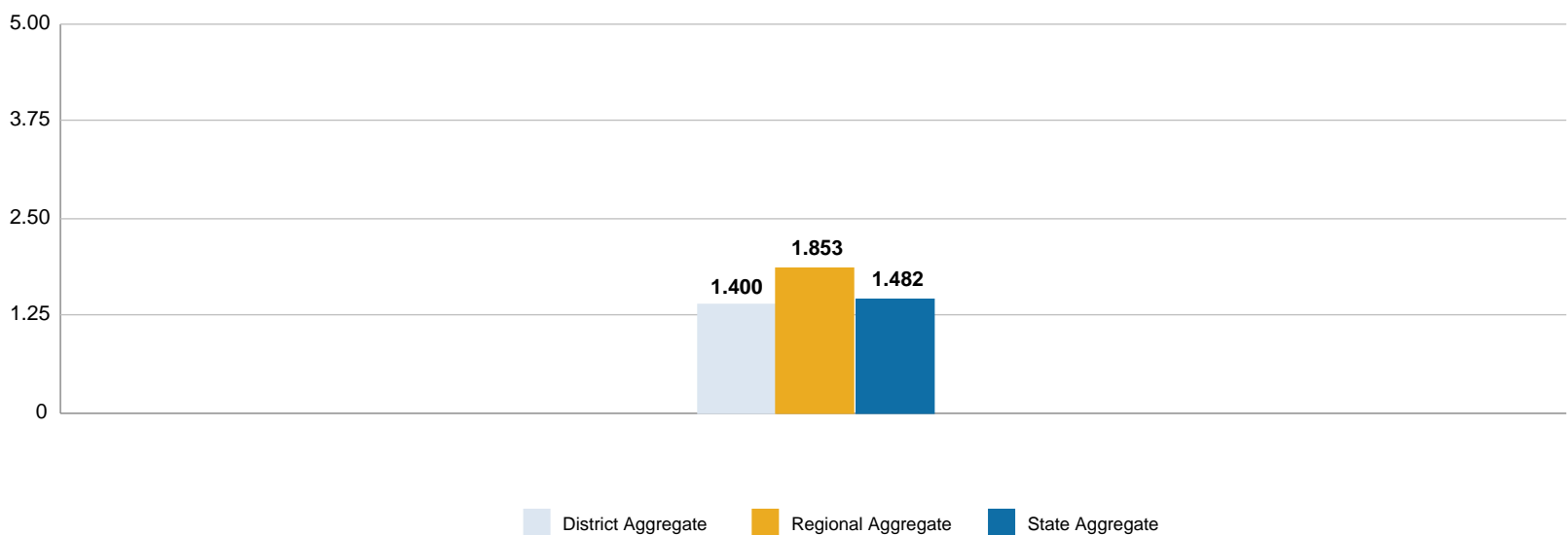


Combined District Results

**Table 3.4.3: Grades with Required Physical Education Course**

| Item         | District                                 | Region                                   | State                                    |
|--------------|--|--|--|
|              | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Kindergarten | 80%                                      | 94%                                      | 86%                                      |
| 1st grade    | 80%                                      | 94%                                      | 88%                                      |
| 2nd grade    | 80%                                      | 94%                                      | 88%                                      |
| 3rd grade    | 80%                                      | 94%                                      | 88%                                      |
| 4th grade    | 80%                                      | 94%                                      | 86%                                      |
| 5th grade    | 80%                                      | 94%                                      | 94%                                      |
| 6th grade    | 60%                                      | 65%                                      | 78%                                      |
| 7th grade    | 40%                                      | 65%                                      | 74%                                      |
| 8th grade    | 60%                                      | 71%                                      | 72%                                      |
| 9th grade    | 20%                                      | 13%                                      | 18%                                      |
| 10th grade   | 20%                                      | 13%                                      | 16%                                      |
| 11th grade   | 40%                                      | 19%                                      | 20%                                      |
| 12th grade   | 40%                                      | 19%                                      | 18%                                      |

**Figure 3.4.9: Staffing of Physical Education Teachers**



Combined District Results



## HEALTH EDUCATION

Instruction related to health education should be offered to students to help them access valid information about their health, make healthy decisions, and analyze what influences health and wellness. A variety of school staff may teach health education and integrate health lessons into their classrooms. Health education lessons and curriculum should be aligned to the Colorado Academic Comprehensive Health and Physical Education Standards, and school staff teaching to these standards should receive relevant professional development. For a comprehensive list of best practices, please reference the Best Practices Guide: Health Education on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Table 3.5.1: Staff Members Teaching Health Education**

| Item                           | District                                 | Region                                   | State                                    |
|--------------------------------|--|--|--|
|                                | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Physical education teachers    | 80%                                      | 88%                                      | 78%                                      |
| Science teachers               | 60%                                      | 81%                                      | 76%                                      |
| School counselors              | 60%                                      | 59%                                      | 45%                                      |
| Non-science classroom teachers | 60%                                      | 53%                                      | 43%                                      |
| Health education teachers      | 60%                                      | 47%                                      | 39%                                      |
| School nurses                  | -  | 35%                                      | 33%                                      |

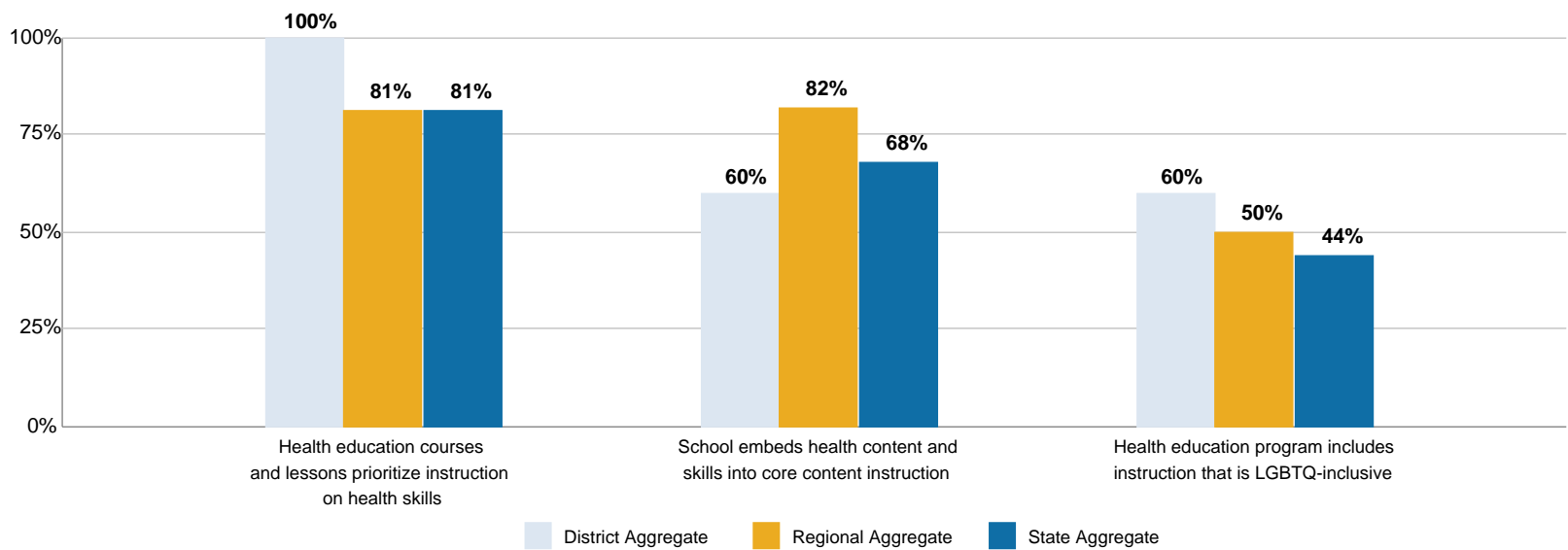
**Table 3.5.2: Health Educator Professional Development**

| Item                           | District                                 | Region                                   | State                                    |
|--------------------------------|--|--|--|
|                                | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| School nurses                  | -  | 100%                                     | 88%                                      |
| School counselors              | -  | 80%                                      | 77%                                      |
| Health education teachers      | -  | 63%                                      | 74%                                      |
| Physical education teachers    | -  | 73%                                      | 72%                                      |
| Science teachers               | -  | 31%                                      | 32%                                      |
| Non-science classroom teachers | -  | 22%                                      | 14%                                      |

**Table 3.5.3: Practices to Ensure Quality Health Education**

| Item  | District                                 | Region                                   | State                                    |
|---|--|--|--|
|   | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Unit and lesson plans to guide instruction  | 100%                                     | 88%                                      | 81%                                      |
| Objectives that are observable and measurable   | 100%                                     | 88%                                      | 81%                                      |
| Instruction/curriculum aligned to the Colorado Academic Standards, specifically the Comprehensive Health and Physical Education Standards | 100%                                     | 75%                                      | 79%                                      |
| Units and lessons that provide opportunities for practicing health-related skills   | 100%                                     | 81%                                      | 75%                                      |
| Summative/performative assessments  | 80%                                      | 75%                                      | 69%                                      |
| Formative assessments   | 60%                                      | 56%                                      | 67%                                      |

**Figure 3.5.1: Practices in Implementation of Health Education**

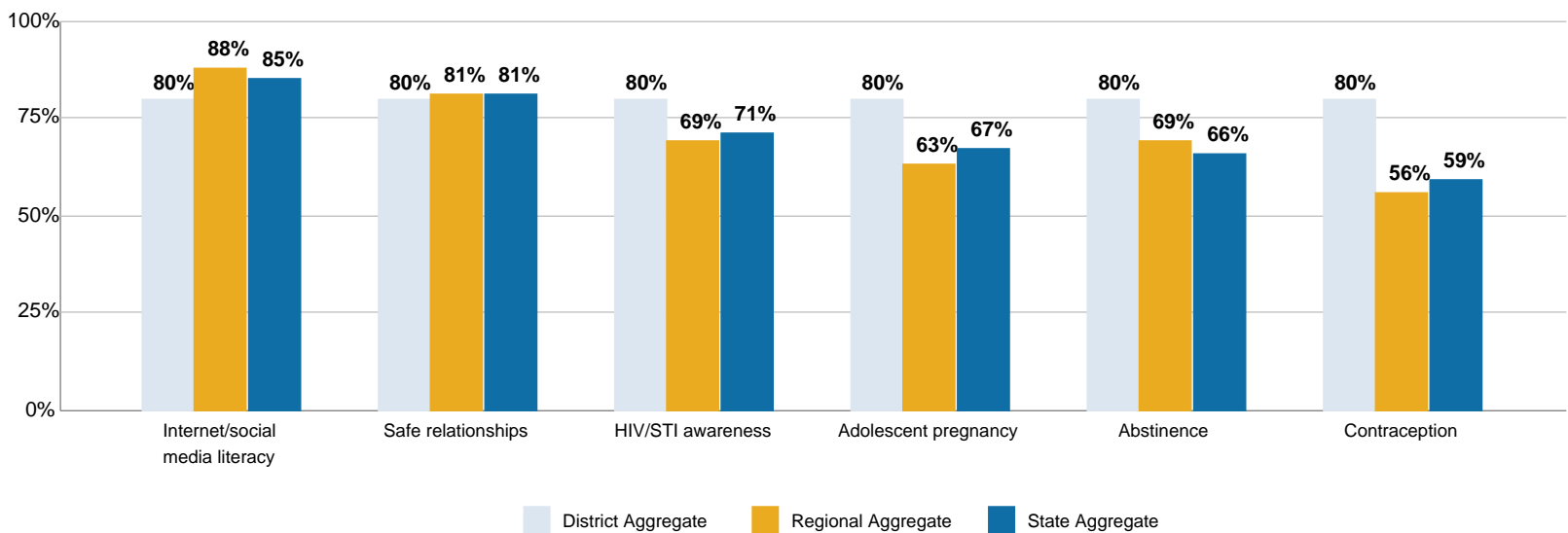


Combined District Results

**Table 3.5.4: Health Education Topics**

| Item   | District                                 | Region                                   | State                                    |
|--|--|--|--|
|  | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Physical activity                              | 100%                                     | 100%                                     | 94%                                      |
| Healthy eating                                 | 100%                                     | 100%                                     | 92%                                      |
| Violence prevention                            | 100%                                     | 94%                                      | 86%                                      |
| Human sexuality/sexual health education        | 100%                                     | 94%                                      | 84%                                      |
| Mental and emotional wellness                  | 80%                                      | 88%                                      | 82%                                      |
| Personal hygiene                               | 100%                                     | 94%                                      | 82%                                      |
| Alcohol, tobacco and other drug use prevention | 100%                                     | 94%                                      | 76%                                      |
| Stress management                              | 80%                                      | 71%                                      | 74%                                      |
| Oral health                                    | 60%                                      | 76%                                      | 66%                                      |
| Unintentional injury prevention                | 40%                                      | 59%                                      | 62%                                      |
| Suicide prevention                             | 80%                                      | 76%                                      | 60%                                      |

**Figure 3.5.2: Sexual Health Education Topics**

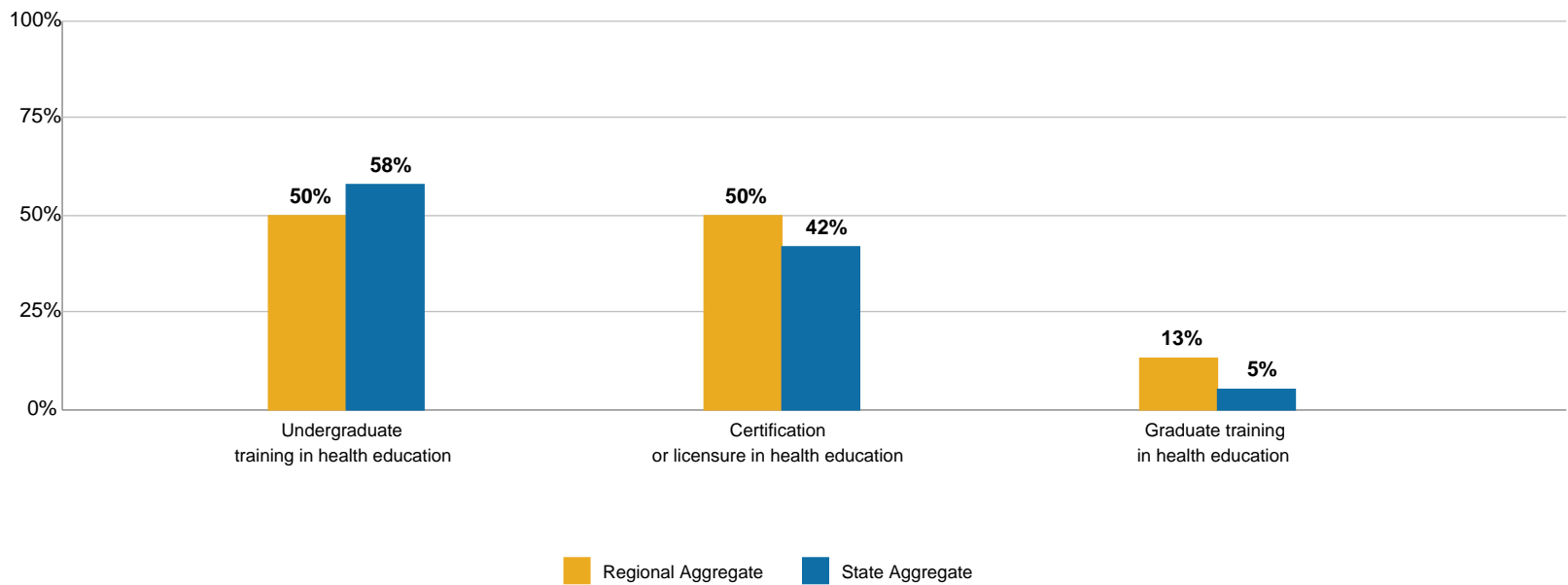


Combined District Results

**Table 3.5.5: Grades with an Offered Health Education Course**

| Item         | District                                 | Region                                   | State                                    |
|--------------|--|--|--|
|              | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Kindergarten | 40%                                      | 29%                                      | 36%                                      |
| 1st grade    | 40%                                      | 29%                                      | 36%                                      |
| 2nd grade    | 40%                                      | 29%                                      | 36%                                      |
| 3rd grade    | 40%                                      | 29%                                      | 36%                                      |
| 4th grade    | 40%                                      | 29%                                      | 36%                                      |
| 5th grade    | 60%                                      | 59%                                      | 56%                                      |
| 6th grade    | 80%                                      | 71%                                      | 66%                                      |
| 7th grade    | 80%                                      | 71%                                      | 70%                                      |
| 8th grade    | 80%                                      | 65%                                      | 66%                                      |
| 9th grade    | 20%                                      | 13%                                      | 15%                                      |
| 10th grade   | 20%                                      | 13%                                      | 17%                                      |
| 11th grade   | 40%                                      | 13%                                      | 17%                                      |
| 12th grade   | 40%                                      | 13%                                      | 15%                                      |

**Figure 3.5.3: Requirements of Health Education Teachers**



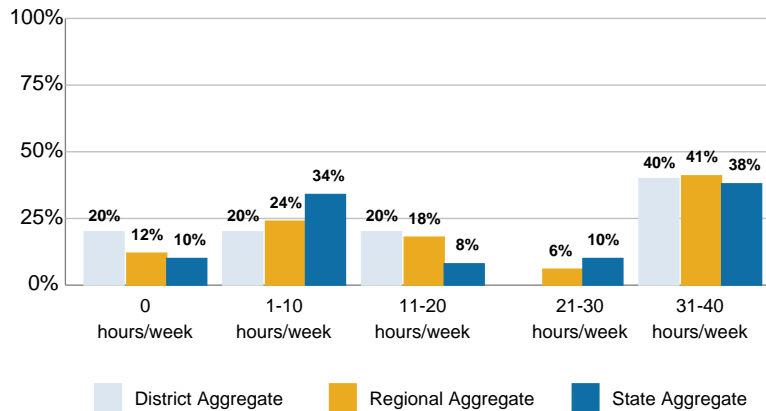
Combined District Results

## HEALTH SERVICES

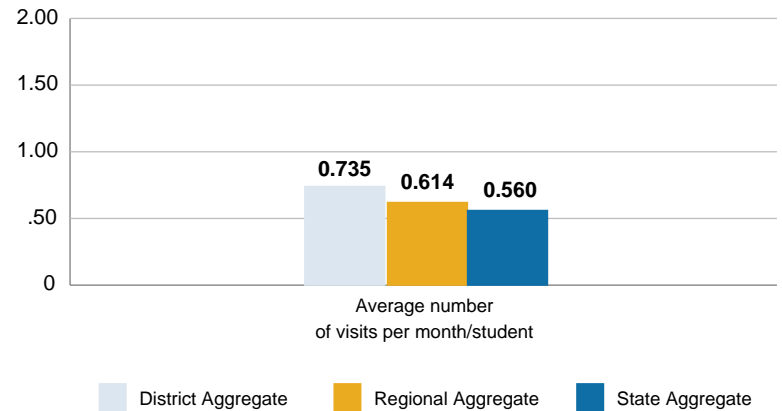
School health services includes assessing and managing student health needs, developing and housing plans for students with health care needs, and credentialing of school nurses and support staff. For a comprehensive list and explanation of best practices, please reference the Best Practices Guide: School Health Services on CEI's website.

<http://bit.ly/CEIhealthbestpractices>

**Figure 3.6.1: Access to School Nurse**



**Figure 3.6.2: Health Room Visits**



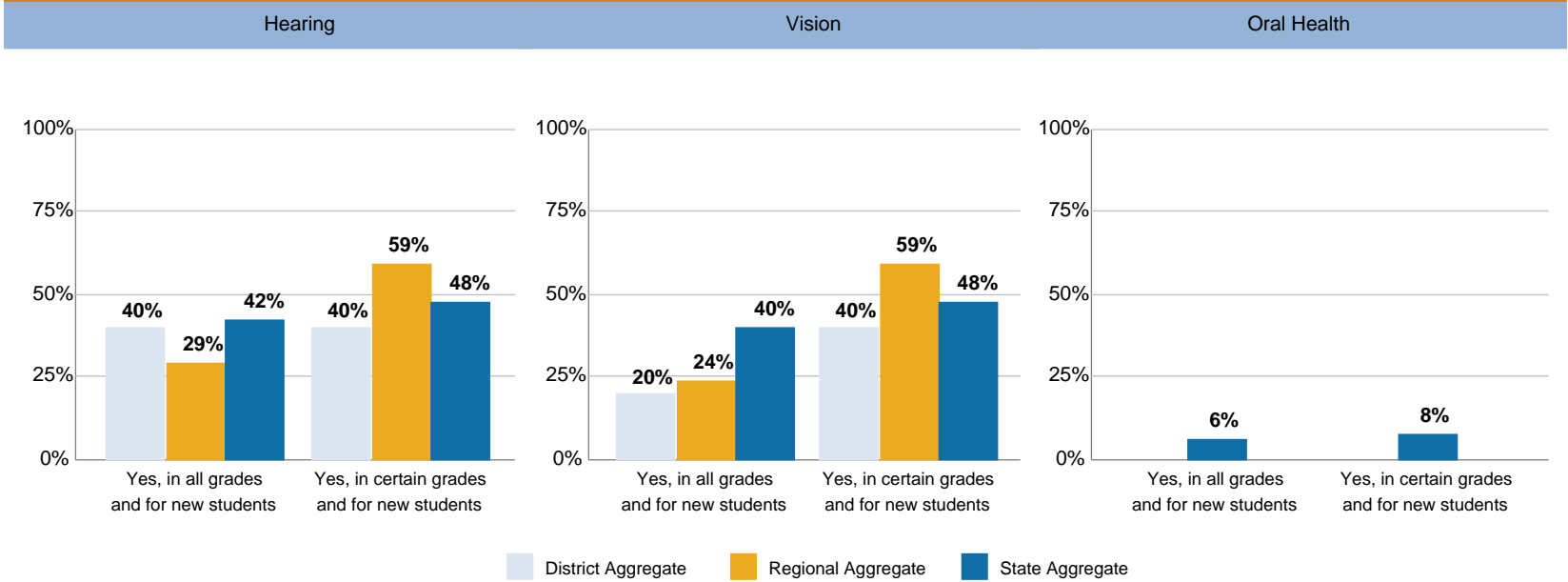
**Table 3.6.1: Staff Members Offering Health Services**

| Item   | District                                 | Region                                   | State                                    |
|--|--|--|--|
|  | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| School nurse/school nurse consultant               | 80%                                      | 76%                                      | 76%                                      |
| Health clerk, health aide, health paraprofessional | 80%                                      | 82%                                      | 52%                                      |

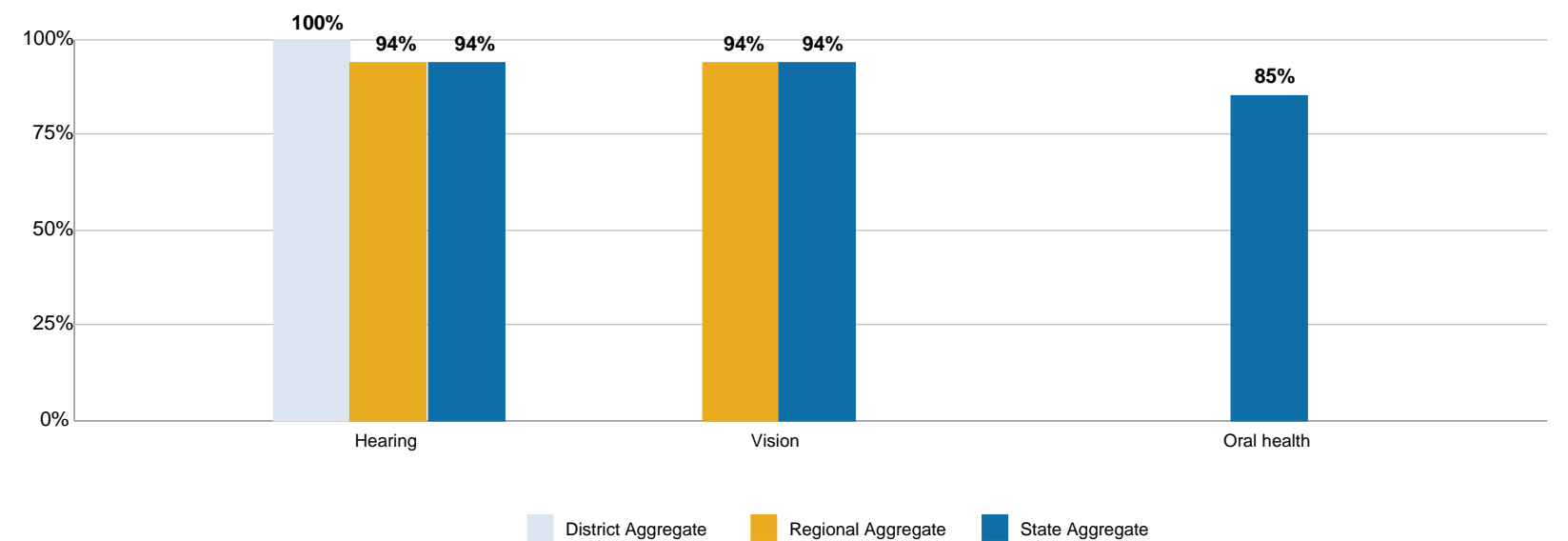
**Table 3.6.2: Health Service Records**

| Item  | District                                 | Region                                   | State                                    |
|---|--|--|--|
|   | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Health conditions (e.g., asthma, life-threatening allergies, diabetes type 1 or 2, seizures)                  | 100%                                     | 100%                                     | 100%                                     |
| Immunization status (including the number of students with signed personal, religious, or medical exemptions) | 100%                                     | 100%                                     | 100%                                     |
| Medication needs  | 80%                                      | 94%                                      | 98%                                      |
| Health insurance  | 60%                                      | 65%                                      | 62%                                      |
| A BMI at or above the 85th percentile   | 40%                                      | 29%                                      | 24%                                      |

**Figure 3.6.3: Annual Health Service Screenings & Referrals**



**Figure 3.6.4: Follow-Up Procedure for Health Service Referrals**



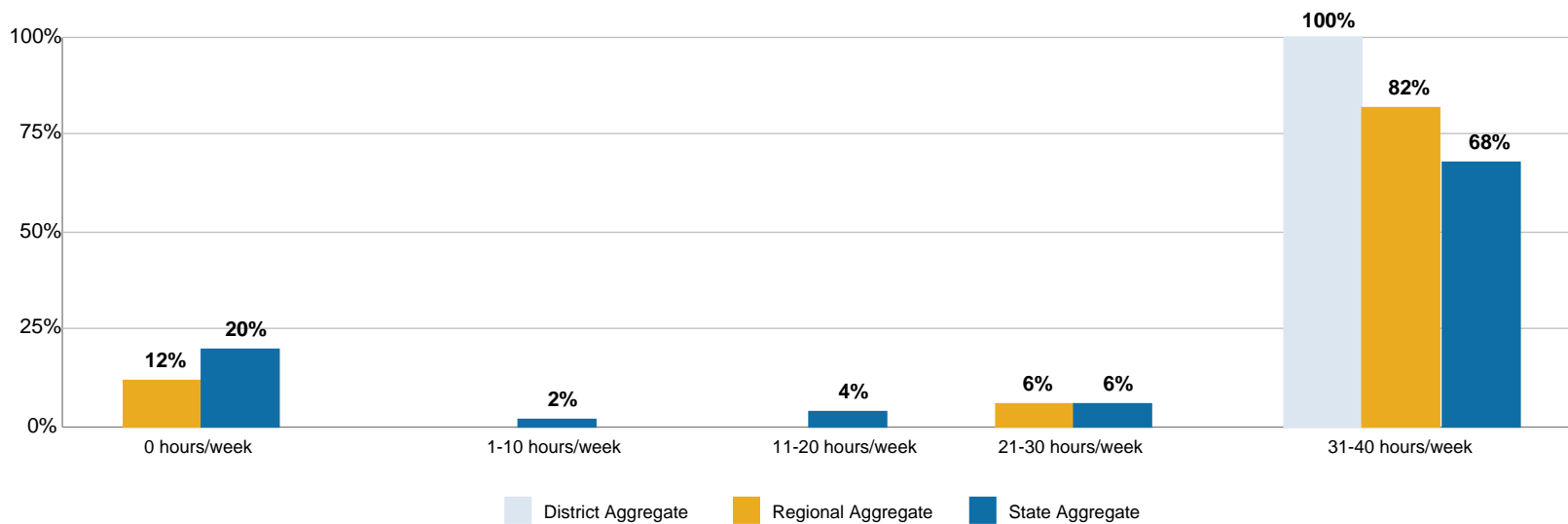
Combined District Results

## COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

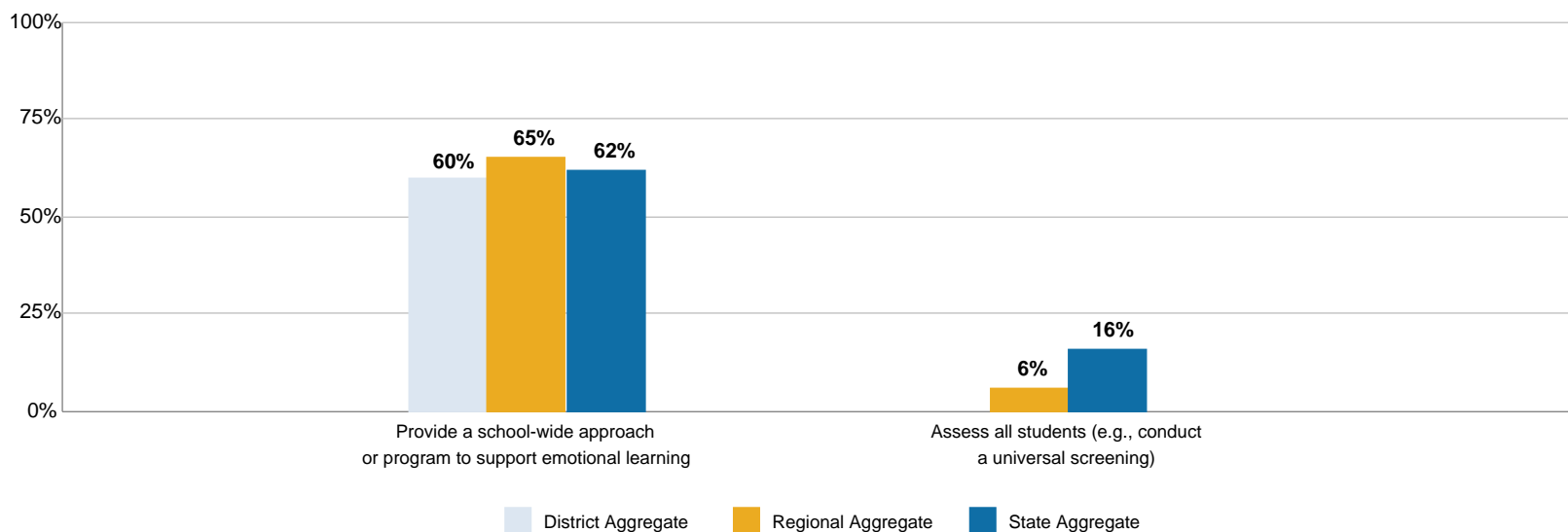
School counseling, psychological, and social services are supports provided to students that help address social, emotional, behavioral, and mental health needs. Schools should conduct universal screenings to identify the needs of both individual students and the entire student population, provide support or referrals to students with behavioral health needs, and consider training all staff to identify social, emotional, behavioral, and mental health needs. For a comprehensive list of best practices, please reference the Colorado Framework for School Behavioral Health Services on CEI's website.

<http://www.coloradoedinitiative.org/resources/schoolbehavioralhealth/>

**Figure 3.7.1: Access to School Counselor**

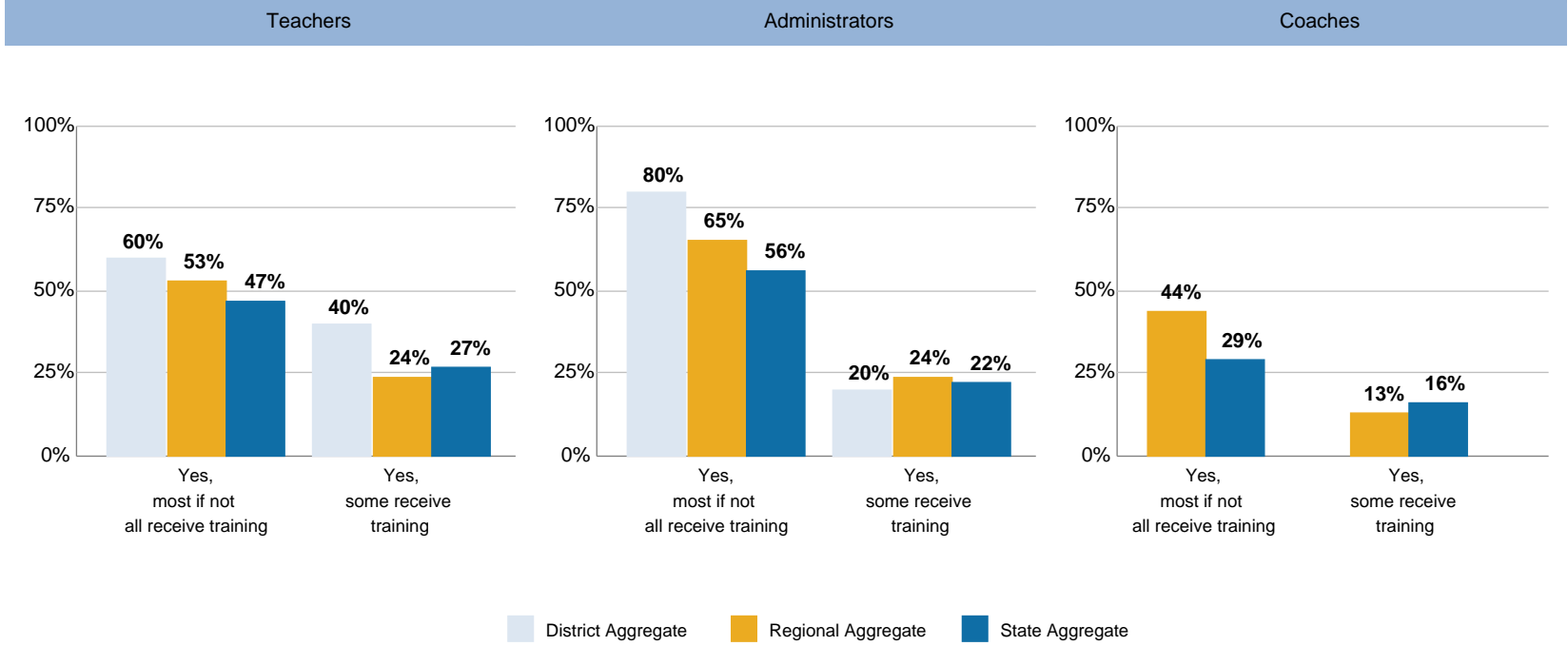


**Figure 3.7.2: Practices to Ensure Quality Counseling, Psychological, and Social Services**



Combined District Results

**Figure 3.7.3: Staff Trained to Identify Behavioral Health Needs**



**Table 3.7.1: Behavioral Health In-School Supports and Referrals**

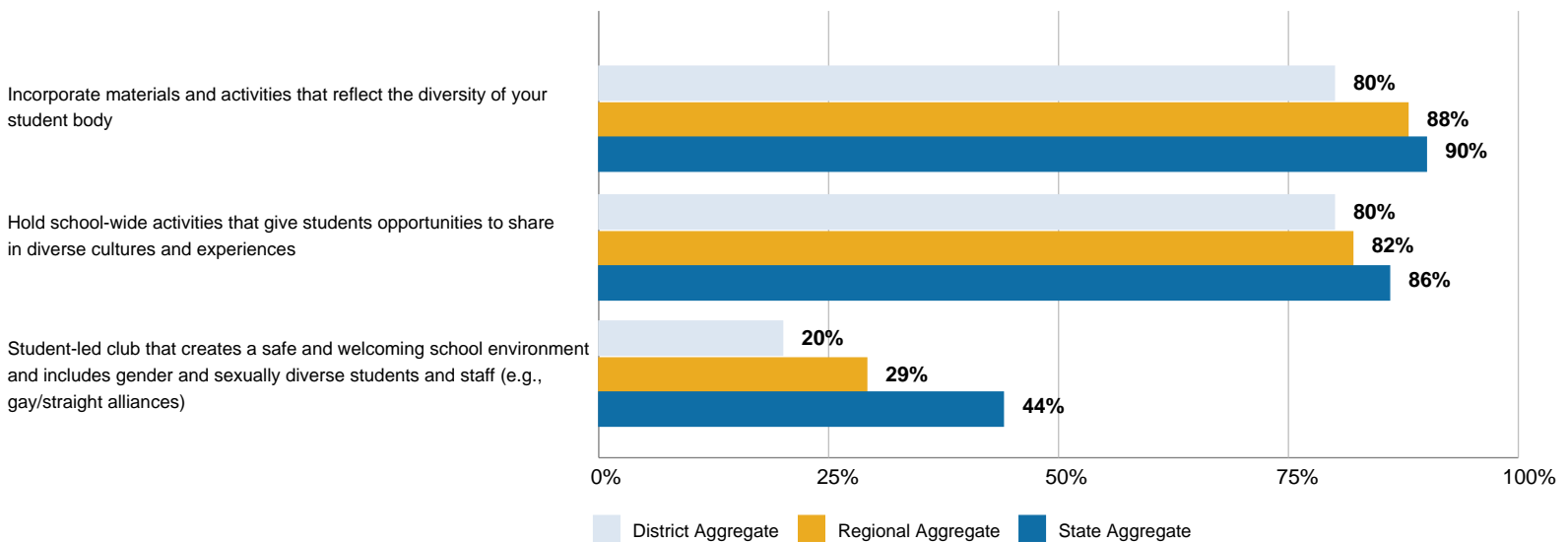
| Item                                   | District                            | Region                              | State                               | District                             | Region                               | State                                |
|--|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
|  | Combined Schools Providing Supports | Combined Schools Providing Supports | Combined Schools Providing Supports | Combined Schools Providing Referrals | Combined Schools Providing Referrals | Combined Schools Providing Referrals |
| Harassment and bullying                | -                                   | 81%                                 | 71%                                 | -                                    | 69%                                  | 80%                                  |
| Mental/behavioral issue                | -                                   | 56%                                 | 53%                                 | -                                    | 88%                                  | 91%                                  |
| Family issues                          | -                                   | 50%                                 | 41%                                 | -                                    | 88%                                  | 89%                                  |
| Substance abuse                        | -                                   | 38%                                 | 36%                                 | 100%                                 | 76%                                  | 74%                                  |
| Sexual assault and dating violence     | -                                   | 31%                                 | 33%                                 | -                                    | 75%                                  | 82%                                  |
| Eating disorders                       | -                                   | 25%                                 | 28%                                 | 100%                                 | 88%                                  | 83%                                  |
| Gender identity and sexual orientation | -                                   | 25%                                 | 22%                                 | -                                    | 75%                                  | 80%                                  |



## HEALTHY AND SAFE SCHOOL ENVIRONMENT

For a healthy and safe school environment, schools should address the safety and accessibility of the physical environment, how the school climate and culture impacts students and staff, practices used to address issues such as bullying, and crisis response. For a comprehensive list of best practices, please reference the Best Practices Guide: School Climate and Culture and Best Practices Guide: Physical Environment on CEI's website. <http://bit.ly/CEIhealthbestpractices>

**Figure 3.8.1: Practices to Promote Positive School Climate**



**Table 3.8.1: Policies/Practices to Prevent Bullying**

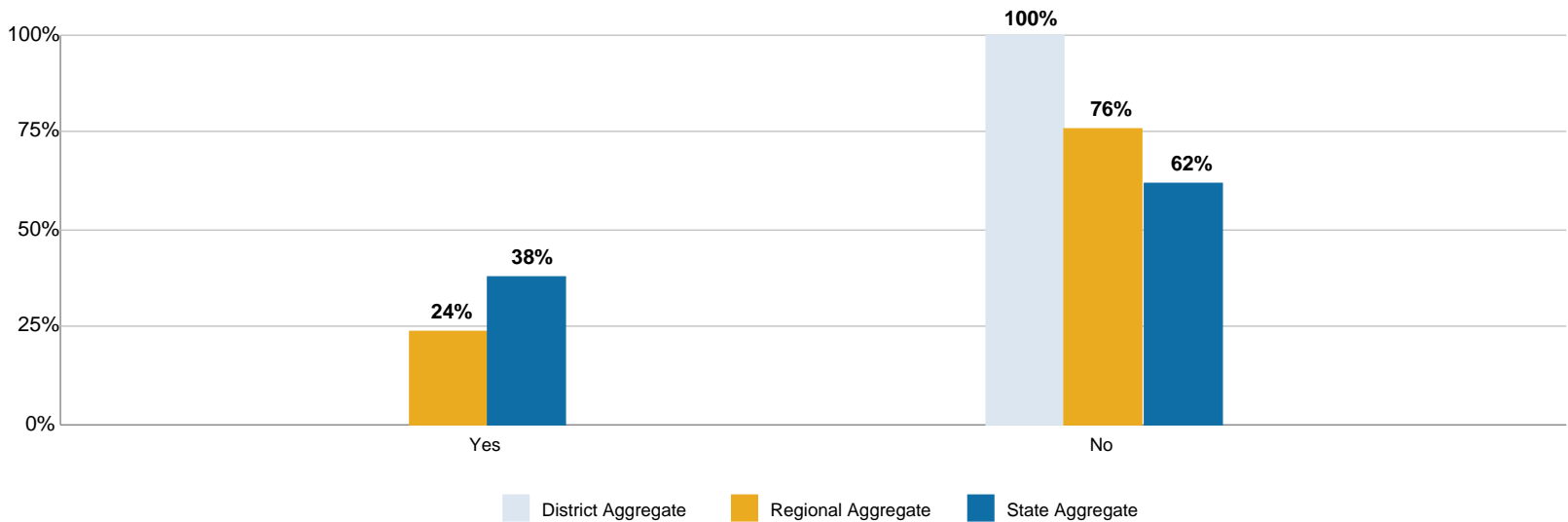
| Item   | District                                 | Region                                   | State                                    |
|--|--|--|--|
|  | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Written policy prohibiting harassment and bullying (including cyber bullying)      | 80%                                      | 76%                                      | 74%                                      |
| Written policy that delineates protections for specific groups                     | -  | 85%                                      | 93%                                      |
| Institute corrective measures for students engaged in bullying                     | 80%                                      | 94%                                      | 94%                                      |
| Implement strategies or programming to prevent harassment and bullying             | 80%                                      | 94%                                      | 90%                                      |
| Provide information to students about the consequences of harassment and bullying  | 100%                                     | 100%                                     | 90%                                      |
| Provide anonymous methods for students to report harassment or bullying            | 100%                                     | 100%                                     | 84%                                      |
| Provide information to parents/guardians about harassment and bullying             | 60%                                      | 76%                                      | 74%                                      |
| Conduct trainings for school staff about how to respond to harassment and bullying | 80%                                      | 65%                                      | 66%                                      |

Combined District Results

**Table 3.8.2: Practices to Support LGBTQ Students**

| Item  | District                                 | Region                                   | State                                    |
|---|--|--|--|
|   | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Prohibit harassment based on a student's perceived or actual sexual orientation or gender identity  | 60%                                      | 65%                                      | 70%                                      |
| Identify "safe spaces"  | 40%                                      | 47%                                      | 50%                                      |
| Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity | 60%                                      | 41%                                      | 46%                                      |
| Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth                             | -  | 41%                                      | 40%                                      |
| Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth    | -  | 35%                                      | 36%                                      |

**Figure 3.8.2: Safe Routes to School Program or Partnership**



Combined District Results

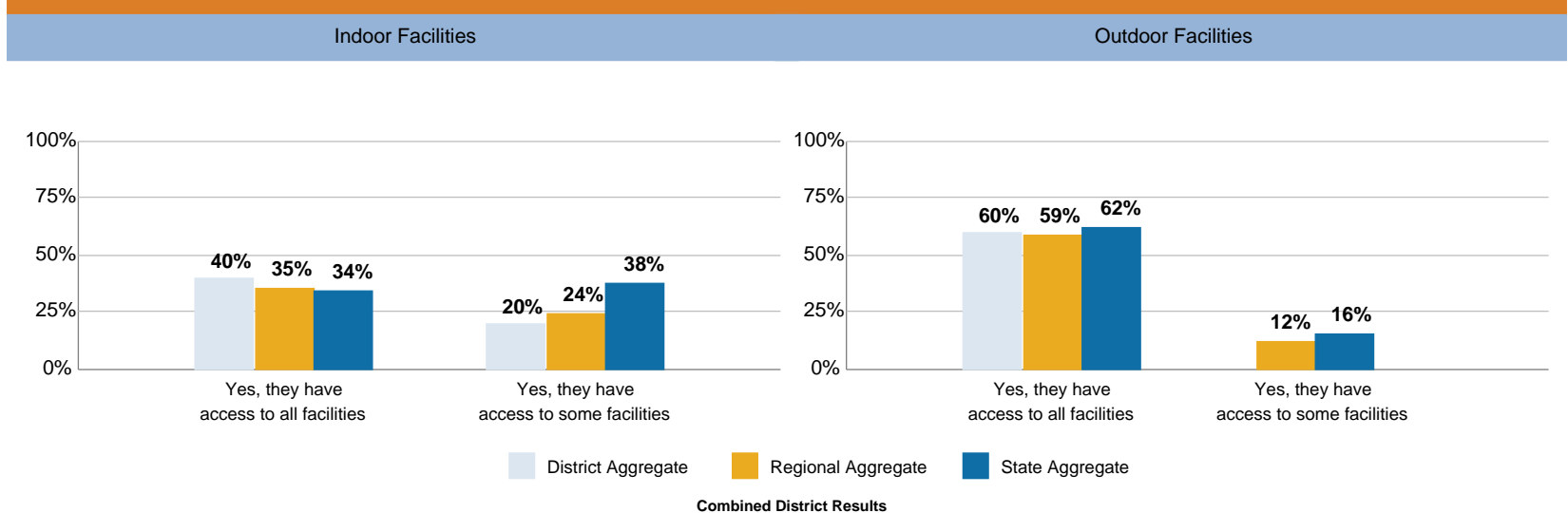
## FAMILY, COMMUNITY, AND STUDENT INVOLVEMENT

Establishing community partnerships is a practice schools can use to offer additional resources and programs to students and families. Additionally, schools should engage families to help them feel connected to the school and promote healthy behaviors at home, and engage students in providing input about programs or policies that impact them at school. Schools should also consider allowing the surrounding community to access facilities, particularly in areas where community recreation and gathering space are limited. For a comprehensive list of best practices, please reference the Best Practices Guide: General Health Policies and Practices on CEI's website. Also, each section in the Best Practices Guide includes action steps for community members, parents and students. <http://bit.ly/CEIhealthbestpractices>

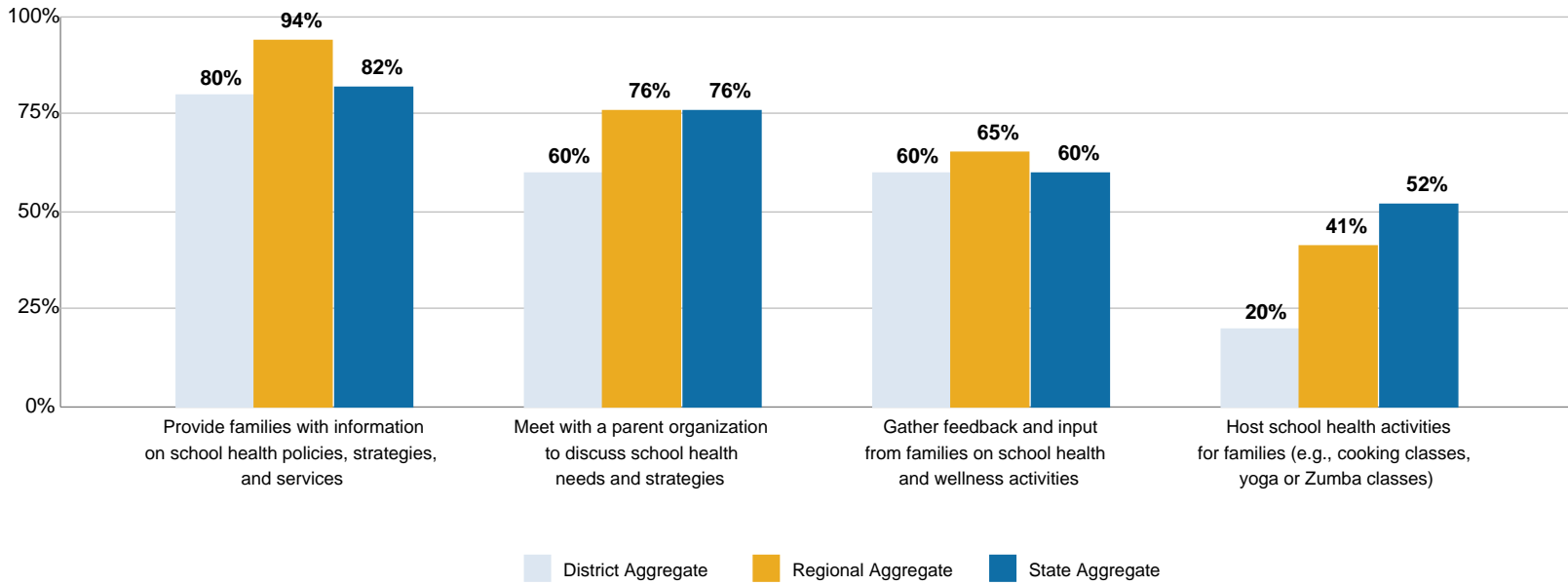
**Table 3.9.1: Collaboration with Organizations for Health Activities and Programs**

| Item                                   | District                                 | Region                                   | State                                    |
|--|--|--|--|
|  | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| Parks and recreation department        | 20%                                      | 53%                                      | 66%                                      |
| Nonprofit (e.g., YMCA)                 | 20%                                      | 47%                                      | 61%                                      |
| Local health department                | -  | 35%                                      | 52%                                      |
| Businesses                             | 40%                                      | 53%                                      | 52%                                      |
| Service club (e.g., Rotary Club)       | 40%                                      | 41%                                      | 52%                                      |
| Social services agency                 | 40%                                      | 41%                                      | 51%                                      |
| Health clinic                          | 20%                                      | 35%                                      | 48%                                      |
| Mental health center                   | 40%                                      | 41%                                      | 44%                                      |
| College or university                  | 40%                                      | 53%                                      | 44%                                      |
| Local family/youth leadership councils | 40%                                      | 35%                                      | 44%                                      |
| Hospital                               | -  | 18%                                      | 40%                                      |
| Doctor's office                        | 20%                                      | 12%                                      | 34%                                      |
| Faith-based group                      | 40%                                      | 35%                                      | 26%                                      |

**Figure 3.9.1: Community Facility Access**



**Figure 3.9.2: Family Engagement Strategies**



**Table 3.9.2: Student Engagement in School Health Components**

| Item   | District                                | Region                                  | State                                   | District  | Region  | State   |
|--|---|---|---|---|---|---|
|  | Suggestions are Collected from Students | Suggestions are Collected from Students | Suggestions are Collected from Students | Programs or Policies are Co-Created by Students | Programs or Policies are Co-Created by Students | Programs or Policies are Co-Created by Students |
| School culture and climate                           | 60%                                     | 65%                                     | 64%                                     | 20%   | 12%   | 10%   |
| Food served in school                                | 60%                                     | 65%                                     | 62%                                     | -   | -   | 2%  |
| The school's physical environment                    | 60%                                     | 53%                                     | 54%                                     | -   | 6%  | 8%  |
| Physical education                                   | 40%                                     | 47%                                     | 50%                                     | 20%   | 12%   | 6%  |
| Counseling, psychological, and social services       | 40%                                     | 47%                                     | 34%                                     | -   | -   | 2%  |
| Student health services                              | -                                       | 12%                                     | 26%                                     | -   | -   | -   |
| Health education (including sexual health education) | 20%                                     | 12%                                     | 22%                                     | -   | -   | -   |

## STAFF HEALTH PROMOTION

Staff health promotion efforts or worksite wellness programs should offer opportunities for all staff to engage in activities and programs to better their health and wellness, such as health screenings for staff. Schools should identify a staff person or team to assess needs and interests of staff, coordinate and offer programs for staff, and refer staff to services and supports as needed. For a comprehensive list of best practices, please reference the Best Practices Guide: Staff Health Promotion on CEI's website. <http://bit.ly/CEIhealthbestpractices>

Figure 3.10.1: Practices to Promote Staff Wellness

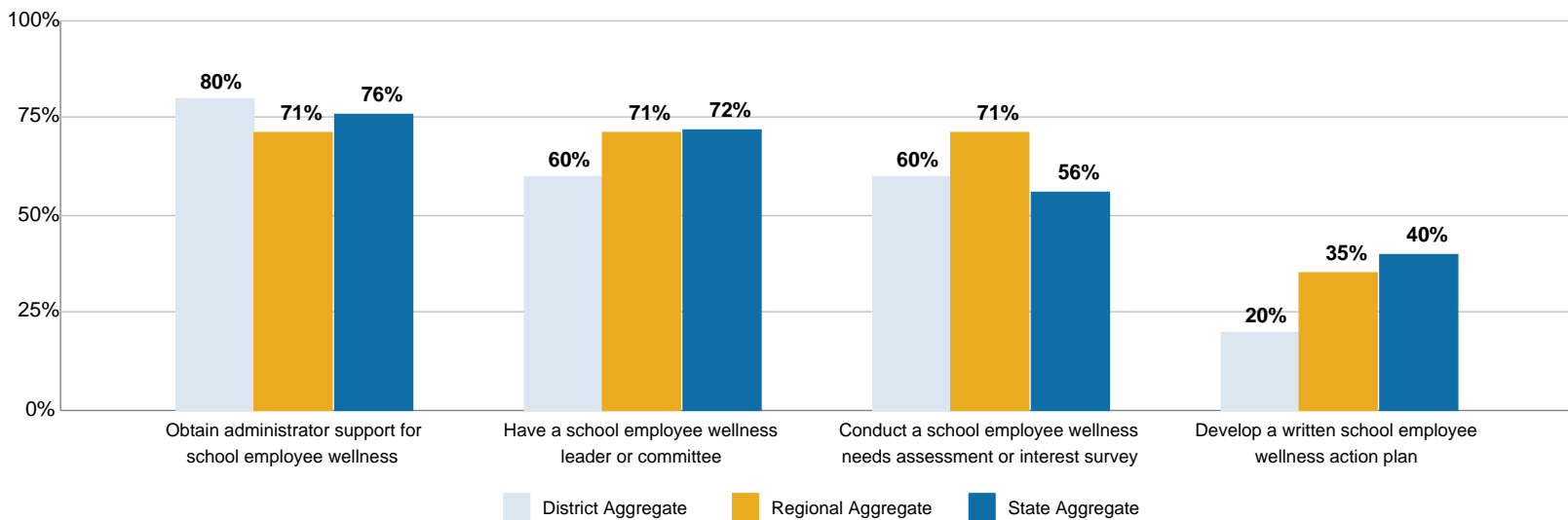


Table 3.10.1: Staff Wellness Activities

| Item  | District                                 | Region                                   | State                                    |
|---|--|--|--|
|   | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice | Combined Schools Reporting Best Practice |
| First Aid/CPR training                            | 40%                                      | 76%                                      | 92%                                      |
| Physical activity                                 | 60%                                      | 76%                                      | 80%                                      |
| Stress management activities                      | 80%                                      | 71%                                      | 68%                                      |
| Annual flu shots at the school or district office | 40%                                      | 35%                                      | 62%                                      |
| Crisis intervention                               | 40%                                      | 65%                                      | 56%                                      |
| Counseling for emotional disorders                | 60%                                      | 71%                                      | 54%                                      |
| Health screenings                                 | 60%                                      | 35%                                      | 50%                                      |
| Conflict resolution education                     | 80%                                      | 41%                                      | 48%                                      |
| Healthy food-related activities                   | 40%                                      | 29%                                      | 38%                                      |
| Tobacco cessation efforts                         | 20%                                      | 18%                                      | 20%                                      |

## APPENDIX

### 2015-16 Smart Source Participating Schools Within District

| Elementary                        | Secondary                                   | Combined                    |
|-----------------------------------|---|-----------------------------|
| ARAPAHOE RIDGE ELEMENTARY SCHOOL  | CENTURY MIDDLE SCHOOL                       | HULSTROM OPTIONS K-8 SCHOOL |
| CHERRY DRIVE ELEMENTARY SCHOOL    | LEGACY HIGH SCHOOL                          | PATHWAYS FUTURE CENTER      |
| CORONADO HILLS ELEMENTARY SCHOOL  | MOUNTAIN RANGE HIGH SCHOOL                  | STEM LAB                    |
| COTTON CREEK ELEMENTARY SCHOOL    | NORTHGLENN HIGH SCHOOL                      | STEM LAUNCH                 |
| EAGLEVIEW ELEMENTARY SCHOOL       | ROCKY TOP MIDDLE SCHOOL                     | WESTGATE CHARTER            |
| FEDERAL HEIGHTS ELEMENTARY SCHOOL | SHADOW RIDGE MIDDLE SCHOOL                  |                             |
| GLACIER PEAK ELEMENTARY SCHOOL    | SILVER HILLS MIDDLE SCHOOL                  |                             |
| HILLCREST ELEMENTARY SCHOOL       | THE INTERNATIONAL SCHOOL AT THORNTON MIDDLE |                             |
| HUNTERS GLEN ELEMENTARY SCHOOL    | THORNTON HIGH SCHOOL                        |                             |
| MALLEY DRIVE ELEMENTARY SCHOOL    | VANTAGE POINT                               |                             |
| MERIDIAN ELEMENTARY SCHOOL        |   |                             |
| MOUNTAIN VIEW ELEMENTARY SCHOOL   |   |                             |
| NORTH MOR ELEMENTARY SCHOOL       |   |                             |
| NORTH STAR ELEMENTARY SCHOOL      |   |                             |
| PRAIRIE HILLS ELEMENTARY SCHOOL   |   |                             |
| RIVERDALE ELEMENTARY SCHOOL       |   |                             |
| ROCKY MOUNTAIN ELEMENTARY SCHOOL  |   |                             |
| SILVER CREEK ELEMENTARY           |   |                             |
| SKYVIEW ELEMENTARY SCHOOL         |   |                             |
| STELLAR ELEMENTARY SCHOOL         |   |                             |
| STUKEY ELEMENTARY SCHOOL          |   |                             |
| TARVER ELEMENTARY SCHOOL          |   |                             |
| THE STUDIO SCHOOL                 |   |                             |
| THORNTON ELEMENTARY SCHOOL        |   |                             |
| WOODGLEN ELEMENTARY SCHOOL        |   |                             |