THRIVING SCHOOLS INTEGRATED ASSESSMENT SCHOOL GUIDE

ALLIANCE FOR A
HEALTHIER
GENERATION

KAISER PERMANENTE®

The *Thriving Schools Integrated Assessment* is an evidence-based tool that helps schools identify their unique strengths and opportunities for improving policies and practices that promote student achievement and the well-being of students, staff, and teachers. The Thriving Schools Integrated Assessment, in connection with the Healthier Generation Action Center, provides actionable steps and credible resources that help to advance improvements — all rooted in an equitable approach to whole child health.

TOPIC AREA	FOCUS	TOTAL QUESTIONS
Advancing Core Policies and Practices (CORE)	Leadership, infrastructure, integration of health and learning, and commitment to equity, diversity and inclusion	9
Increasing Family and Community Engagement (FCE)	Facilitating collaborations to meet student, family, and caregiver needs and support student learning and development	27
Improving Nutrition and Food Access (NFA)	Promoting and increasing healthy eating and food access through school nutrition programs and nutrition education	26
Implementing Local School Wellness Policy (LWP)	Implementation of the district's wellness policy	28
Enriching Health Education (HED)	Defined educational experiences for students to gain health literacy, make healthy decisions and adopt health-promoting behavior	17
Bolstering Physical Education and Physical Activity (PEA)	Opportunities for students to acquire the knowledge and skills needed to develop and sustain lifelong physical activity practices	23
Strengthening Social-Emotional Health (SEH)	Supporting the social-emotional, mental and behavioral health of students	30
Cultivating Staff Well-Being (SWB)	Helping staff build and maintain resilience through policies and practices that promote self-care, positive work culture and healthy behaviors	15
Promoting Tobacco-Free Schools (TOB)	Implementation of the district tobacco-free policy	12
Supporting School Health Services (SHS)	Providing services to address and prevent health concerns, health emergencies, and chronic health conditions	22
Reducing Chronic Absenteeism (ABT)	Integrating strategies from across multiple topics to improve student attendance	40
Addressing School Discipline (SCD)	Positive approaches to school discipline to improve students' academic performance and overall well-being	33
Fostering Positive School Climate and Culture (SCC)	Facilitating positive conditions for learning that promote safety, engagement, connection, and support	58
Building Staff Capacity (STC)	Providing professional learning opportunities for staff to support health, learning, and well-being	24

INSTRUCTIONS: School teams are encouraged to answer the questions in Advancing Core Policies and Practices first, then determine other topics to address based upon their school's priorities. Team members may record responses to assessment questions, create an action plan, track progress, and access helpful resources at HealthierGeneration.org/ActionCenter.

Advancing Core Policies and Practices

Criteria	Question	Fully in Place**
CORE-S1	To what extent does your school have a team* that coordinates the integration of health and learning?	Our school has a leadership team* that does all the following: • Oversees the integration of health and learning through school improvement efforts • Coordinates the implementation of school health policies and practices • Ensures the leadership team* is representative* of our school community* • Meets at least four times per year
CORE-S2	To what extent does your school use a continuous improvement process* to advance policies and practices regarding health and learning?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information • Evaluating and reflecting on progress, successes, and challenges
CORE-S3	To what extent does your school integrate health into your school improvement plan*?	Our school integrates health into our improvement plan through at least two of the following: • Utilizing a data-driven process to assess student achievement and health outcomes • Including a major goal(s) to address student and/or staff health • Including health strategies to support improvement goals
CORE-S4	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding health and learning?	Our school uses all six elements of a trauma-informed approach* to implement policies and practices regarding health and learning: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Advancing Core Policies and Practices

Criteria	Question	Fully in Place**
CORE-S5	To what extent has your school made a public commitment to advance equity*, diversity*, and inclusion* (EDI)?	Our school has made a public commitment that includes all the following: • Incorporation of <u>school climate standards</u>* into policies and procedures • Incorporation of <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* in the school <u>improvement plan</u>* with performance measures • Engagement of the <u>school community</u>* to support identifying strategies to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* • Cultivation of strategic alliances and partnerships
CORE-S6	To what extent does your school ensure <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* (EDI) are embedded into policies and practices regarding health and learning?	Our school ensures that all the following are embedded: • Active inclusion of diverse members on the <u>leadership team</u>* • An <u>equity framework</u>* for development and implementation of school health policies and practices • Systematic processes for board members and staff to become EDI-informed and competent
CORE-S7	To what extent does your school use a <u>continuous improvement process</u>* to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* (EDI)?	Our school uses a <u>continuous improvement process</u>* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using <u>disaggregated data</u>* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information • Evaluating and reflecting on progress, successes, and challenges
CORE-S8	To what extent does your school gather input on your policies and practices regarding <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* (EDI)?	Our school does all the following: • Gathers input from the <u>school community</u>* and the public at least once per year • Uses at least three <u>inclusive</u>* and <u>culturally responsive</u>* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the <u>diversity</u>* of the community at least once per year • Analyzes demographics of respondents to ensure input is <u>representative</u>* of the <u>school community</u>*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Advancing Core Policies and Practices

Criteria	Question	Fully in Place**
CORE-S9	To what extent does your school address disparities in student achievement and health outcomes?	Our school does all the following: • Utilizes a data-driven process to assess student achievement and health outcomes • Allocates resources to support identified needs • Implements <u>culturally responsive</u>* and linguistically appropriate curricula • Continuously evaluates effectiveness and adapts strategies

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Increasing Family and Community Engagement

Criteria	Question	Fully in Place**
FCE-S1	To what extent does your school have a team* that coordinates the implementation of policies and practices regarding family and community engagement?	Our school has a team* that does all the following: • Coordinates the implementation of policies and practices regarding family and community engagement • Ensures members are representative* of our school community* • Includes a non-staff family member(s) or caregiver(s) • Meets at least four times per year
FCE-S2	To what extent does your school offer support for families and caregivers to participate in school improvement efforts?	Our school provides all the following: • Childcare services • Transportation support • Meals • Interpretation/translation services at meetings and events, as needed • Virtual opportunities to participate
FCE-S3	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding family and community engagement?	Our school uses all six elements of a trauma-informed approach* to implement policies and practices regarding family and community engagement: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*
FCE-S4	To what extent does your school use a continuous improvement process* to advance policies and practices regarding family and community engagement?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information, including data to measure progress • Evaluating and reflecting on progress, successes, and challenges

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Increasing Family and Community Engagement

Criteria	Question	Fully in Place**
FCE-S5	To what extent does your school offer professional learning related to family and community engagement?	Our school provides <u>continuous professional learning</u>* that is all the following: • Available for all staff (including <u>non-instructional staff</u>*) at least once per year • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
FCE-S6	To what extent does your school collaborate with families and caregivers to identify needs related to <u>social drivers of health</u>*?	Our school does all the following: • Collaborates with families and caregivers to identify needs related to <u>social drivers of health</u>* • Connects families and caregivers to relevant supports and resources (e.g., <u>food access</u>*, healthcare, housing, interpretation/translation services, and transportation)
FCE-S7	To what extent does your school have a process in place to collaborate with community organizations to support family and community engagement?	Our school's process for collaborating with community organizations includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of partnerships to support family and community engagement include afterschool programs, food and clothing banks, housing assistance programs, social service agencies, and health care services.*
FCE-S8	To what extent does your school gather input on policies and practices regarding family and community engagement?	Our school does all the following: • Gathers input from the <u>school community</u>* and the public at least once per year • Uses at least three <u>inclusive</u>* and <u>culturally responsive</u>* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the <u>diversity</u>* of the community at least once per year • Analyzes demographics of respondents to ensure input is <u>representative</u>* of the <u>school community</u>*
FCE-S9	To what extent does your school communicate with families and caregivers about <u>community-based supports</u>* available to them?	Our school does all the following: • Communicates to families and caregivers at least once per year • Uses at least three <u>culturally responsive</u>* methods to communicate

* Glossary item
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Increasing Family and Community Engagement

Criteria	Question	Fully in Place**
FCE-S10	To what extent does your school offer resources for families and caregivers to support student success?	Our school provides all the following: • Tools to facilitate ongoing, two-way communication between school staff and families and caregivers • Technology options to link families and caregivers to the classroom • Supplementary educational resources to support learning at home • Opportunities for families and caregivers to network with each other
NFA-S6	To what extent does your school gather input on your policies and practices regarding nutrition and food access*?	Our school does all the following: • Gathers input from the school community* at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*
NFA-S7	To what extent does your school communicate with the school community* about your policies and practices regarding nutrition and food access*?	Our school does all the following: • Communicates with the school community* at least once per year • Uses at least three culturally responsive* methods to communicate
NFA-S15	To what extent does your school provide nutrition education opportunities for families and caregivers?	Our school does all the following: • Provides opportunities for nutrition education to families and caregivers at least once per year • Uses at least three methods to communicate about these opportunities • Communicates about these opportunities in languages that reflect the diversity* of the school community* • Conducts these opportunities in a way that is culturally responsive* to the needs of the school community* *Note: Examples of nutrition education opportunities are including families and caregivers in nutrition education homework assignments, providing cooking classes, or inviting parents to school-sponsored events such as family wellness nights or cooking demonstrations.*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Increasing Family and Community Engagement

Criteria	Question	Fully in Place**
PEA-S14	To what extent are your school's facilities open outside of school hours?	Our school's indoor and outdoor facilities (e.g., tracks, playgrounds, athletic fields, gymnasiums, classrooms) are open to students, families, caregivers, and community members outside of school hours. *Note: Facilities may be used to provide physical activity opportunities, continuing education classes, childcare services, health care services, etc.* "*Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.*" (School Health Index, 2017)
PEA-S15	To what extent does your school have a process in place to collaborate with community organizations to support physical activity for students?	Our school's process for collaborating with community organizations includes implementing all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of community organizations that support physical activity for students include YMCA, Boys and Girls Clubs, other afterschool organizations, and local park and recreation departments.*
PEA-S16	To what extent does your school support active transportation initiatives*?	Our school supports active transportation initiatives* through all the following: • Engaging the school community* • Ensuring equitable* and inclusive* opportunities to participate • Designating safe routes or preferred routes • Providing events, activities, or programs related to active transportation initiatives* • Educating students to walk and bicycle safely • Evaluating the initiatives

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Increasing Family and Community Engagement

Criteria	Question	Fully in Place**
SEH-S9	To what extent does your school gather input from families and caregivers on policies and practices regarding social-emotional health?	Our school does all the following: • Gathers input from all families and caregivers at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of all families and caregivers at least once per year • Analyzes demographics of input to ensure responses are representative* of all families and caregivers
SEH-S21	To what extent does your school collaborate with families and caregivers of students who receive social-emotional behavioral (SEB) interventions*?	Our school's process for collaborating with families and caregivers of students who receive SEB interventions* include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Plans for generalizing skills into the learning environment*
SEH-S22	To what extent does your school collaborate with the community-based health providers* of students receiving mental health supports?	Our school's process for collaborating with the community-based health providers* of students receiving mental health supports includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans
SEH-S23	To what extent does your school implement supportive disciplinary practices*?	Our school does all the following to implement supportive disciplinary practices*: • Uses the principles of reflection and restoration* • Allows exclusionary discipline only as a last resort, including removal of extracurricular activities • Prohibits the use or withholding of physical activity as punishment • Emphasizes instruction through a process for referring students to social-emotional behavioral (SEB) interventions* • Includes timely communication with parents and caregivers • Reviews disciplinary data, disaggregated by subpopulations, at least once per year

* Glossary item
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Increasing Family and Community Engagement

Criteria	Question	Fully in Place**
TOB-S5	To what extent does your school have a process in place to collaborate with community organizations to support implementation of the district tobacco-free policy?	Our school's process for collaborating with community organizations to support implementation of the district tobacco-free policy include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of community organizations to support implementation of the district tobacco-free policy include local health departments, other health care providers, and local chapters of organizations focused on tobacco-free initiatives, such as the American Cancer Society, American Heart Association, and the American Lung Association.*
SHS-S6	To what extent does your school have a process in place to collaborate with community-based health providers* to support school health services*?	Our school's process for collaborating with community-based health providers* to support school health services* includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of community-based health providers* include hospitals, federally qualified health centers (FQHCs), community mental/behavioral health professionals, psychiatrists, primary care physicians, and other health care providers.*
SHS-S7	To what extent does your school gather input on your policies and practices regarding school health services*?	Our school does all the following: • Gathers input from the school community* and at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*
SHS-S8	To what extent does your school communicate with your school community* about your policies and practices regarding school health services*?	Our school does all the following: • Communicates with the school community* about our policies and practices regarding school health services* at least once per year • Uses at least three culturally responsive* methods to communicate

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Increasing Family and Community Engagement

Criteria	Question	Fully in Place**
SHS-S14	To what extent do <u>qualified staff</u>* collaborate with families and caregivers of students with health concerns?	<u>School nurses</u>* or other <u>qualified staff</u>* collaborate with families and caregivers of students with health concerns in all the following ways: • Provide referrals to <u>community-based health providers</u>* as needed • Interact in a manner that is <u>culturally responsive</u>* • Communicate in languages that reflect the <u>diversity</u>* of the community • Collaborate continuously throughout the school year
SHS-S16	To what extent does your school use a <u>referral pathway</u>* for students with health concerns?	<u>School nurses</u>* or other <u>qualified staff</u>* oversee a referral pathway* that includes all the following: • A process for contacting families and caregivers to obtain consent • Trainings for all staff on the <u>referral pathway</u>* • Partnerships with <u>community-based healthcare providers</u>* • Regular review of outcomes to assess/improve effectiveness of the pathway

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Improving Nutrition and Food Access

Criteria	Question	Fully in Place**
NFA-S1	To what extent does your school have a team* that coordinates the implementation of policies and practices regarding nutrition and food access*?	Our school has a team* that does all the following: • Coordinates the implementation of policies and practices regarding nutrition and food access* • Ensures members are representative* of our school community* • Meets at least four times per year
NFA-S2	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding nutrition and food access*?	Our school uses all six elements of a trauma-informed approach* to implement policies and practices regarding nutrition and food access*: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*
NFA-S3	To what extent does your school use a continuous improvement process* to advance policies and practices regarding nutrition and food access*?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information, including data to measure progress • Evaluating and reflecting on progress, successes, and challenges
NFA-S4	To what extent does your school offer professional learning on school nutrition services and food access *?	Our school provides continuous professional learning* that is all the following: • Available for all staff who provide school nutrition services at least once per year • Inclusive of content on food access*, food security, nutrition education, and related social supports • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Improving Nutrition and Food Access

Criteria	Question	Fully in Place**
NFA-S5	To what extent does your school have a process in place to collaborate with community organizations to support nutrition and food access*?	Our school's process for collaborating with community organizations includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of community organizations that support nutrition and food access* include food pantries/banks, food rescue organizations, farmers markets, backpack programs, and local organizations that enroll participants in programs such as the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) and the Supplemental Nutrition Assistance Program (SNAP).*
NFA-S6	To what extent does your school gather input on your policies and practices regarding nutrition and food access*?	Our school does all the following: • Gathers input from the school community* at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*
NFA-S7	To what extent does your school communicate with the school community* about your policies and practices regarding nutrition and food access*?	Our school does all the following: • Communicates with the school community* at least once per year • Uses at least three culturally responsive* methods to communicate
NFA-S8	To what extent does your school implement strategies to maximize participation in school meal programs*?	Our school implements at least three of the following strategies: • Breakfast in the classroom • Second chance breakfast • Alternative points of sale for reimbursable meals (e.g., outside lines, kiosks, grab and go options, reimbursable vending machines) • Marketing and merchandising techniques (e.g., attractive presentation, healthy options easily accessible, inviting cafeteria environment) • Seeking feedback from the school community* through taste tests and surveys

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Improving Nutrition and Food Access

Criteria	Question	Fully in Place**
NFA-S9	To what extent does your school mitigate stigma associated with <u>school meal programs</u>*?	Our school does all the following: • Ensures students with unpaid meal balances receive the standard school meal • Ensures students with unpaid meal balances are not excluded from school activities • Protects students' privacy • Directs all communications about meal balances to families and caregivers, not to students
NFA-S10	To what extent does your school ensure access to drinking water?	Our school ensures access to free, safe, unsweetened, drinking water: • For all staff (including <u>non-instructional staff</u>*) and students • Before, during, and after the school day • By making water available in all meal service locations • By allowing students to bring water bottles to the classroom or leave the classroom to access water
NFA-S11	To what extent does your school provide students with adequate time to eat school meals?	Our school provides all students with at least 20 minutes of <u>uninterrupted time</u>* for lunch and 10 minutes of <u>uninterrupted time</u>* for breakfast.
NFA-S12	To what extent does your school promote a healthy cafeteria environment?	Our school ensures the cafeteria is safe and healthy through all the following: • Cleaning between periods and at the end of each meal service • Providing adequate space for all students • Promoting <u>inclusion</u>* by ensuring all students have access to the same seating opportunities as their same-grade peers • Arranging the environment to foster healthy eating and social connection • Training cafeteria monitors on strategies to support healthy eating and social-emotional health

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Improving Nutrition and Food Access

Criteria	Question	Fully in Place**
NFA-S13	To what extent does your school prohibit the use of food as a reward?	Our school prohibits the use of food as a reward or incentive through all the following: • Defining procedures for rewarding and incentivizing students that promote positive reinforcement for behavior and academic performance • Implements these procedures throughout the school day and during school-sponsored after school activities • Ensuring staff never use food as a reward or incentive • Applying these procedures on the entire school campus* and all district property*
NFA-S14	To what extent does your school implement farm to school* activities?	Our school implements at least three of the following activities: • Identification of local/regional food* items in the cafeteria • Cooking demonstrations using local/regional food* • Use of a school garden for educational activities • Use of school garden produce for meals, snacks, and/or educational activities • Grows foods in the school garden that represent the diversity* of the school community* • Farm field trips/farmer visits • Integration of farm to school* concepts into the curriculum
NFA-S15	To what extent does your school provide nutrition education opportunities for families and caregivers?	Our school does all the following: • Provides opportunities for nutrition education to families and caregivers at least once per year • Uses at least three methods to communicate about these opportunities • Communicates about these opportunities in languages that reflect the diversity* of the school community* • Conducts these opportunities in a way that is culturally responsive* to the needs of the school community* *Note: Examples of nutrition education opportunities are including families and caregivers in nutrition education homework assignments, providing cooking classes, or inviting parents to school-sponsored events such as family wellness nights or cooking demonstrations.*

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* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Improving Nutrition and Food Access

Criteria	Question	Fully in Place**
NFA-S16	To what extent do nutrition services staff and teachers at your school collaborate to provide nutrition education opportunities for students?	Nutrition services staff and teachers collaborate to provide culturally responsive* nutrition education opportunities for all students at least once per year. *Note: Examples of collaboration include student tours of the cafeteria, meet and greets with cafeteria staff, preparation and/or presentation of nutrition education lessons, cooking demonstrations, and tasting parties.*
FCE-S6	To what extent does your school collaborate with families and caregivers to identify needs related to social drivers of health*?	Our school does all the following: • Collaborates with families and caregivers to identify needs related to social drivers of health* • Connects families and caregivers to relevant supports and resources (e.g., food access*, healthcare, housing, interpretation/translation services, and transportation)
FCE-S7	To what extent does your school have a process in place to collaborate with community organizations to support family and community engagement?	Our school's process for collaborating with community organizations includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of partnerships to support family and community engagement include afterschool programs, food and clothing banks, housing assistance programs, social service agencies, and health care services.*
FCE-S9	To what extent does your school communicate with families and caregivers about community-based supports* available to them?	Our school does all the following: • Communicates to families and caregivers at least once per year • Uses at least three culturally responsive* methods to communicate
LWP-S4	To what extent does your school implement standards for foods and beverages sold to students during the school day?	Our school ensures all the following: • All foods and beverages sold to students during the school day meet or exceed the USDA's federal regulations for school meal programs* • All foods and beverages sold to students during the school day meet or exceed the Smart Snacks in School nutrition standards*, including all school meals, a la carte vending, school stores, snack or food carts, and any food-based fundraising* • We follow fundraising exemptions and guidance set by our state agency, which must also adhere to the Smart Snacks in School nutrition standards*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Improving Nutrition and Food Access

Criteria	Question	Fully in Place**
LWP-S5	To what extent does your school implement standards for foods and beverages provided, but not sold, to students during the school day?	Our school ensures all foods and beverages provided, but not sold, to students during the school day meet or exceed the Smart Snacks in School nutrition standards*. *Note: This includes all foods and beverages that are not part of a federally reimbursed child nutrition program, such as foods or beverages provided to students for rewards, incentives, classroom parties (e.g., birthday parties, holiday parties), or school-wide celebrations.*
LWP-S6	To what extent does your school ensure marketing and advertising of food and beverages on school campus* during the school day is limited to only foods and beverages that meet the Smart Snacks in School nutrition standards*?	Our school limits all marketing and advertising of foods and beverages on the school campus* during the school day (e.g., on book covers, coupons for foods or beverages, advertising on vending machines, and digital media) to only food and beverages that meet or exceed the Smart Snacks in School nutrition standards*.
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S5	To what extent does your school offer professional learning on supportive disciplinary practices*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on prevention, instruction, reflection, and restoration* • Aligned with school improvement efforts • Job-embedded*, with coaching supports

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* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Improving Nutrition and Food Access

Criteria	Question	Fully in Place**
SEH-S11	To what extent does your school address triggers* in the learning environment*?	Our school does all the following to address triggers* in the learning environment*: • Provides continuous professional learning* to all staff (including non-instructional staff*) on defining triggers* and describing their impact on student learning and staff job satisfaction • Engages in a mapping activity to identify triggers* within the learning environment*, at least once per year • Implements alternative solutions to identified triggers* • Reviews data to determine the impact of trigger*-reducing efforts at least once per year
SEH-S13	To what extent does your school use positive methods to motivate student learning?	Instructional staff use all the following methods to motivate learning and class participation: • Providing consistent opportunities for student connection • Structuring classes to be responsive to student perspectives and needs • Providing opportunities for student voice in school policies and practices • Providing opportunities for students to set their own goals and supporting their progress • Aligning evaluation with a focus on improvement and mastery • Using developmentally appropriate* rewards and avoiding the use of food as a reward or incentive

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Implementing Local School Wellness Policy

Number	Question	Fully in Place**
LWP-S1	To what extent does your school have a team* that coordinates implementation of the district wellness policy?	Our school has a team* that does all the following: • Coordinates implementation of the district wellness policy at our school • Ensures members are representative* of our school community* • Meets at least four times per year
LWP-S2	To what extent does your school measure progress made in implementing the district wellness policy?	Our school uses an evidence-based* assessment tool(s) to measure progress made in implementing the district wellness policy at least once every three years.
LWP-S3	To what extent does your school use a continuous improvement process* to coordinate implementation of the district wellness policy?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information, including data to measure progress • Evaluating and reflecting on progress, successes, and challenges
LWP-S4	To what extent does your school implement standards for foods and beverages sold to students during the school day?	Our school ensures all the following: • All foods and beverages sold to students during the school day meet or exceed the USDA's federal regulations for school meal programs* • All foods and beverages sold to students during the school day meet or exceed the Smart Snacks in School nutrition standards*, including all school meals, a la carte vending, school stores, snack or food carts, and any food-based fundraising* • We follow fundraising exemptions and guidance set by our state agency, which must also adhere to the Smart Snacks in School nutrition standards*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Implementing Local School Wellness Policy

Number	Question	Fully in Place**
LWP-S5	To what extent does your school implement standards for foods and beverages provided, but not sold, to students during the school day?	Our school ensures all foods and beverages provided, but not sold, to students during the school day meet or exceed the Smart Snacks in School nutrition standards*. *Note: This includes all foods and beverages that are not part of a federally reimbursed child nutrition program, such as foods or beverages provided to students for rewards, incentives, classroom parties (e.g., birthday parties, holiday parties), or school-wide celebrations.*
LWP-S6	To what extent does your school ensure marketing and advertising of food and beverages on school campus* during the school day is limited to only foods and beverages that meet the Smart Snacks in School nutrition standards*?	Our school limits all marketing and advertising of foods and beverages on the school campus* during the school day (e.g., on book covers, coupons for foods or beverages, advertising on vending machines, and digital media) to only food and beverages that meet or exceed the Smart Snacks in School nutrition standards*.
FCE-S10	To what extent does your school offer resources for families and caregivers to support student success?	Our school provides all the following: • Tools to facilitate ongoing, two-way communication between school staff and families and caregivers • Technology options to link families and caregivers to the classroom • Supplementary educational resources to support learning at home • Opportunities for families and caregivers to network with each other
NFA-S8	To what extent does your school implement strategies to maximize participation in school meal programs*?	Our school implements at least three of the following strategies: • Breakfast in the classroom • Second chance breakfast • Alternative points of sale for reimbursable meals (e.g., outside lines, kiosks, grab and go options, reimbursable vending machines) • Marketing and merchandising techniques (e.g., attractive presentation, healthy options easily accessible, inviting cafeteria environment) • Seeking feedback from the school community* through taste tests and surveys

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Implementing Local School Wellness Policy

Number	Question	Fully in Place**
NFA-S10	To what extent does your school ensure access to drinking water?	Our school ensures access to free, safe, unsweetened, drinking water: • For all staff (including <u>non-instructional staff</u>*) and students • Before, during, and after the school day • By making water available in all meal service locations • By allowing students to bring water bottles to the classroom or leave the classroom to access water
NFA-S11	To what extent does your school provide students with adequate time to eat school meals?	Our school provides all students with at least 20 minutes of <u>uninterrupted time</u>* for lunch and 10 minutes of <u>uninterrupted time</u>* for breakfast.
NFA-S12	To what extent does your school promote a healthy cafeteria environment?	Our school ensures the cafeteria is safe and healthy through all the following: • Cleaning between periods and at the end of each meal service • Providing adequate space for all students • Promoting <u>inclusion</u>* by ensuring all students have access to the same seating opportunities as their same-grade peers • Arranging the environment to foster healthy eating and social connection • Training cafeteria monitors on strategies to support healthy eating and social-emotional health
NFA-S13	To what extent does your school prohibit the use of food as a reward?	Our school prohibits the use of food as a reward or incentive through all the following: • Defining procedures for rewarding and incentivizing students that promote positive reinforcement for behavior and academic performance • Implements these procedures throughout the school day and during school-sponsored after school activities • Ensuring staff never use food as a reward or incentive • Applying these procedures on the entire <u>school campus</u>* and all <u>district property</u>*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Implementing Local School Wellness Policy

Number	Question	Fully in Place**
NFA-S14	To what extent does your school implement farm to school* activities?	Our school implements at least three of the following activities: • Identification of local/regional food* items in the cafeteria • Cooking demonstrations using local/regional food* • Use of a school garden for educational activities • Use of school garden produce for meals, snacks, and/or educational activities • Grows foods in the school garden that represent the diversity* of the school community* • Farm field trips/farmer visits • Integration of farm to school* concepts into the curriculum
NFA-S15	To what extent does your school provide nutrition education opportunities for families and caregivers?	Our school does all the following: • Provides opportunities for nutrition education to families and caregivers at least once per year • Uses at least three methods to communicate about these opportunities • Communicates about these opportunities in languages that reflect the diversity* of the school community* • Conducts these opportunities in a way that is culturally responsive* to the needs of the school community* *Note: Examples of nutrition education opportunities are including families and caregivers in nutrition education homework assignments, providing cooking classes, or inviting parents to school-sponsored events such as family wellness nights or cooking demonstrations.*
NFA-S16	To what extent do nutrition services staff and teachers at your school collaborate to provide nutrition education opportunities for students?	*Nutrition services staff and teachers collaborate to provide culturally responsive* nutrition education opportunities for all students at least once per year.* *Note: Examples of collaboration include student tours of the cafeteria, meet and greets with cafeteria staff, preparation and/or presentation of nutrition education lessons, cooking demonstrations, and tasting parties.*
HED-S7	To what extent does your school provide health education*?	Our school provides health education* in all grades.

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Implementing Local School Wellness Policy

Number	Question	Fully in Place**
HED-S8	To what extent do health education* teachers use a sequential* health education* curriculum at your school?	Our school requires all health education* teachers to use a curriculum that is all the following: • Developmentally appropriate* • Culturally responsive* • Sequential* • Consistent with national or state standards for health education* *Note: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.*
HED-S9	To what extent do your school's health education* teachers provide opportunities for students to practice the skills needed to maintain and improve their health?	All health education* teachers at our school provide all students opportunities to practice the skills needed to maintain and improve their health through all the following: • Discussing the importance of the skill, its relevance, and relationship to other learned skills • Presenting steps for developing the skill • Modeling the skill • Practicing and rehearsing the skill using real-life scenarios • Providing feedback and reinforcement
PEA-S8	To what extent does your school provide physical education?	Our school provides physical education in all grades, and prohibits waivers, exemptions, and substitutions for physical education class time or credit (except for accommodations made for students with medical, cultural, or religious considerations).

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Implementing Local School Wellness Policy

Number	Question	Fully in Place**
PEA-S9	To what extent do physical education teachers use a sequential* physical education curriculum at your school?	Our school requires all physical education teachers to use a curriculum that is all the following: • Developmentally appropriate* • Culturally responsive* • Sequential* • Consistent with national or state standards for physical education *Note: Consider using CDC's Physical Education Curriculum Analysis Tool (PECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written physical education curriculum. PECAT results can help districts and schools enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. The PECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.*
PEA-S10	To what extent does the school ensure inclusion* of students with special health care needs* in physical education classes?	Our school requires all staff who provide physical education instruction to make appropriate accommodations to ensure all students, including those students with special health care needs*, are provided equitable opportunities to participate.
PEA-S11	To what extent are students provided opportunities for physical activity during the school day?	All students are provided opportunities to engage in at least 30 cumulative minutes of physical activity during each school day (e.g., recess, physical activity breaks, active instruction). *Note: Physical activity minutes do not include physical education or class transitions.*
PEA-S12	To what extent does the school ensure inclusion* of students with special health care needs* in physical activity opportunities?	Our school requires all staff (including non-instructional staff*) who provide physical activity opportunities to make appropriate accommodations to ensure all students, including those with special health care needs*, are provided equitable opportunities to participate.
PEA-S13	To what extent does your school address physical activity and disciplinary practices?	Our school does all the following to address physical activity and disciplinary practices: • Prohibits staff from assigning physical activity as punishment (e.g., walking laps or doing pushups) • Prohibits staff from withholding physical activity as punishment (e.g., withholding recess, physical activity breaks, or physical education class)

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Implementing Local School Wellness Policy

Number	Question	Fully in Place**
PEA-S14	To what extent are your school's facilities open outside of school hours?	Our school's indoor and outdoor facilities (e.g., tracks, playgrounds, athletic fields, gymnasiums, classrooms) are open to students, families, caregivers, and community members outside of school hours. *Note: Facilities may be used to provide physical activity opportunities, continuing education classes, childcare services, health care services, etc.* "*Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.*" (School Health Index, 2017)
PEA-S16	To what extent does your school support active transportation initiatives*?	Our school supports active transportation initiatives* through all the following: • Engaging the school community* • Ensuring equitable* and inclusive* opportunities to participate • Designating safe routes or preferred routes • Providing events, activities, or programs related to active transportation initiatives* • Educating students to walk and bicycle safely • Evaluating the initiatives
SWB-S12	To what extent does your school offer physical activity/fitness programs opportunities for staff?	Our school provides accessible physical activity/fitness programs for all staff (including non-instructional staff*) by doing all the following: • Assessing staff preferences regarding physical activity/fitness programs at least once per year • Offering free or low-cost physical activity/fitness programs on the school campus* that align with staff interests • Surveying staff to inform program improvements at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Implementing Local School Wellness Policy

Number	Question	Fully in Place**
SWB-S13	To what extent does your school implement healthy meeting standards?	Our school implements at least three of the following healthy meeting standards: • Provides healthy food and beverage options • Places healthy foods and beverages in a prominent position • Integrates inclusive* physical activities • Requires a tobacco-free environment • Adds in "mindful moments" or self-regulation activities for every 30 minutes of content

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Enriching Health Education

Criteria	Question	Fully in Place**
HED-S1	To what extent does your school have a team* that coordinates the implementation of policies and practices regarding health education*?	Our school has a team* that does all the following: • Coordinates the implementation of policies and practices regarding health education* • Ensures members are representative* of our school community* • Meets at least four times per year
HED-S2	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding health education*?	Our school uses all six elements of a trauma-informed approach* to implement policies and practices regarding health education*: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*
HED-S3	To what extent does your school use a continuous improvement process* to advance policies and practices regarding health education*?	Our school use a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information, including data to measure progress • Evaluating and reflecting on progress, successes, and challenges
HED-S4	To what extent does your school offer professional learning on health education*?	Our school provides continuous professional learning* that is all the following: • Available for all staff who provide health education* at least once per year • Inclusive of classroom management techniques • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Enriching Health Education

Criteria	Question	Fully in Place**
HED-S5	To what extent does your school gather input on your policies and practices regarding health education*?	Our school does all the following: • Gathers input from the school community* at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*
HED-S6	To what extent does your school communicate with the school community* about your policies and practices regarding health education*?	Our school does all the following: • Communicates with the school community* at least once per year • Uses at least three culturally responsive* methods to communicate
HED-S7	To what extent does your school provide health education*?	Our school provides health education* in all grades.
HED-S8	To what extent do health education* teachers use a sequential* health education* curriculum at your school?	Our school requires all health education* teachers to use a curriculum that is all the following: • Developmentally appropriate* • Culturally responsive* • Sequential* • Consistent with national or state standards for health education* *Note: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Enriching Health Education

Criteria	Question	Fully in Place**
HED-S9	To what extent do your school's health education* teachers provide opportunities for students to practice the skills needed to maintain and improve their health?	All health education* teachers at our school provide all students opportunities to practice the skills needed to maintain and improve their health through all the following: • Discussing the importance of the skill, its relevance, and relationship to other learned skills • Presenting steps for developing the skill • Modeling the skill • Practicing and rehearsing the skill using real-life scenarios • Providing feedback and reinforcement
NFA-S14	To what extent does your school implement farm to school* activities?	Our school implements at least three of the following activities: • Identification of local/regional food* items in the cafeteria • Cooking demonstrations using local/regional food* • Use of a school garden for educational activities • Use of school garden produce for meals, snacks, and/or educational activities • Grows foods in the school garden that represent the diversity* of the school community* • Farm field trips/farmer visits • Integration of farm to school* concepts into the curriculum
NFA-S16	To what extent do nutrition services staff and teachers at your school collaborate to provide nutrition education opportunities for students?	Nutrition services staff and teachers collaborate to provide culturally responsive* nutrition education opportunities for all students at least once per year. *Note: Examples of collaboration include student tours of the cafeteria, meet and greets with cafeteria staff, preparation and/or presentation of nutrition education lessons, cooking demonstrations, and tasting parties.*
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Enriching Health Education

Criteria	Question	Fully in Place**
SEH-S5	To what extent does your school offer professional learning on supportive disciplinary practices*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on prevention, instruction, reflection, and restoration* • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S6	To what extent does your school offer professional learning on positive behavior?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S14	To what extent do your school's learning environments* have designated calming spaces available for student use when needed?	Our school's calming spaces are all the following: • Available in all learning environments* • Accessible to all students when needed • Developmentally appropriate* • Effective • Created in collaboration with students
SEH-S23	To what extent does your school implement supportive disciplinary practices*?	Our school does all the following to implement supportive disciplinary practices*: • Uses the principles of reflection and restoration* • Allows exclusionary discipline only as a last resort, including removal of extracurricular activities • Prohibits the use or withholding of physical activity as punishment • Emphasizes instruction through a process for referring students to social-emotional behavioral (SEB) interventions* • Includes timely communication with parents and caregivers • Reviews disciplinary data, disaggregated by subpopulations, at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Enriching Health Education

Criteria	Question	Fully in Place**
SHS-S12	To what extent do <u>qualified staff</u>* collaborate with other school staff to promote student health and safety?	<u>School nurses</u>* or other <u>qualified staff</u>* collaborate with other school staff to promote student health and safety by doing all the following: • Developing plans that address student health and safety (e.g., individual health care plans, individual education plans, <u>504 plans</u>*, school team plans, <u>school improvement plans</u>*) • Providing professional learning • Supporting the implementation of health curriculum • Developing and implementing school-wide and classroom activities • Establishing communication systems

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Bolstering Physical Education and Activity

Criteria	Question	Fully in Place**
PEA-S1	To what extent does your school have a team* that coordinates the implementation of policies and practices regarding physical education and physical activity?	Our school has a team* that does all the following: • Coordinates the implementation of policies and practices regarding physical education and physical activity • Ensures members are representative* of our school community* • Meets at least four times per year
PEA-S2	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding physical education and physical activity?	Our school incorporates all six elements of a trauma-informed approach* to implement policies and practices regarding physical education and physical activity: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*
PEA-S3	To what extent does your school use a continuous improvement process* to advance policies and practices regarding physical education and physical activity?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information, including data to measure progress • Evaluating and reflecting on progress, successes, and challenges
PEA-S4	To what extent does your school offer professional learning on physical education?	Our school provides continuous professional learning* that is all the following: • Available for all staff who provide physical education instruction at least once per year • Inclusive of training on specialized equipment to support the inclusion* of students with special health care needs* • Inclusive of classroom management techniques • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Bolstering Physical Education and Activity

Criteria	Question	Fully in Place**
PEA-S5	To what extent does your school offer professional learning for staff on integrating physical activity throughout the school day?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) who provide physical activity opportunities at least once per year • Inclusive of training on specialized equipment to support the inclusion* of students with special health care needs* • Inclusive of positive behavior management techniques • Aligned with school improvement efforts • Job-embedded*, with coaching supports
PEA-S6	To what extent does your school gather input on your policies and practices regarding physical education and physical activity?	Our school does all the following: • Gathers input from the school community* at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*
PEA-S7	To what extent does your school communicate with the school community* about your policies and practices regarding physical education and physical activity?	Our school does all the following: • Communicates with the school community* at least once per year • Uses at least three culturally responsive* methods to communicate
PEA-S8	To what extent does your school provide physical education?	Our school provides physical education in all grades, and prohibits waivers, exemptions, and substitutions for physical education class time or credit (except for accommodations made for students with medical, cultural, or religious considerations).

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Bolstering Physical Education and Activity

Criteria	Question	Fully in Place**
PEA-S9	To what extent do physical education teachers use a sequential* physical education curriculum at your school?	Our school requires all physical education teachers to use a curriculum that is all the following: • Developmentally appropriate* • Culturally responsive* • Sequential* • Consistent with national or state standards for physical education *Note: Consider using CDC's Physical Education Curriculum Analysis Tool (PECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written physical education curriculum. PECAT results can help districts and schools enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. The PECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.*
PEA-S10	To what extent does the school ensure inclusion* of students with special health care needs* in physical education classes?	Our school requires all staff who provide physical education instruction to make appropriate accommodations to ensure all students, including those students with special health care needs*, are provided equitable opportunities to participate.
PEA-S11	To what extent are students provided opportunities for physical activity during the school day?	All students are provided opportunities to engage in at least 30 cumulative minutes of physical activity during each school day (e.g., recess, physical activity breaks, active instruction). *Note: Physical activity minutes do not include physical education or class transitions.*
PEA-S12	To what extent does the school ensure inclusion* of students with special health care needs* in physical activity opportunities?	Our school requires all staff (including non-instructional staff*) who provide physical activity opportunities to make appropriate accommodations to ensure all students, including those with special health care needs*, are provided equitable opportunities to participate.
PEA-S13	To what extent does your school address physical activity and disciplinary practices?	Our school does all the following to address physical activity and disciplinary practices: • Prohibits staff from assigning physical activity as punishment (e.g., walking laps or doing pushups) • Prohibits staff from withholding physical activity as punishment (e.g., withholding recess, physical activity breaks, or physical education class)

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Bolstering Physical Education and Activity

Criteria	Question	Fully in Place**
PEA-S14	To what extent are your school's facilities open outside of school hours?	Our school's indoor and outdoor facilities (e.g., tracks, playgrounds, athletic fields, gymnasiums, classrooms) are open to students, families, caregivers, and community members outside of school hours. *Note: Facilities may be used to provide physical activity opportunities, continuing education classes, childcare services, health care services, etc.* "*Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.*" (School Health Index, 2017)
PEA-S15	To what extent does your school have a process in place to collaborate with community organizations to support physical activity for students?	Our school's process for collaborating with community organizations includes implementing all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of community organizations that support physical activity for students include YMCA, Boys and Girls Clubs, other afterschool organizations, and local park and recreation departments.*
PEA-S16	To what extent does your school support active transportation initiatives*?	Our school supports active transportation initiatives* through all the following: • Engaging the school community* • Ensuring equitable* and inclusive* opportunities to participate • Designating safe routes or preferred routes • Providing events, activities, or programs related to active transportation initiatives* • Educating students to walk and bicycle safely • Evaluating the initiatives

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Bolstering Physical Education and Activity

Criteria	Question	Fully in Place**
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S5	To what extent does your school offer professional learning on supportive disciplinary practices*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on prevention, instruction, reflection, and restoration* • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S6	To what extent does your school offer professional learning on positive behavior?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S11	To what extent does your school address triggers* in the learning environment*?	Our school does all the following to address triggers* in the learning environment*: • Provides continuous professional learning* to all staff (including non-instructional staff*) on defining triggers* and describing their impact on student learning and staff job satisfaction • Engages in a mapping activity to identify triggers* within the learning environment*, at least once per year • Implements alternative solutions to identified triggers* • Reviews data to determine the impact of trigger*-reducing efforts at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Bolstering Physical Education and Activity

Criteria	Question	Fully in Place**
SEH-S14	To what extent do your school's learning environments* have designated calming spaces available for student use when needed?	Our school's calming spaces are all the following: • Available in all learning environments* • Accessible to all students when needed • Developmentally appropriate* • Effective • Created in collaboration with students
SEH-S23	To what extent does your school implement supportive disciplinary practices*?	Our school does all the following to implement supportive disciplinary practices*: • Uses the principles of reflection and restoration* • Allows exclusionary discipline only as a last resort, including removal of extracurricular activities • Prohibits the use or withholding of physical activity as punishment • Emphasizes instruction through a process for referring students to social-emotional behavioral (SEB) interventions* • Includes timely communication with parents and caregivers • Reviews disciplinary data, disaggregated by subpopulations, at least once per year
SHS-S12	To what extent do qualified staff* collaborate with other school staff to promote student health and safety?	School nurses* or other qualified staff* collaborate with other school staff to promote student health and safety by doing all the following: • Developing plans that address student health and safety (e.g., individual health care plans, individual education plans, 504 plans*, school team plans, school improvement plans*) • Providing professional learning • Supporting the implementation of health curriculum • Developing and implementing school-wide and classroom activities • Establishing communication systems

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Strengthening Social-Emotional Health

Criteria	Question	Fully in Place**
SEH-S1	To what extent does your school have a team* that coordinates the implementation of policies and practices regarding social-emotional health?	Our school has a team* that does all the following: • Coordinates implementation of policies and practices regarding social-emotional health • Ensures members are representative* of our school community* • Meets at least four times per year
SEH-S2	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding social-emotional health?	Our school uses all six elements of a trauma-informed approach* to implement policies and practices regarding social-emotional health: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*
SEH-S3	To what extent does your school use a continuous improvement process* to advance policies and practices regarding social-emotional health?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information, including data to measure progress and make adjustments as needed • Evaluating and reflecting on progress, successes, and challenges
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Strengthening Social-Emotional Health

Criteria	Question	Fully in Place**
SEH-S5	To what extent does your school offer professional learning on supportive disciplinary practices*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on prevention, instruction, reflection, and restoration* • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S6	To what extent does your school offer professional learning on positive behavior?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S7	To what extent does your school conduct resource mapping* to support social-emotional health?	Our school's resource mapping* process includes all the following: • Identifying existing programs, services, and resources in the school and in the community (e.g., group counseling services, community mental health providers, social-emotional learning (SEL)* programs) • Informing the school community* about the available resources • Matching students and families with available resources to address needs and support student achievement • Identifying community partners to support unmet needs
SEH-S8	To what extent does your school gather input from students on policies and practices regarding social-emotional health?	Our school does all the following: • Gathers input from all students at least once per year • Uses at least three inclusive*, developmentally appropriate* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of all students at least once per year • Analyzes demographics of respondents to ensure input is representative* of the student body

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Strengthening Social-Emotional Health

Criteria	Question	Fully in Place**
SEH-S9	To what extent does your school gather input from families and caregivers on policies and practices regarding social-emotional health?	Our school does all the following: • Gathers input from all families and caregivers at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of all families and caregivers at least once per year • Analyzes demographics of input to ensure responses are representative* of all families and caregivers
SEH-S10	To what extent does your school promote student social-emotional well-being?	Our school promotes student social-emotional health in all the following ways: • Provides developmentally appropriate* learning opportunities on self-care topics at least once per year • Includes daily opportunities for students to discuss current emotional states • Provides individualized support to students reporting high levels of stress • Provides explicit instruction in mental health awareness and stigma reduction
SEH-S11	To what extent does your school address triggers* in the learning environment*?	Our school does all the following to address triggers* in the learning environment*: • Provides continuous professional learning* to all staff (including non-instructional staff*) on defining triggers* and describing their impact on student learning and staff job satisfaction • Engages in a mapping activity to identify triggers* within the learning environment*, at least once per year • Implements alternative solutions to identified triggers* • Reviews data to determine the impact of trigger-reducing efforts at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Strengthening Social-Emotional Health

Criteria	Question	Fully in Place**
SEH-S12	To what extent does your school dedicate instructional time to cultivate a positive classroom climate?	Our school dedicates specific instructional time(s) for staff to cultivate a positive classroom climate by using at least three of the following elements daily: • Morning meeting • Advisory time • Closing circles • Greeting students at the door by name • Reinforcing co-created classroom agreements • Celebration of student successes • Positive reinforcement at a ratio of 5 positive interactions to 1 negative interaction per student
SEH-S13	To what extent does your school use positive methods to motivate student learning?	Instructional staff use all the following methods to motivate learning and class participation: • Providing consistent opportunities for student connection • Structuring classes to be responsive to student perspectives and needs • Providing opportunities for student voice in school policies and practices • Providing opportunities for students to set their own goals and supporting their progress • Aligning evaluation with a focus on improvement and mastery • Using developmentally appropriate* rewards and avoiding the use of food as a reward or incentive
SEH-S14	To what extent do your school's learning environments* have designated calming spaces available for student use when needed?	Our school's calming spaces are all the following: • Available in all learning environments* • Accessible to all students when needed • Developmentally appropriate* • Effective • Created in collaboration with students

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Strengthening Social-Emotional Health

Criteria	Question	Fully in Place**
SEH-S15	To what extent does your school implement a social-emotional learning (SEL)* curriculum?	Our school does all the following: • Implements a SEL* curriculum for all students at every grade level • Uses an evidence-based*, sequential*, active, focused, and explicit SEL* curriculum • Provides continuous professional learning* to all staff (including non-instructional staff*) on SEL* curriculum implementation • Models and reinforces SEL* skills in all learning environments* daily • Reviews data to determine the impact of SEL* curriculum at least once per year
SEH-S16	To what extent does your school identify students needing social-emotional behavioral (SEB) interventions*?	Our school identifies students needing SEB interventions* through screenings that are all the following: • Conducted using evidence-based* tools and procedures at least once per year • Consented to by students and families and caregivers • Completed by staff with appropriate training • Compliant with national referral and rescreening guidelines
SEH-S17	To what extent does your school use a referral pathway* for students identified as needing social-emotional behavioral (SEB) interventions*?	Our school's referral pathway* includes all the following: • Formal identification process (e.g., screening, teacher referral) • Designated supports at all three tiers (universal, targeted, and intensive • Interventions provided by school staff • Communications to families and caregivers • Referrals to community-based health providers* • Rules for increasing and decreasing supports • Progress monitoring to gauge intervention effectiveness
SEH-S18	To what extent does your school provide social-emotional behavioral (SEB) interventions*?	Our school's SEB interventions* are all the following: • Mostly or always provided by school-based mental health providers such as school counselors, school nurses, school social workers, and school psychologists. • Evidence-based* • Available at all grade levels • Designed to address root causes and/or lagging skills • Culturally responsive*

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* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Strengthening Social-Emotional Health

Criteria	Question	Fully in Place**
SEH-S19	To what extent does your school ensure <u>qualified staff</u>* are available to provide <u>social-emotional behavioral (SEB) interventions</u>*?	Our school ensures <u>qualified staff</u>* are available to provide <u>SEB interventions</u>* at all schools by doing all the following at least once per year: • Using data to determine adequate ratio of <u>school mental health professionals</u>* relative to student needs • Reviewing job duties to ensure alignment with school priorities • Providing opportunities for <u>school mental health professionals</u>* to engage in professional learning to maintain and enhance professional practice • Requesting feedback from the <u>school community</u>* about perceptions of access and additional needs
SEH-S20	To what extent does your school collaborate with students who receive <u>social-emotional behavioral (SEB) interventions</u>*?	Our school's process for collaborating with students who receive <u>SEB interventions</u>* includes all the following: • Shared goals • Materials that are motivating and <u>developmentally appropriate</u>* • Defined roles and responsibilities • Ongoing communication • Plans for generalizing skills into the <u>learning environment</u>*
SEH-S21	To what extent does your school collaborate with families and caregivers of students who receive <u>social-emotional behavioral (SEB) interventions</u>*?	Our school's process for collaborating with families and caregivers of students who receive <u>SEB interventions</u>* include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Plans for generalizing skills into the <u>learning environment</u>*
SEH-S22	To what extent does your school collaborate with the <u>community-based health providers</u>* of students receiving mental health supports?	Our school's process for collaborating with the <u>community-based health providers</u>* of students receiving mental health supports includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Strengthening Social-Emotional Health

Criteria	Question	Fully in Place**
SEH-S23	To what extent does your school implement supportive disciplinary practices*?	Our school does all the following to implement supportive disciplinary practices*: • Uses the principles of reflection and restoration* • Allows exclusionary discipline only as a last resort, including removal of extracurricular activities • Prohibits the use or withholding of physical activity as punishment • Emphasizes instruction through a process for referring students to social-emotional behavioral (SEB) interventions* • Includes timely communication with parents and caregivers • Reviews disciplinary data, disaggregated by subpopulations, at least once per year
SEH-S24	To what extent does your school have a systematic approach when responding to student-level behavioral crises*?	Our school's approach to responding to student-level behavioral crises* includes all the following: • Non-violent de-escalation strategies • Strategies for repairing harm • Reintegration of student into classroom environments • Debriefing process for staff
SEH-S25	To what extent does your school use a multi-tiered system of support (MTSS)* process for policies and practices regarding social-emotional health?	Our school's MTSS* process for policies and practices regarding social-emotional health includes all the following: • Universal prevention strategies* for all students • Targeted interventions for students demonstrating need • Intensive interventions for students demonstrating need • Alignment between universal, targeted, and intensive strategies to ensure continuity of supports • Alignment between social-emotional health MTSS* and academic MTSS* • Review of data for all levels of support to determine effectiveness at least once per year
FCE-S6	To what extent does your school collaborate with families and caregivers to identify needs related to social drivers of health*?	Our school does all the following: • Collaborates with families and caregivers to identify needs related to social drivers of health* • Connects families and caregivers to relevant supports and resources (e.g., food access*, healthcare, housing, interpretation/translation services, and transportation)

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Strengthening Social-Emotional Health

Criteria	Question	Fully in Place**
FCE-S7	To what extent does your school have a process in place to collaborate with community organizations to support family and community engagement?	Our school's process for collaborating with community organizations includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of partnerships to support family and community engagement include afterschool programs, food and clothing banks, housing assistance programs, social service agencies, and health care services.*
FCE-S9	To what extent does your school communicate with families and caregivers about community-based supports* available to them?	Our school does all the following: • Communicates to families and caregivers at least once per year • Uses at least three culturally responsive* methods to communicate
NFA-S12	To what extent does your school promote a healthy cafeteria environment?	Our school ensures the cafeteria is safe and healthy through all the following: • Cleaning between periods and at the end of each meal service • Providing adequate space for all students • Promoting inclusion* by ensuring all students have access to the same seating opportunities as their same-grade peers • Arranging the environment to foster healthy eating and social connection • Training cafeteria monitors on strategies to support healthy eating and social-emotional health
SHS-S12	To what extent do qualified staff* collaborate with other school staff to promote student health and safety?	School nurses* or other qualified staff* collaborate with other school staff to promote student health and safety by doing all the following: • Developing plans that address student health and safety (e.g., individual health care plans, individual education plans, 504 plans*, school team plans, school improvement plans*) • Providing professional learning • Supporting the implementation of health curriculum • Developing and implementing school-wide and classroom activities • Establishing communication systems

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Cultivating Staff Well-Being

Criteria	Question	Fully in Place**
SWB-S1	To what extent does your school have a <u>team</u>* that coordinates the implementation of policies and practices regarding staff well-being?	Our school has a <u>team</u>* that does all the following: • Coordinates implementation of policies and practices regarding staff well-being • Ensures members are <u>representative</u>* of our <u>school community</u>* • Meets at least four times per year
SWB-S2	To what extent does your school use a <u>trauma-informed approach</u>* to implement policies and practices regarding staff well-being?	Our school incorporates all six elements of a <u>trauma-informed approach</u>* to implement policies and practices regarding staff well-being: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and <u>social-emotional learning</u>*
SWB-S3	To what extent does your school use a <u>continuous improvement process</u>* to advance policies and practices regarding staff well-being?	Our school uses a <u>continuous improvement process</u>* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using <u>disaggregated data</u>* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information, including data to measure progress • Evaluating and reflecting on progress, successes, and challenges
SWB-S4	To what extent does your school offer professional learning on staff well-being?	Our school provides <u>continuous professional learning</u>* that is all the following: • Available for all staff (including <u>non-instructional staff</u>*) at least once per year • Inclusive of content on self-care, boundaries, and stress management • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Cultivating Staff Well-Being

Criteria	Question	Fully in Place**
SWB-S5	To what extent does your school offer professional learning on fostering positive work culture?	Our school provides <u>continuous professional learning</u>* that is all the following: • Available for all staff, (including <u>non-instructional staff</u>*) at least once per year • Inclusive of content related to psychological safety, dependability, structure, and clarity, meaning and impact, conflict resolution • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
SWB-S6	To what extent does your school gather input from staff on your policies and practices regarding staff well-being?	Our school does all the following: • Gathers input from all staff (including <u>non-instructional staff</u>*) at least once per year • Uses at least three <u>inclusive</u>* and <u>culturally responsive</u>* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the <u>diversity</u>* of all staff at least once per year • Analyzes demographics of respondents to ensure input is <u>representative</u>* of all staff and job-types
SWB-S7	To what extent does your school have a conflict resolution process for staff?	Our school's conflict resolution process has all the following elements: • Co-created by staff • Includes agreed upon norms • Fosters open communication • Is based on principals of reflection, <u>restoration</u>*, and instruction • Includes alternative dispute resolutions options (e.g., mediation, facilitated conversation)
SWB-S8	To what extent does your school promote opportunities for staff to establish positive relationships with each other?	Our school promotes positive relationship building in all the following ways: • Beginning meetings with a relationship-building activity (e.g., icebreaker, connection question) • Hosting all-staff events (e.g., potlucks, coffee talks) at least quarterly • Reviewing data to determine staff perceptions of relationships with colleagues at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Cultivating Staff Well-Being

Criteria	Question	Fully in Place**
SWB-S9	To what extent does your school provide opportunities for staff to display gratitude toward each other?	Our school promotes staff gratitude in all the following ways: • Providing professional learning opportunities on the importance of gratitude to all staff (including non-instructional staff*) at least once per year • Assessing staff gratitude styles at least once per year • Aligning gratitude strategies to preferred styles • Reviewing data to determine effectiveness of gratitude practices on all staff at least once per year
SWB-S10	To what extent does your school foster positive work culture?	Our school fosters positive work culture by doing all the following: • Promoting psychological safety, dependability, structure, and clarity • Acknowledging and leveraging staff strengths • Sharing power and leadership among all staff • Honoring the unique identities of all staff • Modeling and reinforcing boundaries and growth mindset
SWB-S11	To what extent does your school have spaces for staff to take breaks?	Our school has space(s) that do all the following: • Provide easily accessible space(s) for all staff (including non-instructional staff*) to take breaks • Encourage relaxation • Foster positive staff interactions • Allow for acute stress-management *Note: These functions may occur in one space or be distributed throughout multiple spaces.*
SWB-S12	To what extent does your school offer physical activity/fitness programs opportunities for staff?	Our school provides accessible physical activity/fitness programs for all staff (including non-instructional staff*) by doing all the following: • Assessing staff preferences regarding physical activity/fitness programs at least once per year • Offering free or low-cost physical activity/fitness programs on the school campus* that align with staff interests • Surveying staff to inform program improvements at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Cultivating Staff Well-Being

Criteria	Question	Fully in Place**
SWB-S13	To what extent does your school implement healthy meeting standards?	Our school implements at least three of the following healthy meeting standards: • Provides healthy food and beverage options • Places healthy foods and beverages in a prominent position • Integrates inclusive* physical activities • Requires a tobacco-free environment • Adds in "mindful moments" or self-regulation activities for every 30 minutes of content
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S11	To what extent does your school address triggers* in the learning environment*?	Our school does all the following to address triggers* in the learning environment*: • Provides continuous professional learning* to all staff (including non-instructional staff*) on defining triggers* and describing their impact on student learning and staff job satisfaction • Engages in a mapping activity to identify triggers* within the learning environment*, at least once per year • Implements alternative solutions to identified triggers* • Reviews data to determine the impact of trigger*-reducing efforts at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Promoting Tobacco-Free Schools

Criteria	Question	Fully in Place**
TOB-S1	To what extent does your school have a team* that coordinates the implementation of the district tobacco-free policy?	Our school has a team* that does all the following: • Coordinates implementation of health education policies and practices • Ensures members are representative* of our school community* • Meets at least four times per year
TOB-S2	To what extent does your school use a trauma-informed approach* to implement the district tobacco-free policy?	Our school uses all six elements of a trauma-informed approach* to implement the district tobacco-free policy: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*
TOB-S3	To what extent does your school use a continuous improvement process* to coordinate the implementation of the district tobacco-free policy?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information, including data to measure progress • Evaluating and reflecting on progress, successes, and challenges
TOB-S4	To what extent does your school use a referral pathway* for students identified as needing tobacco product* education and tobacco cessation programs*?	Our school's referral pathway* for students identified as needing tobacco product* education and tobacco cessation programs* includes all the following: • Identification of free or low-cost programs, including nationally recognized tobacco cessation programs* (e.g., through Medicaid or community partners) • Decision rules for increasing and decreasing supports • Monitoring intervention for effectiveness

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Promoting Tobacco-Free Schools

Criteria	Question	Fully in Place**
TOB-S5	To what extent does your school have a process in place to collaborate with community organizations to support implementation of the district tobacco-free policy?	Our school's process for collaborating with community organizations to support implementation of the district tobacco-free policy include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of community organizations to support implementation of the district tobacco-free policy include local health departments, other health care providers, and local chapters of organizations focused on tobacco-free initiatives, such as the American Cancer Society, American Heart Association, and the American Lung Association.*
TOB-S6	To what extent does your school engage students in the implementation of the district tobacco-free policy?	Our school engages students in implementing and improving the district tobacco-free policy throughout the school year using at least two of the following developmentally appropriate* methods: • School Wellness Committee participation • Student government • Student surveys • Student journalism • Student-led campaigns or conferences • Focus groups with students • Peer-to-peer education *Note: Educators should ensure efforts are accessible to all students and recognize the voices of all students, including students with disabilities and students whose first language is not English.*
TOB-S7	To what extent does your school communicate about the district tobacco-free policy?	Our school does all the following: • Communicates with the school community* and the public about the district tobacco-free policy at least once per year • Uses at least three culturally responsive* methods to communicate
TOB-S8	To what extent does your school provide school-based tobacco product education*?	Our district's school-based tobacco product education* is provided at least once per year to all K-12 students and includes age-appropriate, culturally responsive* direct instruction on skills to enable students to avoid tobacco product* use.

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Promoting Tobacco-Free Schools

Criteria	Question	Fully in Place**
TOB-S9	To what extent does your school implement a graduated set of evidence-based* supportive disciplinary practices* to address student violations of the district tobacco-free policy?	Our school addresses student violations of the district tobacco-free policy in all the following ways: • Implements a graduated set of evidence-based* supportive disciplinary practices* that promote recovery and reduction of tobacco product* addiction and dependence • Prohibits use of exclusionary practices such as suspension, expulsion, or withholding of physical activity opportunities or extracurricular activities
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S5	To what extent does your school offer professional learning on supportive disciplinary practices*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on prevention, instruction, reflection, and restoration* • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S23	To what extent does your school implement supportive disciplinary practices*?	Our school does all the following to implement supportive disciplinary practices*: • Uses the principles of reflection and restoration* • Allows exclusionary discipline only as a last resort, including removal of extracurricular activities • Prohibits the use or withholding of physical activity as punishment • Emphasizes instruction through a process for referring students to social-emotional behavioral (SEB) interventions* • Includes timely communication with parents and caregivers • Reviews disciplinary data, disaggregated by subpopulations, at least once per year

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* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Supporting School Health Services

Criteria	Question	Fully in Place**
SHS-S1	To what extent does your school have a team* that coordinates the implementation of policies and practices regarding school health services*?	Our school has a team* that does all the following: • Coordinates implementation of policies and practices regarding school health services* • Ensures the team* is representative* of our school community* • Meets at least four times per year
SHS-S2	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding school health services*?	Our school uses all six elements of a trauma-informed approach* to implement policies and practices regarding school health services*: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*
SHS-S3	To what extent does your school use a continuous improvement process* to advance policies and practices regarding school health services*?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information, including data to measure progress • Evaluating and reflecting on progress, successes, and challenges
SHS-S4	To what extent does your school offer professional learning on school health services*?	Our school provides continuous professional learning* that is all the following: • Available for all school health services* staff at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Supporting School Health Services

Criteria	Question	Fully in Place**
SHS-S5	To what extent does your school conduct resource mapping* to support school health services*?	Our school's resource mapping* process includes all the following: • Identifying existing programs, services, and resources in the school and in the community • Informing the school community* about the available resources • Matching students and families with available resources to address needs and support student achievement • Identifying community partners to support unmet needs
SHS-S6	To what extent does your school have a process in place to collaborate with community-based health providers* to support school health services*?	Our school's process for collaborating with community-based health providers* to support school health services* includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of community-based health providers* include hospitals, federally qualified health centers (FQHCs), community mental/behavioral health professionals, psychiatrists, primary care physicians, and other health care providers.*
SHS-S7	To what extent does your school gather input on your policies and practices regarding school health services*?	Our school does all the following: • Gathers input from the school community* and at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*
SHS-S8	To what extent does your school communicate with your school community* about your policies and practices regarding school health services*?	Our school does all the following: • Communicates with the school community* about our policies and practices regarding school health services* at least once per year • Uses at least three culturally responsive* methods to communicate

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Supporting School Health Services

Criteria	Question	Fully in Place**
SHS-S9	To what extent do <u>qualified staff</u>* provide <u>school health services</u>* at your school?	<u>School nurses</u>* or other <u>qualified staff</u>* provide <u>school health services</u>* based on the following: • Health needs of students • A needs assessment conducted at least once per year
SHS-S10	To what extent does your school conduct <u>physical health screenings</u>*?	Our school conducts <u>physical health screenings</u>* (e.g., hearing, vision, asthma, dental) that are all the following: • Overseen by <u>school nurses</u>* or other <u>qualified staff</u>* • Conducted using <u>evidence-based</u>* tools and procedures at least once per year • Completed by staff with appropriate training • Compliant with national referral and rescreening guidelines
SHS-S11	To what extent does your school address <u>chronic health conditions</u>* among students?	Our school addresses <u>chronic health conditions</u>* among students in all the following ways: • Ensures that <u>school nurses</u>* or other <u>qualified staff</u>* are available to dispense/deliver medications when needed • Provides appropriate training for all staff that dispense/deliver medications • Provides case management • Provides referrals as needed
SHS-S12	To what extent do <u>qualified staff</u>* collaborate with other school staff to promote student health and safety?	<u>School nurses</u>* or other <u>qualified staff</u>* collaborate with other school staff to promote student health and safety by doing all the following: • Developing plans that address student health and safety (e.g., individual health care plans, individual education plans, <u>504 plans</u>*, school team plans, <u>school improvement plans</u>*) • Providing professional learning • Supporting the implementation of health curriculum • Developing and implementing school-wide and classroom activities • Establishing communication systems

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Supporting School Health Services

Criteria	Question	Fully in Place**
SHS-S13	To what extent does your school address medical emergencies*?	School nurses* or other qualified staff* participate in creating and executing a plan to address medical emergencies* that includes all the following: • Procedures for assessing, managing, and referring students and staff members to the appropriate level of care • Training for all staff (including non-instructional staff*) on emergency procedures • Requiring the stocking, administration, and tracking of emergency medications
SHS-S14	To what extent do qualified staff* collaborate with families and caregivers of students with health concerns?	School nurses* or other qualified staff* collaborate with families and caregivers of students with health concerns in all the following ways: • Provide referrals to community-based health providers* as needed • Interact in a manner that is culturally responsive* • Communicate in languages that reflect the diversity* of the community • Collaborate continuously throughout the school year
SHS-S15	To what extent do qualified staff* collaborate with students regarding their health concerns?	School nurses* or other qualified staff* collaborate with students regarding their health concerns in all the following ways: • Provide referrals to community-based health providers* as needed • Interact in a manner that is culturally responsive* • Communicate in languages that reflect the diversity* of the community • Collaborate continuously throughout the school year
SHS-S16	To what extent does your school use a referral pathway* for students with health concerns?	School nurses* or other qualified staff* oversee a referral pathway* that includes all the following: • A process for contacting families and caregivers to obtain consent • Trainings for all staff on the referral pathway* • Partnerships with community-based healthcare providers* • Regular review of outcomes to assess/improve effectiveness of the pathway

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Supporting School Health Services

Criteria	Question	Fully in Place**
CORE-S9	To what extent does your school address disparities in student achievement and health outcomes?	Our school does all the following: • Utilizes a data-driven process to assess student achievement and health outcomes • Allocates resources to support identified needs • Implements culturally responsive* and linguistically appropriate curricula • Continuously evaluates effectiveness and adapts strategies
FCE-S6	To what extent does your school collaborate with families and caregivers to identify needs related to social drivers of health*?	Our school does all the following: • Collaborates with families and caregivers to identify needs related to social drivers of health* • Connects families and caregivers to relevant supports and resources (e.g., food access*, healthcare, housing, interpretation/translation services, and transportation)
FCE-S7	To what extent does your school have a process in place to collaborate with community organizations to support family and community engagement?	Our school's process for collaborating with community organizations includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of partnerships to support family and community engagement include afterschool programs, food and clothing banks, housing assistance programs, social service agencies, and health care services.*
FCE-S9	To what extent does your school communicate with families and caregivers about community-based supports* available to them?	Our school does all the following: • Communicates to families and caregivers at least once per year • Uses at least three culturally responsive* methods to communicate

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Supporting School Health Services

Criteria	Question	Fully in Place**
PEA-S14	To what extent are your school's facilities open outside of school hours?	Our school's indoor and outdoor facilities (e.g., tracks, playgrounds, athletic fields, gymnasiums, classrooms) are open to students, families, caregivers, and community members outside of school hours. *Note: Facilities may be used to provide physical activity opportunities, continuing education classes, childcare services, health care services, etc.* "*Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.*" (School Health Index, 2017)
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
CORE-S1	To what extent does your school have a team* that coordinates the integration of health and learning?	Our school has a leadership team* that does all the following: • Oversees the integration of health and learning through school improvement efforts • Coordinates the implementation of school health policies and practices • Ensures the leadership team* is representative* of our school community* • Meets at least four times per year
CORE-S2	To what extent does your school use a continuous improvement process* to advance policies and practices regarding health and learning?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information • Evaluating and reflecting on progress, successes, and challenges
CORE-S3	To what extent does your school integrate health into your school improvement plan*?	Our school integrates health into our improvement plan through at least two of the following: • Utilizing a data-driven process to assess student achievement and health outcomes • Including a major goal(s) to address student and/or staff health • Including health strategies to support improvement goals
CORE-S4	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding health and learning?	Our school uses all six elements of a trauma-informed approach* to implement policies and practices regarding health and learning: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
CORE-S5	To what extent has your school made a public commitment to advance equity*, diversity*, and inclusion*?	Our school has made a public commitment that includes all the following: • Incorporation of school climate standards* into policies and procedures • Incorporation of equity*, diversity*, and inclusion* in the school improvement plan* with performance measures • Engagement of the school community* to support identifying strategies to advance equity*, diversity*, and inclusion* • Cultivation of strategic alliances and partnerships
CORE-S6	To what extent does your school ensure equity*, diversity*, and inclusion* (EDI) are embedded into policies and practices regarding health and learning?	Our school ensures that all the following are embedded: • Active inclusion of diverse members on the leadership team* • An equity framework* for development and implementation of school health policies and practices • Systematic processes for board members and staff to become EDI-informed and competent
CORE-S7	To what extent does your school use a continuous improvement process* to advance equity*, diversity*, and inclusion*?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information • Evaluating and reflecting on progress, successes, and challenges
CORE-S8	To what extent does your school gather input on your policies and practices regarding equity*, diversity*, and inclusion*?	Our school does all the following: • Gathers input from the school community* and the public at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
CORE-S9	To what extent does your school address disparities in student achievement and health outcomes?	Our school does all the following: • Utilizes a data-driven process to assess student achievement and health outcomes • Allocates resources to support identified needs • Implements culturally responsive* and linguistically appropriate curricula • Continuously evaluates effectiveness and adapts strategies
FCE-S6	To what extent does your school collaborate with families and caregivers to identify needs related to social drivers of health*?	Our school does all the following: • Collaborates with families and caregivers to identify needs related to social drivers of health* • Connects families and caregivers to relevant supports and resources (e.g., food access*, healthcare, housing, interpretation/translation services, and transportation)
FCE-S7	To what extent does your school have a process in place to collaborate with community organizations to support family and community engagement?	Our school's process for collaborating with community organizations includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of partnerships to support family and community engagement include afterschool programs, food and clothing banks, housing assistance programs, social service agencies, and health care services.*
FCE-S9	To what extent does your school communicate with families and caregivers about community-based supports* available to them?	Our school does all the following: • Communicates to families and caregivers at least once per year • Uses at least three culturally responsive* methods to communicate

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
FCE-S10	To what extent does your school offer resources for families and caregivers to support student success?	Our school provides all the following: • Tools to facilitate ongoing, two-way communication between school staff and families and caregivers • Technology options to link families and caregivers to the classroom • Supplementary educational resources to support learning at home • Opportunities for families and caregivers to network with each other
NFA-S8	To what extent does your school implement strategies to maximize participation in school meal programs*?	Our school implements at least three of the following strategies: • Breakfast in the classroom • Second chance breakfast • Alternative points of sale for reimbursable meals (e.g., outside lines, kiosks, grab and go options, reimbursable vending machines) • Marketing and merchandising techniques (e.g., attractive presentation, healthy options easily accessible, inviting cafeteria environment) • Seeking feedback from the school community* through taste tests and surveys
LWP-S2	To what extent does your school measure progress made in implementing the district wellness policy?	Our school uses an evidence-based* assessment tool(s) to measure progress made in implementing the district wellness policy at least once every three years.
HED-S7	To what extent does your school provide health education*?	Our school provides health education* in all grades.
HED-S9	To what extent do your school's health education* teachers provide opportunities for students to practice the skills needed to maintain and improve their health?	All health education* teachers at our school provide all students opportunities to practice the skills needed to maintain and improve their health through all the following: • Discussing the importance of the skill, its relevance, and relationship to other learned skills • Presenting steps for developing the skill • Modeling the skill • Practicing and rehearsing the skill using real-life scenarios • Providing feedback and reinforcement

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
PEA-S5	To what extent does your school offer professional learning for staff on integrating physical activity throughout the school day?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) who provide physical activity opportunities at least once per year • Inclusive of training on specialized equipment to support the inclusion* of students with special health care needs* • Inclusive of positive behavior management techniques • Aligned with school improvement efforts • Job-embedded*, with coaching supports
PEA-S8	To what extent does your school provide physical education?	Our school provides physical education in all grades, and prohibits waivers, exemptions, and substitutions for physical education class time or credit (except for accommodations made for students with medical, cultural, or religious considerations).
PEA-S10	To what extent does the school ensure inclusion* of students with special health care needs* in physical education classes?	Our school requires all staff who provide physical education instruction to make appropriate accommodations to ensure all students, including those students with special health care needs*, are provided equitable opportunities to participate.
PEA-S11	To what extent are students provided opportunities for physical activity during the school day?	All students are provided opportunities to engage in at least 30 cumulative minutes of physical activity during each school day (e.g., recess, physical activity breaks, active instruction). *Note: Physical activity minutes do not include physical education or class transitions.*
PEA-S12	To what extent does the school ensure inclusion* of students with special health care needs* in physical activity opportunities?	Our school requires all staff (including non-instructional staff*) who provide physical activity opportunities to make appropriate accommodations to ensure all students, including those with special health care needs*, are provided equitable opportunities to participate.

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
PEA-S14	To what extent are your school's facilities open outside of school hours?	Our school's indoor and outdoor facilities (e.g., tracks, playgrounds, athletic fields, gymnasiums, classrooms) are open to students, families, caregivers, and community members outside of school hours. *Note: Facilities may be used to provide physical activity opportunities, continuing education classes, childcare services, health care services, etc.* "*Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.*" (School Health Index, 2017)
PEA-S16	To what extent does your school support active transportation initiatives*?	Our school supports active transportation initiatives* through all the following: • Engaging the school community* • Ensuring equitable* and inclusive* opportunities to participate • Designating safe routes or preferred routes • Providing events, activities, or programs related to active transportation initiatives* • Educating students to walk and bicycle safely • Evaluating the initiatives
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
SEH-S5	To what extent does your school offer profess ional learning on <u>supportive disciplinary practices</u>*?	Our school provides <u>continuous professional learning</u>* that is all the following: • Available for all staff (including <u>non-instructional staff</u>*) at least once per year • Inclusive of content on prevention, instruction, reflection, and <u>restoration</u>* • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
SEH-S6	To what extent does your school offer profess ional learning on positive behavior?	Our school provides <u>continuous professional learning</u>* that is all the following: • Available for all staff (including <u>non-instructional staff</u>*) at least once per year • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
SEH-S11	To what extent does your school address <u>triggers</u>* in the <u>learning environment</u>*?	Our school does all the following to address <u>triggers</u>* in the learning environment*: • Provides <u>continuous professional learning</u>* to all staff (including <u>non-instructional staff</u>*) on defining <u>triggers</u>* and describing their impact on student learning and staff job satisfaction • Engages in a mapping activity to identify <u>triggers</u>* within the <u>learning environment</u>*, at least once per year • Implements alternative solutions to identified <u>triggers</u>* • Reviews data to determine the impact of <u>trigger</u>*-reducing efforts at least once per year
SEH-S12	To what extent does your school dedicate instructional time to cultivate a positive classroom climate?	Our school dedicates specific instructional time(s) for staff to cultivate a positive classroom climate by using at least three of the following elements daily: • Morning meeting • Advisory time • Closing circles • Greeting students at the door by name • Reinforcing co-created classroom agreements • Celebration of student successes • Positive reinforcement at a ratio of 5 positive interactions to 1 negative interaction per student

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
SEH-S13	To what extent does your school use positive methods to motivate student learning?	Instructional staff use all the following methods to motivate learning and class participation: • Providing consistent opportunities for student connection • Structuring classes to be responsive to student perspectives and needs • Providing opportunities for student voice in school policies and practices • Providing opportunities for students to set their own goals and supporting their progress • Aligning evaluation with a focus on improvement and mastery • Using developmentally appropriate* rewards and avoiding the use of food as a reward or incentive
SEH-S15	To what extent does your school implement a social-emotional learning (SEL)* curriculum?	Our school does all the following: • Implements a SEL* curriculum for all students at every grade level • Uses an evidence-based*, sequential*, active, focused, and explicit SEL* curriculum • Provides continuous professional learning* to all staff (including non-instructional staff*) on SEL* curriculum implementation • Models and reinforces SEL* skills in all learning environments* daily • Reviews data to determine the impact of SEL* curriculum at least once per year
SEH-S17	To what extent does your school use a referral pathway* for students identified as needing social-emotional behavioral (SEB) interventions*?	Our school's referral pathway* includes all the following: • Formal identification process (e.g., screening, teacher referral) • Designated supports at all three tiers (universal, targeted, and intensive) • Interventions provided by school staff • Communications to families and caregivers • Referrals to community-based health providers* • Rules for increasing and decreasing supports • Progress monitoring to gauge intervention effectiveness

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
SEH-S23	To what extent does your school implement supportive disciplinary practices*?	Our school does all the following to implement supportive disciplinary practices*: • Uses the principles of reflection and restoration* • Allows exclusionary discipline only as a last resort, including removal of extracurricular activities • Prohibits the use or withholding of physical activity as punishment • Emphasizes instruction through a process for referring students to social-emotional behavioral (SEB) interventions* • Includes timely communication with parents and caregivers • Reviews disciplinary data, disaggregated by subpopulations, at least once per year
SEH-S24	To what extent does your school have a systematic approach when responding to student-level behavioral crises*?	Our school's approach to responding to student-level behavioral crises* includes all the following: • Non-violent de-escalation strategies • Strategies for repairing harm • Reintegration of student into classroom environments • Debriefing process for staff
SEH-S25	To what extent does your school use a multi-tiered system of support (MTSS)* process for policies and practices regarding social-emotional health?	Our school's MTSS* process for policies and practices regarding social-emotional health includes all the following: • Universal prevention strategies* for all students • Targeted interventions for students demonstrating need • Intensive interventions for students demonstrating need • Alignment between universal, targeted, and intensive strategies to ensure continuity of supports • Alignment between social-emotional health MTSS* and academic MTSS* • Review of data for all levels of support to determine effectiveness at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
TOB-S9	To what extent does your school implement a graduated set of evidence-based* supportive disciplinary practices* to address student violations of the district tobacco-free policy?	Our school addresses student violations of the district tobacco-free policy in all the following ways: • Implements a graduated set of evidence-based* supportive disciplinary practices* that promote recovery and reduction of tobacco product* addiction and dependence • Prohibits use of exclusionary practices such as suspension, expulsion, or withholding of physical activity opportunities or extracurricular activities
SHS-S9	To what extent do qualified staff* provide school health services* at your school?	School nurses* or other qualified staff* provide school health services* based on the following: • Health needs of students • A needs assessment conducted at least once per year
SHS-S10	To what extent does your school conduct physical health screenings*?	Our school conducts physical health screenings* (e.g., hearing, vision, asthma, dental) that are all the following: • Overseen by school nurses* or other qualified staff* • Conducted using evidence-based* tools and procedures at least once per year • Completed by staff with appropriate training • Compliant with national referral and rescreening guidelines
SHS-S11	To what extent does your school address chronic health conditions* among students?	Our school addresses chronic health conditions* among students in all the following ways: • Ensures that school nurses* or other qualified staff* are available to dispense/deliver medications when needed • Provides appropriate training for all staff that dispense/deliver medications • Provides case management • Provides referrals as needed

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Reducing Chronic Absenteeism		
Criteria	**Question**	**Fully in Place****
SHS-S16	To what extent does your school use a <u>referral pathway</u>* for students with health concerns?	<u>School nurses</u>* or other <u>qualified staff</u>* oversee a <u>referral pathway</u>* that includes all the following: • A process for contacting families and caregivers to obtain consent • Trainings for all staff on the <u>referral pathway</u>* • Partnerships with <u>community-based healthcare providers</u>* • Regular review of outcomes to assess/improve effectiveness of the pathway

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Addressing School Discipline

Criteria	Question	Fully in Place**
CORE-S1	To what extent does your school have a team* that coordinates the integration of health and learning?	Our school has a leadership team* that does all the following: • Oversees the integration of health and learning through school improvement efforts • Coordinates the implementation of school health policies and practices • Ensures the leadership team* is representative* of our school community* • Meets at least four times per year
CORE-S2	To what extent does your school use a continuous improvement process* to advance policies and practices regarding health and learning?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information • Evaluating and reflecting on progress, successes, and challenges
CORE-S3	To what extent does your school integrate health into your school improvement plan*?	Our school integrates health into our improvement plan through at least two of the following: • Utilizing a data-driven process to assess student achievement and health outcomes • Including a major goal(s) to address student and/or staff health • Including health strategies to support improvement goals
CORE-S4	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding health and learning?	Our school uses all six elements of a trauma-informed approach* to implement policies and practices regarding health and learning: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Addressing School Discipline

Criteria	Question	Fully in Place**
CORE-S5	To what extent has your school made a public commitment to advance equity*, diversity*, and inclusion*?	Our school has made a public commitment that includes all the following: • Incorporation of school climate standards* into policies and procedures • Incorporation of equity*, diversity*, and inclusion* in the school improvement plan* with performance measures • Engagement of the school community* to support identifying strategies to advance equity*, diversity*, and inclusion* • Cultivation of strategic alliances and partnerships
CORE-S6	To what extent does your school ensure equity*, diversity*, and inclusion* (EDI) are embedded into policies and practices regarding health and learning?	Our school ensures that all the following are embedded: • Active inclusion of diverse members on the leadership team* • An equity framework* for development and implementation of school health policies and practices • Systematic processes for board members and staff to become EDI-informed and competent
CORE-S7	To what extent does your school use a continuous improvement process* to advance equity*, diversity*, and inclusion*?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information • Evaluating and reflecting on progress, successes, and challenges
CORE-S8	To what extent does your school gather input on your policies and practices regarding equity*, diversity*, and inclusion*?	Our school does all the following: • Gathers input from the school community* and the public at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Addressing School Discipline

Criteria	Question	Fully in Place**
CORE-S9	To what extent does your school address disparities in student achievement and health outcomes?	Our school does all the following: • Utilizes a data-driven process to assess student achievement and health outcomes • Allocates resources to support identified needs • Implements culturally responsive* and linguistically appropriate curricula • Continuously evaluates effectiveness and adapts strategies
FCE-S6	To what extent does your school collaborate with families and caregivers to identify needs related to social drivers of health*?	Our school does all the following: • Collaborates with families and caregivers to identify needs related to social drivers of health* • Connects families and caregivers to relevant supports and resources (e.g., food access*, healthcare, housing, interpretation/translation services, and transportation)
FCE-S7	To what extent does your school have a process in place to collaborate with community organizations to support family and community engagement?	Our school's process for collaborating with community organizations includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of partnerships to support family and community engagement include afterschool programs, food and clothing banks, housing assistance programs, social service agencies, and health care services.*
NFA-S8	To what extent does your school implement strategies to maximize participation in school meal programs*?	Our school implements at least three of the following strategies: • Breakfast in the classroom • Second chance breakfast • Alternative points of sale for reimbursable meals (e.g., outside lines, kiosks, grab and go options, reimbursable vending machines) • Marketing and merchandising techniques (e.g., attractive presentation, healthy options easily accessible, inviting cafeteria environment) • Seeking feedback from the school community* through taste tests and surveys

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Addressing School Discipline

Criteria	Question	Fully in Place**
NFA-S12	To what extent does your school promote a healthy cafeteria environment?	Our school ensures the cafeteria is safe and healthy through all the following: • Cleaning between periods and at the end of each meal service • Providing adequate space for all students • Promoting inclusion* by ensuring all students have access to the same seating opportunities as their same-grade peers • Arranging the environment to foster healthy eating and social connection • Training cafeteria monitors on strategies to support healthy eating and social-emotional health
NFA-S13	To what extent does your school prohibit the use of food as a reward?	Our school prohibits the use of food as a reward or incentive through all the following: • Defining procedures for rewarding and incentivizing students that promote positive reinforcement for behavior and academic performance • Implements these procedures throughout the school day and during school-sponsored after school activities • Ensuring staff never use food as a reward or incentive • Applying these procedures on the entire school campus* and all district property*
LWP-S2	To what extent does your school measure progress made in implementing the district wellness policy?	Our school uses an evidence-based* assessment tool(s) to measure progress made in implementing the district wellness policy at least once every three years.
PEA-S5	To what extent does your school offer professional learning for staff on integrating physical activity throughout the school day?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) who provide physical activity opportunities at least once per year • Inclusive of training on specialized equipment to support the inclusion* of students with special health care needs* • Inclusive of positive behavior management techniques • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Addressing School Discipline

Criteria	Question	Fully in Place**
PEA-S11	To what extent are students provided opportunities for physical activity during the school day?	All students are provided opportunities to engage in at least 30 cumulative minutes of physical activity during each school day (e.g., recess, physical activity breaks, active instruction). *Note: Physical activity minutes do not include physical education or class transitions.*
PEA-S13	To what extent does your school address physical activity and disciplinary practices?	Our school does all the following to address physical activity and disciplinary practices: • Prohibits staff from assigning physical activity as punishment (e.g., walking laps or doing pushups) • Prohibits staff from withholding physical activity as punishment (e.g., withholding recess, physical activity breaks, or physical education class)
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S5	To what extent does your school offer professional learning on supportive disciplinary practices*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on prevention, instruction, reflection, and restoration* • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Addressing School Discipline

Criteria	Question	Fully in Place**
SEH-S6	To what extent does your school offer professional learning on positive behavior?	Our school provides <u>continuous professional learning</u>* that is all the following: • Available for all staff (including <u>non-instructional staff</u>*) at least once per year • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
SEH-S11	To what extent does your school address <u>triggers</u>* in the <u>learning environment</u>*?	Our school does all the following to address <u>triggers</u>* in the learning environment*: • Provides <u>continuous professional learning</u>* to all staff (including <u>non-instructional staff</u>*) on defining <u>triggers</u>* and describing their impact on student learning and staff job satisfaction • Engages in a mapping activity to identify <u>triggers</u>* within the <u>learning environment</u>*, at least once per year • Implements alternative solutions to identified <u>triggers</u>* • Reviews data to determine the impact of <u>trigger</u>*-reducing efforts at least once per year
SEH-S12	To what extent does your school dedicate instructional time to cultivate a positive classroom climate?	Our school dedicates specific instructional time(s) for staff to cultivate a positive classroom climate by using at least three of the following elements daily: • Morning meeting • Advisory time • Closing circles • Greeting students at the door by name • Reinforcing co-created classroom agreements • Celebration of student successes • Positive reinforcement at a ratio of 5 positive interactions to 1 negative interaction per student

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Addressing School Discipline

Criteria	Question	Fully in Place**
SEH-S13	To what extent does your school use positive methods to motivate student learning?	Instructional staff use all the following methods to motivate learning and class participation: • Providing consistent opportunities for student connection • Structuring classes to be responsive to student perspectives and needs • Providing opportunities for student voice in school policies and practices • Providing opportunities for students to set their own goals and supporting their progress • Aligning evaluation with a focus on improvement and mastery • Using developmentally appropriate* rewards and avoiding the use of food as a reward or incentive
SEH-S14	To what extent do your school's learning environments* have designated calming spaces available for student use when needed?	Our school's calming spaces are all the following: • Available in all learning environments* • Accessible to all students when needed • Developmentally appropriate* • Effective • Created in collaboration with students
SEH-S17	To what extent does your school use a referral pathway* for students identified as needing social-emotional behavioral (SEB) interventions*?	Our school's referral pathway* includes all the following: • Formal identification process (e.g., screening, teacher referral) • Designated supports at all three tiers (universal, targeted, and intensive) • Interventions provided by school staff • Communications to families and caregivers • Referrals to community-based health providers* • Rules for increasing and decreasing supports • Progress monitoring to gauge intervention effectiveness

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Addressing School Discipline

Criteria	Question	Fully in Place**
SEH-S23	To what extent does your school implement supportive disciplinary practices*?	Our school does all the following to implement supportive disciplinary practices*: • Uses the principles of reflection and restoration* • Allows exclusionary discipline only as a last resort, including removal of extracurricular activities • Prohibits the use or withholding of physical activity as punishment • Emphasizes instruction through a process for referring students to social-emotional behavioral (SEB) interventions* • Includes timely communication with parents and caregivers • Reviews disciplinary data, disaggregated by subpopulations, at least once per year
SEH-S24	To what extent does your school have a systematic approach when responding to student-level behavioral crises*?	Our school's approach to responding to student-level behavioral crises* includes all the following: • Non-violent de-escalation strategies • Strategies for repairing harm • Reintegration of student into classroom environments • Debriefing process for staff
SEH-S25	To what extent does your school use a multi-tiered system of support (MTSS)* process for policies and practices regarding social-emotional health?	Our school's MTSS* process for policies and practices regarding social-emotional health includes all the following: • Universal prevention strategies* for all students • Targeted interventions for students demonstrating need • Intensive interventions for students demonstrating need • Alignment between universal, targeted, and intensive strategies to ensure continuity of supports • Alignment between social-emotional health MTSS* and academic MTSS* • Review of data for all levels of support to determine effectiveness at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Addressing School Discipline

Criteria	Question	Fully in Place**
TOB-S4	To what extent does your school use a referral pathway* for students identified as needing tobacco product* education and tobacco cessation programs*?	Our school's referral pathway* for students identified as needing tobacco product* education and tobacco cessation programs* includes all the following: • Identification of free or low-cost programs, including nationally recognized tobacco cessation programs* (e.g., through Medicaid or community partners) • Decision rules for increasing and decreasing supports • Monitoring intervention for effectiveness
TOB-S9	To what extent does your school implement a graduated set of evidence-based* supportive disciplinary practices* to address student violations of the district tobacco-free policy?	Our school addresses student violations of the district tobacco-free policy in all the following ways: • Implements a graduated set of evidence-based* supportive disciplinary practices* that promote recovery and reduction of tobacco product* addiction and dependence • Prohibits use of exclusionary practices such as suspension, expulsion, or withholding of physical activity opportunities or extracurricular activities
SHS-S9	To what extent do qualified staff* provide school health services* at your school?	School nurses* or other qualified staff* provide school health services* based on the following: • Health needs of students • A needs assessment conducted at least once per year
SHS-S10	To what extent does your school conduct physical health screenings*?	Our school conducts physical health screenings* (e.g., hearing, vision, asthma, dental) that are all the following: • Overseen by school nurses* or other qualified staff* • Conducted using evidence-based* tools and procedures at least once per year • Completed by staff with appropriate training • Compliant with national referral and rescreening guidelines

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
CORE-S1	To what extent does your school have a team* that coordinates the integration of health and learning?	Our school has a leadership team* that does all the following: • Oversees the integration of health and learning through school improvement efforts • Coordinates the implementation of school health policies and practices • Ensures the leadership team* is representative* of our school community* • Meets at least four times per year
CORE-S2	To what extent does your school use a continuous improvement process* to advance policies and practices regarding health and learning?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information • Evaluating and reflecting on progress, successes, and challenges
CORE-S3	To what extent does your school integrate health into your school improvement plan*?	Our school integrates health into our improvement plan through at least two of the following: • Utilizing a data-driven process to assess student achievement and health outcomes • Including a major goal(s) to address student and/or staff health • Including health strategies to support improvement goals
CORE-S4	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding health and learning?	Our school uses all six elements of a trauma-informed approach* to implement policies and practices regarding health and learning: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
CORE-S5	To what extent has your school made a public commitment to advance equity*, diversity*, and inclusion*?	Our school has made a public commitment that includes all the following: • Incorporation of school climate standards* into policies and procedures • Incorporation of equity*, diversity*, and inclusion* in the school improvement plan* with performance measures • Engagement of the school community* to support identifying strategies to advance equity*, diversity*, and inclusion* • Cultivation of strategic alliances and partnerships
CORE-S6	To what extent does your school ensure equity*, diversity*, and inclusion* (EDI) are embedded into policies and practices regarding health and learning?	Our school ensures that all the following are embedded: • Active inclusion of diverse members on the leadership team* • An equity framework* for development and implementation of school health policies and practices • Systematic processes for board members and staff to become EDI-informed and competent
CORE-S7	To what extent does your school use a continuous improvement process* to advance equity*, diversity*, and inclusion*?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information • Evaluating and reflecting on progress, successes, and challenges
CORE-S8	To what extent does your school gather input on your policies and practices regarding equity*, diversity*, and inclusion*?	Our school does all the following: • Gathers input from the school community* and the public at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
CORE-S9	To what extent does your school address disparities in student achievement and health outcomes?	Our school does all the following: • Utilizes a data-driven process to assess student achievement and health outcomes • Allocates resources to support identified needs • Implements culturally responsive* and linguistically appropriate curricula • Continuously evaluates effectiveness and adapts strategies
FCE-S6	To what extent does your school collaborate with families and caregivers to identify needs related to social drivers of health*?	Our school does all the following: • Collaborates with families and caregivers to identify needs related to social drivers of health* • Connects families and caregivers to relevant supports and resources (e.g., food access*, healthcare, housing, interpretation/translation services, and transportation)
FCE-S7	To what extent does your school have a process in place to collaborate with community organizations to support family and community engagement?	Our school's process for collaborating with community organizations includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans *Note: Examples of partnerships to support family and community engagement include afterschool programs, food and clothing banks, housing assistance programs, social service agencies, and health care services.*
FCE-S8	To what extent does your school gather input on policies and practices regarding family and community engagement?	Our school does all the following: • Gathers input from the school community* and the public at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
FCE-S9	To what extent does your school communicate with families and caregivers about community-based supports* available to them?	Our school does all the following: • Communicates to families and caregivers at least once per year • Uses at least three culturally responsive* methods to communicate
FCE-S10	To what extent does your school offer resources for families and caregivers to support student success?	Our school provides all the following: • Tools to facilitate ongoing, two-way communication between school staff and families and caregivers • Technology options to link families and caregivers to the classroom • Supplementary educational resources to support learning at home • Opportunities for families and caregivers to network with each other
NFA-S6	To what extent does your school gather input on your policies and practices regarding nutrition and food access*?	Our school does all the following: • Gathers input from the school community* at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*
NFA-S8	To what extent does your school implement strategies to maximize participation in school meal programs*?	Our school implements at least three of the following strategies: • Breakfast in the classroom • Second chance breakfast • Alternative points of sale for reimbursable meals (e.g., outside lines, kiosks, grab and go options, reimbursable vending machines) • Marketing and merchandising techniques (e.g., attractive presentation, healthy options easily accessible, inviting cafeteria environment) • Seeking feedback from the school community* through taste tests and surveys

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
NFA-S9	To what extent does your school mitigate stigma associated with <u>school meal programs</u>*?	Our school does all the following: • Ensures students with unpaid meal balances receive the standard school meal • Ensures students with unpaid meal balances are not excluded from school activities • Protects students' privacy • Directs all communications about meal balances to families and caregivers, not to students
NFA-S12	To what extent does your school promote a healthy cafeteria environment?	Our school ensures the cafeteria is safe and healthy through all the following: • Cleaning between periods and at the end of each meal service • Providing adequate space for all students • Promoting <u>inclusion</u>* by ensuring all students have access to the same seating opportunities as their same-grade peers • Arranging the environment to foster healthy eating and social connection • Training cafeteria monitors on strategies to support healthy eating and social-emotional health
HED-S5	To what extent does your school gather input on your policies and practices regarding physical <u>health education</u>*?	Our school does all the following: • Gathers input from the <u>school community</u>* at least once per year • Uses at least three <u>inclusive</u>* and <u>culturally responsive</u>* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the <u>diversity</u>* of the community at least once per year • Analyzes demographics of respondents to ensure input is <u>representative</u>* of the <u>school community</u>*
PEA-S5	To what extent does your school offer professional learning for staff on integrating physical activity throughout the school day?	Our school provides <u>continuous professional learning</u>* that is all the following: • Available for all staff (including <u>non-instructional staff</u>*) who provide physical activity opportunities at least once per year • Inclusive of training on specialized equipment to support the <u>inclusion</u>* of students with <u>special health care needs</u>* • Inclusive of positive behavior management techniques • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
PEA-S6	To what extent does your school gather input on your policies and practices regarding physical education and physical activity?	Our school does all the following: • Gathers input from the school community* at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*
PEA-S10	To what extent does the school ensure inclusion* of students with special health care needs* in physical education classes?	Our school requires all staff who provide physical education instruction to make appropriate accommodations to ensure all students, including those students with special health care needs*, are provided equitable opportunities to participate.
PEA-S11	To what extent are students provided opportunities for physical activity during the school day?	All students are provided opportunities to engage in at least 30 cumulative minutes of physical activity during each school day (e.g., recess, physical activity breaks, active instruction). *Note: Physical activity minutes do not include physical education or class transitions.*
PEA-S12	To what extent does the school ensure inclusion* of students with special health care needs* in physical activity opportunities?	Our school requires all staff (including non-instructional staff*) who provide physical activity opportunities to make appropriate accommodations to ensure all students, including those with special health care needs*, are provided equitable opportunities to participate.
PEA-S13	To what extent does your school address physical activity and disciplinary practices?	Our school does all the following to address physical activity and disciplinary practices: • Prohibits staff from assigning physical activity as punishment (e.g., walking laps or doing pushups) • Prohibits staff from withholding physical activity as punishment (e.g., withholding recess, physical activity breaks, or physical education class)

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
PEA-S14	To what extent are your school's facilities open outside of school hours?	Our school's indoor and outdoor facilities (e.g., tracks, playgrounds, athletic fields, gymnasiums, classrooms) are open to students, families, caregivers, and community members outside of school hours. *Note: Facilities may be used to provide physical activity opportunities, continuing education classes, childcare services, health care services, etc.* *"Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities."* (School Health Index, 2017)
PEA-S16	To what extent does your school support active transportation initiatives*?	Our school supports active transportation initiatives* through all the following: • Engaging the school community* • Ensuring equitable* and inclusive* opportunities to participate • Designating safe routes or preferred routes • Providing events, activities, or programs related to active transportation initiatives* • Educating students to walk and bicycle safely • Evaluating the initiatives
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SEH-S5	To what extent does your school offer professional learning on supportive disciplinary practices*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on prevention, instruction, reflection, and restoration* • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S6	To what extent does your school offer professional learning on positive behavior?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S8	To what extent does your school gather input from students on policies and practices regarding social-emotional health?	Our school does all the following: • Gathers input from all students at least once per year • Uses at least three inclusive*, developmentally appropriate* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of all students at least once per year • Analyzes demographics of respondents to ensure input is representative* of the student body
SEH-S9	To what extent does your school gather input from families and caregivers on policies and practices regarding social-emotional health?	Our school does all the following: • Gathers input from all families and caregivers at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of all families and caregivers at least once per year • Analyzes demographics of input to ensure responses are representative* of all families and caregivers

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SEH-S11	To what extent does your school address triggers* in the learning environment*?	Our school does all the following to address triggers* in the learning environment*: • Provides continuous professional learning* to all staff (including non-instructional staff*) on defining triggers* and describing their impact on student learning and staff job satisfaction • Engages in a mapping activity to identify triggers* within the learning environment*, at least once per year • Implements alternative solutions to identified triggers* • Reviews data to determine the impact of trigger*-reducing efforts at least once per year
SEH-S12	To what extent does your school dedicate instructional time to cultivate a positive classroom climate?	Our school dedicates specific instructional time(s) for staff to cultivate a positive classroom climate by using at least three of the following elements daily: • Morning meeting • Advisory time • Closing circles • Greeting students at the door by name • Reinforcing co-created classroom agreements • Celebration of student successes • Positive reinforcement at a ratio of 5 positive interactions to 1 negative interaction per student
SEH-S13	To what extent does your school use positive methods to motivate student learning?	Instructional staff use all the following methods to motivate learning and class participation: • Providing consistent opportunities for student connection • Structuring classes to be responsive to student perspectives and needs • Providing opportunities for student voice in school policies and practices • Providing opportunities for students to set their own goals and supporting their progress • Aligning evaluation with a focus on improvement and mastery • Using developmentally appropriate* rewards and avoiding the use of food as a reward or incentive

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SEH-S14	To what extent do your school's <u>learning environments</u>* have designated calming spaces available for student use when needed?	Our school's calming spaces are all the following: • Available in all <u>learning environments</u>* • Accessible to all students when needed • <u>Developmentally appropriate</u>* • Effective • Created in collaboration with students
SEH-S15	To what extent does your school implement a <u>social-emotional learning (SEL)</u>* curriculum?	Our school does all the following: • Implements a <u>SEL</u>* curriculum for all students at every grade level • Uses an <u>evidence-based</u>*, <u>sequential</u>*, active, focused, and explicit <u>SEL</u>* curriculum • Provides <u>continuous professional learning</u>* to all staff on <u>SEL</u>* curriculum implementation • Models and reinforces <u>SEL</u>* skills in all <u>learning environments</u>* daily • Reviews data to determine the impact of <u>SEL</u>* curriculum at least once per year
SEH-S17	To what extent does your school use a <u>referral pathway</u>* for students identified as needing <u>social-emotional behavioral (SEB) interventions</u>*?	Our school's <u>referral pathway</u>* includes all the following: • Formal identification process (e.g., screening, teacher referral) • Designated supports at all three tiers (universal, targeted, and intensive) • Interventions provided by school staff • Communications to families and caregivers • Referrals to <u>community-based health providers</u>* • Rules for increasing and decreasing supports • Progress monitoring to gauge intervention effectiveness

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SEH-S18	To what extent does your school provide social-emotional behavioral (SEB) interventions*?	Our school's SEB interventions* are all the following: • Mostly or always provided by school-based mental health providers such as school counselors, school nurses, school social workers, and school psychologists. • Evidence-based* • Available at all grade levels • Designed to address root causes and/or lagging skills • Culturally responsive*
SEH-S19	To what extent does your school ensure qualified staff* are available to provide social-emotional behavioral (SEB) interventions*?	Our school ensures qualified staff* are available to provide SEB interventions* at all schools by doing all the following at least once per year: • Using data to determine adequate ratio of school mental health professionals* relative to student needs • Reviewing job duties to ensure alignment with school priorities • Providing opportunities for school mental health professionals* to engage in professional learning to maintain and enhance professional practice • Requesting feedback from the school community* about perceptions of access and additional needs
SEH-S23	To what extent does your school implement supportive disciplinary practices*?	Our school does all the following to implement supportive disciplinary practices*: • Uses the principles of reflection and restoration* • Allows exclusionary discipline only as a last resort, including removal of extracurricular activities • Prohibits the use or withholding of physical activity as punishment • Emphasizes instruction through a process for referring students to social-emotional behavioral (SEB) interventions* • Includes timely communication with parents and caregivers • Reviews disciplinary data, disaggregated by subpopulations, at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SEH-S24	To what extent does your school have a systematic approach when responding to student-level behavioral crises*?	Our school's approach to responding to student-level behavioral crises* includes all the following: • Non-violent de-escalation strategies • Strategies for repairing harm • Reintegration of student into classroom environments • Debriefing process for staff
SEH-S25	To what extent does your school use a multi-tiered system of support (MTSS)* process for policies and practices regarding social-emotional health?	Our school's MTSS* process for policies and practices regarding social-emotional health includes all the following: • Universal prevention strategies* for all students • Targeted interventions for students demonstrating need • Intensive interventions for students demonstrating need • Alignment between universal, targeted, and intensive strategies to ensure continuity of supports • Alignment between social-emotional health MTSS* and academic MTSS* • Review of data for all levels of support to determine effectiveness at least once per year
SWB-S4	To what extent does your school offer professional learning on staff well-being?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on self-care, boundaries, and stress management • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SWB-S5	To what extent does your school offer professional learning on fostering positive work culture?	Our school provides continuous professional learning* that is all the following: • Available for all staff, (including non-instructional staff*) at least once per year • Inclusive of content related to psychological safety, dependability, structure, and clarity, meaning and impact, conflict resolution • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SWB-S6	To what extent does your school gather input from staff on your policies and practices regarding staff well-being?	Our school does all the following: • Gathers input from all staff (including non-instructional staff*) at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of all staff at least once per year • Analyzes demographics of respondents to ensure input is representative* of all staff and job-types
SWB-S7	To what extent does your school have a conflict resolution process for staff?	Our school's conflict resolution process has all the following elements: • Co-created by staff • Includes agreed upon norms • Fosters open communication • Is based on principals of reflection, restoration*, and instruction • Includes alternative dispute resolutions options (e.g., mediation, facilitated conversation)
SWB-S8	To what extent does your school promote opportunities for staff to establish positive relationships with each other?	Our school promotes positive relationship building in all the following ways: • Beginning meetings with a relationship-building activity (e.g., icebreaker, connection question) • Hosting all-staff events (e.g., potlucks, coffee talks) at least quarterly • Reviewing data to determine staff perceptions of relationships with colleagues at least once per year
SWB-S9	To what extent does your school provide opportunities for staff to display gratitude toward each other?	Our school promotes staff gratitude in all the following ways: • Providing professional learning opportunities on the importance of gratitude to all staff (including non-instructional staff*) at least once per year • Assessing staff gratitude styles at least once per year • Aligning gratitude strategies to preferred styles • Reviewing data to determine effectiveness of gratitude practices on all staff at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SWB-S10	To what extent does your school foster positive work cultures?	Our school fosters positive work culture by doing all the following: • Promoting psychological safety, dependability, structure, and clarity • Acknowledging and leveraging staff strengths • Sharing power and leadership among all staff • Honoring the unique identities of all staff • Modeling and reinforcing boundaries and growth mindset
SWB-S11	To what extent does your school have spaces for staff to take breaks?	Our school has space(s) that do all the following: • Provide easily accessible space(s) for all staff (including non-instructional staff*) to take breaks • Encourage relaxation • Foster positive staff interactions • Allow for acute stress-management *Note: These functions may occur in one space or be distributed throughout multiple spaces.*
SWB-S12	To what extent does your school offer physical activity/fitness programs opportunities for staff?	Our school provides accessible physical activity/fitness programs for all staff (including non-instructional staff*) by doing all the following: • Assessing staff preferences regarding physical activity/fitness programs at least once per year • Offering free or low-cost physical activity/fitness programs on the school campus* that align with staff interests • Surveying staff to inform program improvements at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
TOB-S6	To what extent does your school engage students in the implementation of the district tobacco-free policy?	Our school engages students in implementing and improving the district tobacco-free policy throughout the school year using at least two of the following developmentally appropriate* methods: • School Wellness Committee participation • Student government • Student surveys • Student journalism • Student-led campaigns or conferences • Focus groups with students • Peer-to-peer education *Note: Educators should ensure efforts are accessible to all students and recognize the voices of all students, including students with disabilities and students whose first language is not English.*
TOB-S9	To what extent does your school implement a graduated set of evidence-based* supportive disciplinary practices* to address student violations of the district tobacco-free policy?	Our school addresses student violations of the district tobacco-free policy in all the following ways: • Implements a graduated set of evidence-based* supportive disciplinary practices* that promote recovery and reduction of tobacco product* addiction and dependence • Prohibits use of exclusionary practices such as suspension, expulsion, or withholding of physical activity opportunities or extracurricular activities
SHS-S7	To what extent does your school gather input on your policies and practices regarding school health services*?	Our school does all the following: • Gathers input from the school community* and at least once per year • Uses at least three inclusive* and culturally responsive* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input in languages that reflect the diversity* of the community at least once per year • Analyzes demographics of respondents to ensure input is representative* of the school community*
SHS-S9	To what extent do qualified staff* provide school health services* at your school?	School nurses* or other qualified staff* provide school health services* based on the following: • Health needs of students • A needs assessment conducted at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SHS-S10	To what extent does your school conduct physical health screenings*?	Our school conducts physical health screenings* (e.g., hearing, vision, asthma, dental) that are all the following: • Overseen by school nurses* or other qualified staff* • Conducted using evidence-based* tools and procedures at least once per year • Completed by staff with appropriate training • Compliant with national referral and rescreening guidelines
SHS-S12	To what extent do qualified staff* collaborate with other school staff to promote student health and safety?	School nurses* or other qualified staff* collaborate with other school staff to promote student health and safety by doing all the following: • Developing plans that address student health and safety (e.g., individual health care plans, individual education plans, 504 plans*, school team plans, school improvement plans*) • Providing professional learning • Supporting the implementation of health curriculum • Developing and implementing school-wide and classroom activities • Establishing communication systems

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Building Staff Capacity

Criteria	Question	Fully in Place**
CORE-S1	To what extent does your school have a team* that coordinates the integration of health and learning?	Our school has a leadership team* that does all the following: • Oversees the integration of health and learning through school improvement efforts • Coordinates the implementation of school health policies and practices • Ensures the leadership team* is representative* of our school community* • Meets at least four times per year
CORE-S2	To what extent does your school use a continuous improvement process* to advance policies and practices regarding health and learning?	Our school uses a continuous improvement process* that includes all the following: • Engaging a diverse set of key stakeholders in developing a shared vision of success • Assessing strengths and opportunities for incremental improvement using disaggregated data* • Setting measurable goals based on priorities • Creating a detailed action plan • Connecting stakeholders with necessary resources and information • Evaluating and reflecting on progress, successes, and challenges
CORE-S3	To what extent does your school integrate health into your school improvement plan*?	Our school integrates health into our improvement plan through at least two of the following: • Utilizing a data-driven process to assess student achievement and health outcomes • Including a major goal(s) to address student and/or staff health • Including health strategies to support improvement goals

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Building Staff Capacity

Criteria	Question	Fully in Place**
CORE-S4	To what extent does your school use a trauma-informed approach* to implement policies and practices regarding health and learning?	Our school uses all six elements of a trauma-informed approach* to implement policies and practices regarding health and learning: 1. Understanding trauma and stress 2. Cultural humility and equity 3. Safety and predictability 4. Compassion and dependability 5. Empowerment and collaboration 6. Resilience and social-emotional learning*
FCE-S5	To what extent does your school offer professional learning related to family and community engagement?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
NFA-S4	To what extent does your school offer professional learning on school nutrition services and food access*?	Our school provides continuous professional learning* that is all the following: • Available for all staff who provide school nutrition services at least once per year • Inclusive of content on food access*, food security, nutrition education, and related social supports • Aligned with school improvement efforts • Job-embedded*, with coaching supports
HED-S4	To what extent does your school offer professional learning on health education*?	Our school provides continuous professional learning* that is all the following: • Available for all staff who provide health education* at least once per year • Inclusive of classroom management techniques • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Building Staff Capacity

Criteria	Question	Fully in Place**
PEA-S4	To what extent does your school offer professional learning on physical education?	Our school provides continuous professional learning* that is all the following: • Available for all staff who provide physical education instruction at least once per year • Inclusive of training on specialized equipment to support the inclusion* of students with special health care needs* • Inclusive of classroom management techniques • Aligned with school improvement efforts • Job-embedded*, with coaching supports
PEA-S5	To what extent does your school offer professional learning for staff on integrating physical activity throughout the school day?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) who provide physical activity opportunities at least once per year • Inclusive of training on specialized equipment to support the inclusion* of students with special health care needs* • Inclusive of positive behavior management techniques • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-S4	To what extent does your school offer professional learning on trauma-informed approaches*?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations • Inclusive of methods for mitigating the impact of trauma • Aligned with school improvement efforts • Job-embedded*, with coaching supports

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Building Staff Capacity

Criteria	Question	Fully in Place**
SEH-S5	To what extent does your school offer professional learning on <u>supportive disciplinary practices</u>*?	Our school provides <u>continuous professional learning</u>* that is all the following: • Available for all staff (including <u>non-instructional staff</u>*) at least once per year • Inclusive of content on prevention, instruction, reflection, and <u>restoration</u>* • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
SEH-S6	To what extent does your school offer professional learning on positive behavior?	Our school provides <u>continuous professional learning</u>* that is all the following: • Available for all staff (including <u>non-instructional staff</u>*) at least once per year • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
SEH-S11	To what extent does your school address <u>triggers</u>* in the <u>learning environment</u>*?	Our school does all the following to address <u>triggers</u>* in the learning <u>environment</u>*: • Provides <u>continuous professional learning</u>* to all staff (including <u>non-instructional staff</u>*) on defining <u>triggers</u>* and describing their impact on student learning and staff job satisfaction • Engages in a mapping activity to identify <u>triggers</u>* within the <u>learning environment</u>*, at least once per year • Implements alternative solutions to identified <u>triggers</u>* • Reviews data to determine the impact of <u>trigger</u>*-reducing efforts at least once per year
SEH-S15	To what extent does your school implement a <u>social-emotional learning (SEL)</u>* curriculum?	Our school does all the following: • Implements a <u>SEL</u>* curriculum for all students at every grade level • Uses an <u>evidence-based</u>*, <u>sequential</u>*, active, focused, and explicit <u>SEL</u>* curriculum • Provides <u>continuous professional learning</u>* to all staff (including <u>non-instructional staff</u>*) on <u>SEL</u>* curriculum implementation • Models and reinforces <u>SEL</u>* skills in all <u>learning environments</u>* daily • Reviews data to determine the impact of <u>SEL</u>* curriculum at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Building Staff Capacity

Criteria	Question	Fully in Place**
SEH-S19	To what extent does your school ensure qualified staff* are available to provide social-emotional behavioral (SEB) interventions*?	Our school ensures qualified staff* are available to provide SEB interventions* at all schools by doing all the following at least once per year: • Using data to determine adequate ratio of school mental health professionals* relative to student needs • Reviewing job duties to ensure alignment with school priorities • Providing opportunities for school mental health professionals* to engage in professional learning to maintain and enhance professional practice • Requesting feedback from the school community* about perceptions of access and additional needs
SWB-S4	To what extent does your school offer professional learning on staff well-being?	Our school provides continuous professional learning* that is all the following: • Available for all staff (including non-instructional staff*) at least once per year • Inclusive of content on self-care, boundaries, and stress management • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SWB-S5	To what extent does your school offer professional learning on fostering positive work culture?	Our school provides continuous professional learning* that is all the following: • Available for all staff, (including non-instructional staff*) at least once per year • Inclusive of content related to psychological safety, dependability, structure, and clarity, meaning and impact, conflict resolution • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SWB-S9	To what extent does your school provide opportunities for staff to display gratitude toward each other?	Our school promotes staff gratitude in all the following ways: • Providing professional learning opportunities on the importance of gratitude to all staff (including non-instructional staff*) at least once per year • Assessing staff gratitude styles at least once per year • Aligning gratitude strategies to preferred styles • Reviewing data to determine effectiveness of gratitude practices on all staff at least once per year

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Building Staff Capacity

Criteria	Question	Fully in Place**
SWB-S10	To what extent does your school foster positive work cultures?	Our school fosters positive work culture by doing all the following: • Promoting psychological safety, dependability, structure, and clarity • Acknowledging and leveraging staff strengths • Sharing power and leadership among all staff • Honoring the unique identities of all staff • Modeling and reinforcing boundaries and growth mindset
SHS-S4	To what extent does your school offer professional learning on school health services*?	Our school provides continuous professional learning* that is all the following: • Available for all school health services* staff at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SHS-S11	To what extent does your school address chronic health conditions* among students?	Our school addresses chronic health conditions* among students in all the following ways: • Ensures that school nurses* or other qualified staff* are available to dispense/deliver medications when needed • Provides appropriate training for all staff that dispense/deliver medications • Provides case management • Provides referrals as needed
SHS-S12	To what extent do qualified staff* collaborate with other school staff to promote student health and safety?	School nurses* or other qualified staff* collaborate with other school staff to promote student health and safety by doing all the following: • Developing plans that address student health and safety (e.g., individual health care plans, individual education plans, 504 plans*, school team plans, school improvement plans*) • Providing professional learning • Supporting the implementation of health curriculum • Developing and implementing school-wide and classroom activities • Establishing communication systems

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Building Staff Capacity

Criteria	Question	Fully in Place**
SHS-S13	To what extent does your school address <u>medical emergencies</u>*?	<u>School nurses</u>* or other <u>qualified staff</u>* participate in creating and executing a plan to address <u>medical emergencies</u>* that includes all the following: • Procedures for assessing, managing, and referring students and staff members to the appropriate level of care • Training for all staff (including <u>non-instructional staff</u>*) on emergency procedures • Requiring the stocking, administration, and tracking of emergency medications
SHS-S16	To what extent does your school use a <u>referral pathway</u>* for students with health concerns?	<u>School nurses</u>* or other <u>qualified staff</u>* oversee a <u>referral pathway</u>* that includes all the following: • A process for contacting families and caregivers to obtain consent • Trainings for all staff on the <u>referral pathway</u>* • Partnerships with <u>community-based healthcare providers</u>* • Regular review of outcomes to assess/improve effectiveness of the pathway

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

Glossary

504 PLANS – Written descriptions of educational, health, and other related services or modifications needed to assist students with special needs who are in a regular educational setting. Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide.* Middle school/high school version. https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

ACTIVE TRANSPORTATION INITIATIVES – Initiatives that encourage and support engagement in active transportation (e.g., any self-propelled, human-powered mode of transportation, such as walking or bicycling), including a Walking School Bus and Safe Routes to School. Initiatives may involve urban-design elements and practices; land-use policies and practices to improve conditions for active transport; and non-infrastructure activities, such as walking programs. Source: Centers for Disease Control and Prevention. (2011, October 19). *Transportation health impact assessment toolkit.* https://www.cdc.gov/healthyplaces/transportation/promote_strategy.htm

CHRONIC HEALTH CONDITIONS – May include asthma, diabetes, food allergies, anemia, eating disorders, epilepsy, oral/dental conditions, or sickle cell disease. Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide.* Middle school/high school version. https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

COMMUNITY-BASED HEALTH PROVIDERS – Physical or mental health providers who provide services to students and their families. Examples include hospitals, federally qualified health centers, community mental/behavioral health professionals, psychiatrists, primary care physicians, and other health care providers. Source: Fleming, R., Willgerodt, M. A. (2017, September 30). Interprofessional collaborative practice and school nursing: A model for improved health outcomes. Online Journal of Issues in Nursing, 22(3). DOI: 10.3912/OJIN.Vol22No03Man02

COMMUNITY-BASED SUPPORTS – Services, supports, and opportunities available to address academic and non-academic needs, such as tutoring programs, housing assistance, food assistance, health care services (including primary care, dental care, mental health, and behavioral health), transportation, etc. These supports might include YMCA; Boys and Girls Clubs of America; Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Supplemental Nutrition Assistance Program (SNAP); homeless shelters; health departments; hospitals; or community mental and behavioral health providers. Source: The Penn State University. (2020). *Connect families to community-based services and resources.* http://bkc-od-media.vmhost.psu.edu/documents/HO_CommunityBasedServices.pdf

CONTAMINANTS – Any physical, chemical, biological or radiological substance or matter in water. Sources of drinking water are subject to contamination and require appropriate treatment to remove disease-causing contaminants. Contamination of drinking water supplies can occur in the source water as well as in the distribution system after water treatment has already occurred. There are many sources of water contamination, including naturally occurring chemicals and minerals (for example, arsenic, radon, uranium), local land use practices (fertilizers, pesticides, concentrated feeding operations), manufacturing processes, and sewer overflows or wastewater releases. Sources: United States Environmental Protection Agency. (2016, September 29). *Types of drinking water contaminants.* https://www.epa.gov/ccl/types-drinking-water-contaminants; Centers for Disease Control and Prevention. (2014, April 7). *Drinking water: Disease and contaminants.* https://www.cdc.gov/healthywater/drinking/public/water_diseases.html

CONTINUOUS IMPROVEMENT PROCESS – An ongoing, data-driven process in which learning organizations deliberately and strategically collaborate to understand and replicate successes, and plan for and address areas of concern. When implemented effectively, the continuous improvement process culminates in long-term, embedded, positive change and progress in the school or district, thereby improving student outcomes. Source: Wisconsin Department of Public Instruction. (2016). Top 10 terms: Data & Assessment Literacy https://dpi.wi.gov/sites/default/files/imce/strategic-assessment/Top_10_Terms_Data_and_Assessment_Literacy.pdf

CONTINUOUS PROFESSIONAL LEARNING – The continuous process of learning—inclusive of traditional professional development, coaching, and feedback—with the goal of increasing implementation within a learning community. Source: Learning Forward. (n.d.). *Standards for professional learning.* https://learningforward.org/standards-for-professional-learning

* Glossary item
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CREDENTIALED – Teachers who have been awarded a credential by the state permitting them to teach health education.
Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide.* Middle school/high school version. https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

CULTURALLY RESPONSIVE – A student-centered pedagogy of thoughtfully and respectfully integrating students' cultures into all aspects of the learning environment, including, but not limited to, instruction, curriculum, and teacher-student and teacher-family communication. The school and classroom environment are not only equitable and aware of bias, but they also reflect students' cultural identities, experiences, and histories in order to foster feelings of student safety, belonging, engagement, and intrinsic motivation. These environments allow students and educators to better understand the complex challenges students face, and work towards addressing them. Source: Massachusetts Department of Elementary and Secondary Education. (n.d.). *Culturally Responsive and Sustaining Schools and Classrooms.* https://www.doe.mass.edu/instruction/crdw/cr-definition.docx

DEVELOPMENTALLY APPROPRIATE – Approach wherein teachers and staff base all practices and decisions with the goal of nurturing students' social-emotional, physical, and cognitive development. This concept is a keystone for the establishment of safe, supportive learning environments for students. Source: National Center on Safe Supportive Learning Environments. (n.d.). *Developmentally appropriate practice.* https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/early-learning/developmentally-appropriate-practice

DISAGGREGATED DATA – The presentation of data broken into segments. Often test data is broken into groups of students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English fluency, thereby allowing parents and teachers to see how each student group is performing in a school. Source: EdSource. (n.d.). *Glossary.* https://edsource.org/glossary/disaggregated-data

DISTRICT-LEVEL IMPROVEMENT PLAN – A plan designed to guide a district and school leaders in the improvement of academic performance for all students. District-level plans are often based on a comprehensive needs assessment and include goals and overarching strategies to improve student performance. Plans often include a timeline, evaluation metrics, a description of resources available, and a list of staff responsible for implementing the strategies. Source: Hanover Research. (2014). *Best practices for school improvement planning.* https://www.hanoverresearch.com/media/Best-Practices-for-School-Improvement-Planning.pdf

DISTRICT PROPERTY – All facilities, property, land, and vehicles used for transporting students, staff, administrators, or visitors - whether owned, rented, leased by, contracted for, or controlled by the district. This includes any outdoor space owned or operated by the district including recreational and athletic fields and facilities, theaters, annexes, parking lots, and grounds. Source: American Heart Association. (2021*). The American Heart Association's tobacco-free schools toolkit.* https://www.heart.org/-/media/files/affiliates/southeast/florida/aha_tobaccofree_schools_toolkit-final.pdf?la=en

DIVERSITY – Identity-based (psychological, physical, and social) differences that occur among any and all individuals including but not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist. Source: University of Houston. (n.d.). *Diversity, equity and inclusion terms.* https://uh.edu/cdi/diversity_education/resources/terms/index.php

ELECTRONIC SMOKING DEVICE – Any product containing or delivering nicotine or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol from the product. This includes, but is not limited to, devices manufactured, marketed, or sold as electronic cigarettes, heated tobacco products or "heat-not-burn" products (IQOs), e-cigars, e-pipes, vape pens, mods, tank systems, pod systems (e.g., Juul, Suorin), disposable systems (e.g., PuffBar, Mojo). "Electronic smoking device" includes any component part of a product, whether marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, or pods. Source: Public Health Law Center. (2019). *Commercial tobacco-free K-12 school model policy: Questions & answers.* https://www.publichealthlawcenter.org/sites/default/files/resources/Commercial-Tobacco-Free-K-12-School-Model-Policy-Q-and-A-2019.pdf

* Glossary item
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EQUITABLE – Dealing fairly and equally with all concerned. Source: Merriam-Webster. (n.d.). *Equitable.* In Merriam-Webster.com dictionary. https://www.merriam-webster.com/dictionary/equitable

EQUITY – The guarantee of fair treatment, access, opportunity, and advancement for all stakeholders (staff, students, families, caregivers, and community members), while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Source: University of Houston. (n.d.). *Diversity, equity and inclusion terms.* https://uh.edu/cdi/diversity_education/resources/terms/index.php

EQUITY FRAMEWORK – A frame of reference that enables leaders to navigate the complex territory of equity challenges and to develop the capacity to engage in purposeful leadership action. The framework helps build habits of mind that are continually in practice, and it provides a set of tools, frames, and processes that leaders can use in their work. Source: National Equity Framework. (n.d.). *Frameworks.* https://www.nationalequityproject.org/resources/frameworks

EVIDENCE-BASED – Any of the four tiers listed in Every Student Succeeds Act (ESSA):
Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental study
Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental study
Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational study
Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness Source: California Department of Education. (2021, January 4). *Evidence-based interventions under the ESSA.* https://www.cde.ca.gov/re/es/evidence.asp

EXCLUSIONARY DISCIPLINE – Exclusionary discipline encompasses any type of school disciplinary action that removes or excludes a student from his/her/their usual educational setting. Disparities in the use of exclusionary discipline can lead to a school-to-prison pipeline for some of the most vulnerable members of our society. Public policies can interrupt the path from exclusionary discipline to contact with the criminal justice system. Source: American Psychological Association Services, Inc. (n.d.). *The pathway from exclusionary discipline to the school to prison pipeline.* https://www.apa.org/advocacy/health-disparities/discipline-facts.pdf

FARM TO SCHOOL – Activities that provide students with access to healthy, local foods as well as education opportunities such as school gardens, cooking lessons, and farm field trips. The three components of farm to school are procurement, school gardens, and education. Source: National Farm to School Network. (n.d.). *About farm to school: What is farm to school, and how does it contribute to vibrant communities?* http://www.farmtoschool.org/about/what-is-farm-to-school

FOOD ACCESS – Access by individuals to adequate resources for acquiring appropriate foods for a nutritious diet. Food access is influenced by the accessibility and affordability of food retailers including travel time to shopping, availability of healthy foods, and food prices. Some people, especially those with low income, may face greater barriers in accessing healthy and affordable food retailers, which may negatively affect diet and food security. Source: United States Department of Agriculture. (2020). *Food access.* https://www.ers.usda.gov/topics/food-choices-health/food-access/

FOOD-BASED FUNDRAISING – An occasion in which money, coupons, tokens, tickets, etc. are exchanged for the purchase of a food product to support a school or school-related activities. This includes giving away food while suggesting a donation, since funds are raised as a result. Source: United States Department of Agriculture. (2015, March 31). *Questions and answers related to the "Smart Snacks" interim final rule.* https://www.fns.usda.gov/cn/qas-smart-snacks-interim-final-rule

FOOD SECURITY – When all people, at all times, have physical and economic access to sufficient food to meet their dietary needs for a productive and healthy life. Source: Food and Agriculture Organization of the United Nations. (2008). *An introduction to the basic concepts of food security.* http://www.fao.org/3/al936e/al936e.pdf

HEALTH EDUCATION – A planned, sequential, K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The comprehensive health education

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

curriculum includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. Health education is provided by qualified, trained teachers. Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide.* Middle school/high school version. https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

IMITATION TOBACCO PRODUCT – Any edible nontobacco product designed to resemble a tobacco product, or any nonedible nontobacco product designed to resemble a tobacco product and intended to be used by children as a toy. "Imitation tobacco product" includes, but is not limited to, candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snus, and shredded beef jerky in containers resembling snuff tins. Source: Public Health Law Center. (2019, November 11). *Commercial tobacco-free k-12 school model policy: Questions & answers.* https://www.publichealthlawcenter.org/sites/default/files/resources/Commercial-Tobacco-Free-K-12-School-Model-Policy-Q-and-A-2019.pdf

INCLUSION – Inclusion is the act of creating involvement, environments, and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate with equal access to opportunities and resources, embraces differences, and offers respect in words and actions for all people. Source: University of Houston. (n.d.). *Diversity, equity and inclusion terms.* https://uh.edu/cdi/diversity_education/resources/terms/index.php

JOB-EMBEDDED – Professional learning linked to day-to-day responsibilities so learners may apply new skills and knowledge to authentic experiences. Source: Pacchiano, D., Klein, R., & Hawley, M.S. (2016). *Job-embedded professional learning essential to improving teaching and learning in early education.* https://files.eric.ed.gov/fulltext/ED570108.pdf

JOINT USE AGREEMENT – A formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities. Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. Source: American Heart Association. (2012). *Fact sheet: Shared use agreements.* https://www.heart.org/idc/groups/heart-public/@wcm/@adv/documents/downloadable/ucm_312809.pdf

LEADERSHIP TEAM – A group of individuals who represent the larger school or district community and use shared leadership to make important governance decisions to increase student achievement and engagement. While the specific roles and responsibilities of a leadership team may vary, its functions may include developing and leading school or district continuous improvement efforts; ensuring professional learning is provided to all staff as needed; addressing school climate and culture; managing and allocating resources; facilitating communication between internal and external stakeholders; and analyzing student performance data to identify areas for improvement. Leadership teams are led by an administrator, and members may include department leads, teachers, specialists, students, students' family members or caregivers, and community stakeholders. Members should represent the diversity of the school or district community, including diversity by race, gender, experiences, perspectives, roles, background, etc. Examples of district leadership teams are strategic planning teams, district wellness committees, school health advisory committees, and MTSS teams. Examples of school leadership teams include school improvement teams, school wellness committees, or MTSS teams. Source: U.S. Department of Education. (n.d.). *Definitions.* https://www.ed.gov/race-top/district-competition/definitions

LEARNING ENVIRONMENTS – Diverse physical locations, contexts, and cultures in which students learn. The term also encompasses the culture of a school or class—including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning—e.g., by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies. Source: Great Schools Partnership. (2013, August 29). *Learning environment.* https://www.edglossary.org/learning-environment/

LOCAL/REGIONAL FOOD – Definitions for local or regional foods varies widely depending on the unique geography and climate where a school is located and the abundance of local food producers and manufacturers. Many programs define local as within a certain number of miles from the school, within the county, or within the state. Alternatively, definitions might include more than one state (e.g., Georgia, Alabama, and Florida) or discrete parts of several states (e.g., specific

* Glossary item
** Response categories: Fully in Place, Mostly in Place, Partially in Place, Not in Place

counties in southwest Washington, northeast Oregon, and Idaho). In addition, some operators use different definitions of local depending on the product or season. Source: United States Department of Agriculture. (2017, August). *Geographic preference: What it is and how to use it.* https://fns-prod.azureedge.net/sites/default/files/f2s/GeoPreference.pdf

LOCAL SCHOOL WELLNESS POLICY – A written document that guides a local educational agency (LEA) or school district's efforts to create supportive school nutrition and physical activity environments. Each local educational agency that participates in the National School Lunch Program or other federal child nutrition programs is required by federal law to establish a local school wellness policy for all schools under its jurisdiction. USDA requirements for local wellness policies are directed by the Healthy, Hunger-Free Kids Act of 2010, and the Final Rule, published in 2016. Source: United States Department of Agriculture. (2016, July). *Local school wellness policy implementation under the Healthy, Hunger-Free Kids Act of 2010: Summary of the final rule.* https://fns-prod.azureedge.net/sites/default/files/tn/LWPsummary_finalrule.pdf

MEDICAL EMERGENCIES – Medical situations arising due to injuries, complications of chronic health conditions, or unexpected major illnesses. Examples include allergic reactions, asthma attacks, falls, and heart attacks. In the school setting, the school nurse and other qualified staff must be prepared to deal with such emergencies among students and staff. Source: Council on School Health. (2008). Medical Emergencies Occurring at School. *Pediatrics*, 122(4), 887–894. https://doi.org/10.1542/peds.2008-2171

MULTI-TIERED SYSTEM OF SUPPORT (MTSS) – A framework to ensure students receive equitable services and resources based on their response to both academic and social-emotional learning curriculum and intervention. Source: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. (2021). *Tiered framework.* https://www.pbis.org/pbis/tiered-framework

NON-INSTRUCTIONAL STAFF – School or district employees whose job functions are not instructional, yet whose work supports the educational process (e.g., bookkeepers, bus drivers, nutrition services staff, custodians, building maintenance workers, warehouse workers, mechanics, and office managers). Source: The Florida Legislature. (2020). *The 2020 Florida Statutes, Section 1012.01, Definitions.* http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1012/Sections/1012.01.html

PHYSICAL HEALTH SCREENINGS – Routine screening in the school setting for common physical conditions such as poor vision and hearing. In some states these screening tests are mandated by law and may also include dental checks, scoliosis evaluations, blood pressure readings, as well as height and weight measurements. In school districts in which nurses are available for more thorough assessments, testing for tuberculosis and even physical exams may be conducted. Source: American Academy of Pediatrics. (2004). *Health screenings at school.* https://www.healthychildren.org/English/ages-stages/gradeschool/school/Pages/Health-Screenings-at-School.aspx

QUALIFIED STAFF – Includes health care providers (e.g., nurses), clinical social workers, and specialized instructional support personnel as defined in the Every Student Succeeds Act. Additionally, qualified staff includes chemical dependency professionals or staff members who have received specific training on tobacco prevention and treatment (e.g., Tobacco Treatment Specialist training). Source: National Alliance of Specialized Instructional Support Personnel. (n.d.). *Federal definitions.* http://nasisp.org/services-resources/federal-definitions/

REFERRAL PATHWAY – The series of actions taken to connect a student who has been identified as needing social-emotional or behavioral interventions with appropriate treatment. Source: Substance Abuse and Mental Health Services Administration. (2015, September). *School mental health referral pathways (SMHRP) toolkit.* https://www.escneo.org/Downloads/NITT%20SMHRP%20Toolkit_11%2019%2015%20FINAL.PDF

REPRESENTATIVE – Includes members that reflect the diversity of the school community and bring unique experiences and perspectives, such as individuals with relevant knowledge of the topic(s), experience from various roles or positions (e.g., students, families, caregivers, community members, teachers, administrators, facilities staff, transportation staff), and diverse skills (e.g., communications, project management, evaluation). Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide.* Middle school/high school version. https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

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RESOURCE MAPPING – Also referred to as asset mapping or environmental scanning, resource mapping is a process for identifying and analyzing existing programs, people, and services in schools, districts, and communities. The goal of resource mapping is to connect students, families, caregivers, and staff with available resources to address needs, improve achievement, and increase well-being. Source: National Center for School Mental Health (2020, February 3). *School mental health quality guide: Needs Assessment & Resource Mapping.* http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Needs-Assessment-&-Resource-Mapping-2.3.20.pdf

RESTORATION – Processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior and rule violations, and to improve school climate and culture. Restorative practices can improve relationships among students, between students and educators, and even among educators, whose behavior often serves as a model for students. Source: Center for the Collaborative Classroom. (n.d.). *Aligning caring school community and restorative practices.* https://www.collaborativeclassroom.org/wp-content/uploads/2019/03/MKT-4180-CSC-and-Restorative-Practices-2.pdf

SCHOOL-BASED TOBACCO PRODUCT EDUCATION – Evidence-based education, as defined by national or state school health standards, provided annually within the school environment to all K-12 students to inform them of the dangers of the use of tobacco products and discourage students from using these products. Source: American Heart Association. (2021). *The American Heart Association's tobacco-free schools toolkit.* https://www.heart.org/-/media/files/affiliates/southeast/florida/aha_tobaccofree_schools_toolkit-final.pdf?la=en

SCHOOL CAMPUSES – All areas of the property under the jurisdiction of the school that are accessible to students during the school day. These include areas that are owned or leased by the school and used at any time for school-related activities. The school campus includes the school building and adjacent areas, buses or other vehicles used to transport students, athletic fields and stadiums, and parking lots. Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide.* Middle school/high school version. https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

SCHOOL CLIMATE STANDARDS – A research-based framework and benchmark criteria for educational leaders (School Boards, State Departments of Education, Superintendents, Principals and After School leaders) to support and assess district and school efforts to enhance and be accountable for school climate. The five standards include the following:
- The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.
- The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.
- The school community's practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning, and school-wide activities; (c) address barriers to learning and teaching and re-engage those who have become disengaged; and (d) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.
- The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.
- The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice. Source: Ciccone, P.A., & Frieberg, J.A. (2013, February). *School climate and the national school climate standards.* https://schoolclimate.org/wp-content/uploads/2021/05/sc-brief-standards.pdf

SCHOOL COMMUNITY – School administrators, teachers, and staff members who work in a school, the students who attend the school, and their families and caregivers**.** Source: Great Schools Partnership. (2019, January 29). *School community.* https://www.edglossary.org/school-community/

SCHOOL HEALTH SERVICES – Services designed to ensure access and/or referral to primary health care services; foster appropriate use of primary health care services; prevent and control communicable disease and other health

problems; provide emergency care for illness or injury; promote and provide optimum sanitary conditions for a safe school facility and school environment; and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health. Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide*. Middle school/high school version. https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

SCHOOL IMPROVEMENT PLAN – A plan that sets out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made. School improvement plans generally include many of the same elements as district-level improvement plans but are specific to each school campus and are based on individual school-level assessments and decision making. School-level improvement plans are responsive to the particular needs of the students in the school, the community that surrounds it, and the community resources available to support the plan's implementation.
Source: Hanover Research. (2014). *Best practices for school improvement planning.* https://www.hanoverresearch.com/media/Best-Practices-for-School-Improvement-Planning.pdf

SCHOOL MEAL NUTRITION STANDARDS – Meal patterns and nutrition standards for all school meals served in the National School Lunch Program and School Breakfast Program. These standards are established by USDA and mandated in the Healthy, Hunger-Free Kids Act of 2010.
Source: United States Department of Agriculture. (2019, September 23). *Nutrition standards for school meals*. https://www.fns.usda.gov/cn/nutrition-standards-school-meals

SCHOOL MEAL PROGRAMS – School-sponsored or district-sponsored programs that are designed to meet the current U.S. Department of Agriculture (USDA) School Meal Nutrition Standards. Examples include National School Lunch Program, School Breakfast Program, Summer Food Service Program, and the Child and Adult Care Food Program.
Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide*. Middle school/high school version. https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

SCHOOL MENTAL HEALTH PROFESSIONALS – Staff (e.g., school psychologists, school social workers, school counselors) who are trained to deliver mental and behavioral health services in the school context and support the learning process. These staff are embedded in the school community, knowledgeable of school culture, and are available in a sustained capacity to work with all students and families.
Source: National Association of School Psychologists. (n.d.). *Effective school-community partnerships to support school mental health*. http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Resources/Effective-School-Comm-Partnerships-to-support-SMH-Final.pdf

SCHOOL NURSE – School nursing, a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential.
Source: National Association of School Nurses. (2016, June). *The role of the 21st century school nurse (Position Statement)*. https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-role

SEQUENTIAL – A curriculum that builds on concepts taught in preceding years and provides opportunities to reinforce skills across topics and grade levels.
Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide*. Middle school/high school version. https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

SMART SNACKS IN SCHOOL NUTRITION STANDARDS – Federal nutrition standards for all foods and beverages sold to students at schools during the school day, other than those foods provided as part of the school meal programs (e.g., à la carte items sold in the cafeteria and foods sold in school stores, snack bars, and vending machines). Foods and beverages sold during fundraisers must also meet these nutrition standards, unless the items are not intended for consumption at school or are otherwise exempt by your state agency. The school day is defined as the midnight before to 30 minutes after the end of the school day.
Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide*. Middle school/high school version. https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

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SOCIAL DRIVERS OF HEALTH – Also known as the social determinants of health, defined by Healthy People 2030 as "…the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. They can be grouped into 5 domains: economic stability; education access and quality; health care access and quality; neighborhood and built environment; and social and community context."
Source: Healthy People 2030, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). *Social Determinants of Health.* https://health.gov/healthypeople/objectives-and-data/social-determinants-health

SOCIAL-EMOTIONAL BEHAVIORAL (SEB) INTERVENTIONS – School-based interventions designed to increase a student's social-emotional learning skills or positive behavior.
Source: Romer, N., von der Embse, N., Eklund, K., Kilgus, S., Perales, K., Splett, J. W., Sudlo, S., & Wheeler, D. (2020). *Best practices in social, emotional, and behavioral screening: An implementation guide.Version 2.0.* smhcollaborative.org/universalscreening

SOCIAL-EMOTIONAL LEARNING (SEL) – The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
Source: Collaborative for Academic, Social, and Emotional Learning. (n.d.). *What is SEL?* https://casel.org/what-is-sel/

SPECIAL HEALTH CARE NEEDS – Include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and chronic medical conditions such as diabetes, asthma, and scoliosis.
Source: Centers for Disease Control and Prevention. (2017). *School health index: A self-assessment and planning guide. Middle school/high school version.* https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf

STUDENT-LEVEL BEHAVIORAL CRISIS – A situation in which an individual's usual style of coping is no longer effective, and the emotional or physiological response begins to escalate. As emotions intensify, coping becomes less effective, until the person may become disoriented, non-functional, or attempt harm.
Source: The University of Texas at Austin. (n.d.). *How you can help students in distress: A guide for faculty and staff.* https://cmhc.utexas.edu/studentindistress.html

SUPPORTIVE DISCIPLINARY PRACTICES – Disciplinary practices that are student-centered, are rooted in empathy, and provide opportunities for staff or students to understand root causes of their behavior and develop positive coping strategies.
Source: CASEL. (n.d.). *Student-centered discipline.* https://schoolguide.casel.org/focus-area-3/classroom/a-supportive-classroom-environment/student-centered-discipline/

TEAM – A group of people linked together for a common purpose. Schools and districts may have multiple teams, committees, or sub-committees leading efforts to improve health and learning. Teams specializing in a particular function, such as strategic planning, school improvement, grade-level instruction, MTSS, data, safety, or wellness, typically meet regularly to review student data and collaborate (or use shared leadership) to coordinate, implement, and improve policies and practices. Members may volunteer or be appointed and may include diverse members of the school community, depending on the team, e.g., administrators, teachers, and specialists. students, students' families or caregivers, and community members.
Source: Centers for Disease Control and Prevention. (n.d.). *Forming a school health team.* https://www.cdc.gov/healthyschools/shi/pdf/training-manual/team.pdf

TOBACCO CESSATION/DEPENDENCE PRODUCT – Nicotine replacement therapy or pharmacotherapy product (which may contain nicotine) approved by the U.S. Food and Drug Administration (FDA) for use in assisting individuals in ceasing the use of tobacco products, including over-the-counter nicotine replacement products such as patches and gums, as well as prescription medications. *Note: Electronic smoking devices are not FDA-approved cessation products.*
Source: American Heart Association. (2021*). The American Heart Association's tobacco-free schools toolkit.* https://www.heart.org/-/media/files/affiliates/southeast/florida/aha_tobaccofree_schools_toolkit-final.pdf?la=en

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THRIVING SCHOOLS INTEGRATED ASSESSMENT: SCHOOL EDITION

TOBACCO CESSATION PROGRAM – Program specifically designed to assist individuals in ceasing the use of tobacco products (including the use of electronic smoking devices).
Source: American Heart Association. (2021). *The American Heart Association's tobacco-free schools toolkit.* https://www.heart.org/-/media/files/affiliates/southeast/florida/aha_tobaccofree_schools_toolkit-final.pdf?la=en

TOBACCO INDUSTRY – Manufacturers, distributors, retailers, and wholesalers of tobacco products and/or electronic smoking devices. This includes parent companies and subsidiaries.
Source: Public Health Law Center. (2019, November 11). *Commercial tobacco-free k-12 school model policy: Questions & answers.* https://www.publichealthlawcenter.org/sites/default/files/resources/Commercial-Tobacco-Free-K-12-School-Model-Policy-Q-and-A-2019.pdf

TOBACCO PRODUCT – Any product that is made or derived from tobacco, or contains nicotine, and is intended for human consumption. Tobacco products are likely to be consumed (e.g., smoked, heated, chewed, absorbed, dissolved, inhaled, or ingested) and are not limited to cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or snus. This definition also includes electronic smoking devices and substances used in such devices, whether or not they contain nicotine, and includes any component or accessory used in the consumption of a tobacco product (e.g., lighters, filters, rolling papers or pipes). This definition does *not* include nicotine replacement therapy or pharmacotherapy products (which may contain nicotine) that are approved by the FDA for use in assisting individuals in ceasing the use of tobacco products, such as over-the-counter nicotine replacement products like patches and gums, as well as prescription medications.
Source: Public Health Law Center. (2019, November 11). *Commercial tobacco-free k-12 school model policy: Questions & answers.* https://www.publichealthlawcenter.org/sites/default/files/resources/Commercial-Tobacco-Free-K-12-School-Model-Policy-Q-and-A-2019.pdf

TRAUMA-INFORMED APPROACH – A trauma-informed approach to care "realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved in the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist retraumatization." The six key principles of a trauma-informed approach include: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice and choice; and cultural, historical and gender issues. The process of systemically applying the six key principles to school health and learning policies and practices as outlined in the Healthy Environments and Response to Trauma in Schools (HEARTS) include the following:
1. Understanding trauma and stress
2. Cultural humility and equity
3. Safety and predictability
4. Compassion and dependability
5. Empowerment and collaboration
6. Resilience and social-emotional learning (SEL)
Source: Dorado, J (2019) *Trauma Informed Care Principles.* HEARTS Trauma-Informed Principles | UCSF HEARTS

TRIENNIAL ASSESSMENT – Under the Final Rule of the Healthy, Hunger-Free Kids Act of 2010, districts must conduct an assessment of their wellness policies every three years, at a minimum, including compliance with the wellness policy, comparison to model wellness policies, and progress made in attaining goals of the wellness policy.
Source: United States Department of Agriculture. (2016, July). *Local school wellness policy implementation under the Healthy, Hunger-Free Kids Act of 2010: Summary of the final rule.* https://fns-prod.azureedge.net/sites/default/files/tn/LWPsummary_finalrule.pdf

TRIGGERS – Something that occurs in the environment that sets off a memory of a negative experience.
Source: Substance Abuse and Mental Health Services Administration. (2014.) *Trauma-informed care in behavioral health services: A treatment improvement protocol series 57.* https://store.samhsa.gov/system/files/sma14-4816.pdf

UNINTERRUPTED TIME – Designated time to eat that is not interrupted by transitioning from class, obtaining food, or engaging in instructional activities.
Source: Centers for Disease Control and Prevention. (2019, September 11). *Making time for school lunch.* https://www.cdc.gov/healthyschools/nutrition/pdf/310518-A_FS_SchoolLunchUpdate_508.pdf

* Glossary item
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UNIVERSAL PREVENTION STRATEGIES – Interventions for all students throughout all settings that are preventative and proactive (e.g., social-emotional learning curriculum).
Source: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. (2021). *Tiered framework.* https://www.pbis.org/pbis/tiered-framework

USDA'S PROFESSIONAL STANDARDS – The Healthy, Hunger-Free Kids Act requires a minimum amount of annual training hours for all state directors of school nutrition programs, state directors of distributing agencies, school nutrition program directors, managers, and staff. Required training topic areas vary according to position and job requirements. There are also minimum hiring standards for new state directors of school nutrition programs, state directors of distributing agencies that oversee USDA foods, and school nutrition program directors.
Source: United States Department of Agriculture. (2019, September 8). *Professional standards.* https://www.fns.usda.gov/cn/professional-standards

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