THRIVING SCHOOLS INTEGRATED ASSESSMENT
GUIDE FOR DISTRICTS

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

Topic Area	Focus	Questions
Advancing Core Policies and Practices (CORE)	Leadership, infrastructure, integration of health and learning, and commitment to equity, diversity, and inclusion	11
Increasing Family and Community Engagement (FCE)	Facilitating collaborations to meet student, family, and caregiver needs and support student learning and development	21
Improving Nutrition and Food Access (NFA)	Promoting and increasing healthy eating and food access through school nutrition programs and nutrition education	27
Implementing Local School Wellness Policy (LWP)	Meeting federal wellness policy requirements and supporting schools with implementing the district's wellness policy	14
Enriching Health Education (HED)	Defined educational experiences for students to gain health literacy, make healthy decisions and adopt health-promoting behavior	13
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	20
Strengthening Social-Emotional Health (SEH)	Supporting the social-emotional, mental, and behavioral health of students	18
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	18
Promoting Tobacco-Free Schools (TOB)	Strength and comprehensiveness of the district tobacco-free policy	28
Supporting School Health Services (SHS)	Providing services to address and prevent health concerns, health emergencies, and chronic health conditions	17
Reducing Chronic Absenteeism (ABT)	Integrating strategies from across multiple topics to improve student attendance	36
Addressing School Discipline (SCD)	Positive approaches to school discipline to improve students' academic performance and overall well-being	29
Fostering Positive School Climate and Culture (SCC)	Facilitating positive conditions for learning that promote safety, engagement, connection, and support	49
Building Staff Capacity (STC)	Providing professional learning opportunities for staff to support health, learning, and well-being	22

INSTRUCTIONS: District teams are encouraged to answer the questions in Advancing Core Policies and Practices first, then determine other topics to address based upon their district'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-D1	To what extent does your district have a team* that coordinates the integration of health and learning?	Our district 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-D2	To what extent does your district have a policy requiring schools to have a team* that coordinates integration of health and learning?	Our district policy requires all schools to have a leadership team* that does all the following: • 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-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding health and learning?	Our district 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-D4	To what extent does your district integrate health into your district-level improvement plan*?	Our district integrates health into our district-level 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

Advancing Core Policies and Practices

Criteria	Question	Fully in Place**
CORE-D5	To what extent does your district use a <u>trauma-informed approach</u>* to implement policies and practices regarding health and learning?	Our district uses all six elements of a <u>trauma-informed approach</u>* 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 <u>social-emotional learning</u>*
CORE-D6	To what extent has your district made a public commitment to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* (EDI)?	Our district has made a public commitment that includes all the following: • Vision and mission statements that include an expressed commitment to <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* • Incorporation of <u>school climate standards</u>* into policies and procedures • Incorporation of <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* into district-level improvement plan with performance measures • Engagement of the <u>school community</u>* to identify strategies to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* • Cultivation of strategic alliances and partnerships
CORE-D7	To what extent does your district incorporate <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* (EDI) into organizational policy?	Our district incorporates <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* into policies including the following: • Staff hiring and retention • Vendor contracts • Partnership agreements
CORE-D8	To what extent does your district ensure <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* (EDI) are embedded into policies and practices regarding health and learning?	Our district ensures that all the following are embedded into policies and practices regarding health and learning: • 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

* 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-D9	To what extent does your district use a <u>continuous improvement process</u>* to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* (EDI)?	Our district 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-D10	To what extent does your district gather input on your policies and practices regarding <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* (EDI)?	Our district does all the following: • Gathers input from the <u>school community</u>* and the public at least once per year • Uses at least three inclusive and <u>culturally responsive</u>* 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 <u>representative</u>* of the <u>school community</u>*
CORE-D11	To what extent does your district ensure accountability measures are in place to address disparities in student achievement and health outcomes?	Our district 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-D1	To what extent does your district have a team* that coordinates the implementation of policies and practices regarding family and community engagement?	Our district 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* • Meets at least four times per year
FCE-D2	To what extent does your district use a trauma-informed approach* to implement policies and practices regarding family and community engagement?	Our district 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-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding family and community engagement?	Our district 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
FCE-D4	To what extent does your district offer professional learning related to family and community engagement?	Our district 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

* 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-D5	To what extent does your district offer professional learning related to community partnerships?	Our district provides <u>continuous professional learning</u>* that is all the following: • Inclusive of training and support on the process for collaborating with community organizations (e.g., establishing shared goals, defining roles and responsibilities) • 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-D6	To what extent does your district conduct <u>resource mapping</u>* to support family and community engagement?	Our district's <u>resource mapping</u>* process includes all the following: • Identifying existing programs, services, and resources in the district and in the community (e.g., food pantries at schools, housing assistance programs, YMCAs) • Informing the <u>school community</u>* 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
FCE-D7	To what extent does your district collaborate with families and caregivers to identify needs related to <u>social drivers of health</u>*?	Our district 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-D8	To what extent does your district partner with community organizations to support family and community engagement?	Our district's partnerships with community organizations include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans • Sustainability 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.*

* 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-D9	To what extent does your district gather input from the school community* on policies and practices regarding family and community engagement?	Our district 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*
FCE-D10	To what extent does your district communicate with families and caregivers about community-based supports* available to them?	Our district does all the following: • Communicates with families and caregivers at least once per year • Uses at least three culturally responsive* methods to communicate
FCE-D11	To what extent does your district offer resources for families and caregivers to support student success?	Our district provides all the following: • Tools to facilitate ongoing, two-way communication • 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

* 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-D12	To what extent does your district support schools with making facilities available outside of school hours?	Our district has both of the following:
		
		• A formal written joint use agreement* that covers all schools in the district and includes at least three of the following provisions:
		    ○ Liability
		    ○ Fees for use
		    ○ Insurance coverage
		    ○ Operations and management of the facilities
		• A written policy or procedure enabling schools to open indoor and outdoor facilities for families, caregivers, and community members to use outside of school hours
		
		Note: 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)

NFA-D8	To what extent does your district gather input on your policies and practices regarding nutrition and food access*?	Our district 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-D19	To what extent does your district provide nutrition education opportunities for families and caregivers?	Our district 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*

* Glossary item
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Increasing Family and Community Engagement

Criteria	Question	Fully in Place**
PEA-D15	To what extent does your district support <u>active transportation initiatives</u>*?	Our district supports <u>active transportation initiatives</u>* through all the following: • Setting district-level goals to improve <u>active transportation initiatives</u>* • Offering incentives for school-level improvements that support <u>active transportation initiatives</u>* • Using at least two methods of communication annually to foster awareness of and promote participation in <u>active transportation initiatives</u>*
SEH-D4	To what extent does your district offer professional learning on <u>trauma informed approaches</u>*?	Our district provides <u>continuous professional learning</u>* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all staff at least once per year • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
SEH-D10	To what extent does your district gather input from families and caregivers on your policies and practices regarding social-emotional health?	Our district does all the following: • Gathers input from all families and caregivers at least once per year • Uses at least three inclusive and <u>culturally responsive</u>* 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 <u>representative</u>* of all families and caregivers

* Glossary item
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Increasing Family and Community Engagement

Criteria	Question	Fully in Place**
TOB-D21	To what extent does your district partner with community organizations to support implementation of the district tobacco-free policy?	Our district's partnerships 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 • Sustainability 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-D24	To what extent does your district offer tobacco product* education for families and caregivers?	Our district provides all the following to families and caregivers at least once per year: • Culturally responsive* tobacco product* education • Culturally responsive* tobacco cessation programs* *Note: Examples of ways for districts to provide this programming may include promoting online education and cessation programs, partnering with community organizations, and providing in-person programs.*
SHS-D7	To what extent does your district gather input on your policies and practices regarding school health services*?	Our district 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*
SHS-D8	To what extent does your district communicate with the school community* about your policies and practices regarding school health services*?	Our district 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

Improving Nutrition and Food Access

Criteria	Question	Fully in Place**
NFA-D1	To what extent does your district have a team* that coordinates the implementation of policies and practices regarding nutrition and food access*?	Our district 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-D2	To what extent does your district use a trauma-informed approach* to implement policies and practices regarding nutrition and food access*?	Our district 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-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding nutrition and food access*?	Our district 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-D4	To what extent does your district offer professional learning on nutrition and food access*?	Our district provides continuous professional learning* that is all the following: • Inclusive of content on food access*, food security*, nutrition education, and related social supports • Available for all school nutrition 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

Improving Nutrition and Food Access

Criteria	Question	Fully in Place**
NFA-D5	To what extent does your district meet the annual continuing education/training hours required by the USDA's Professional Standards*?	All school nutrition program directors, managers, and staff meet or exceed the annual hours required by USDA's Professional Standards*, and our district has a process in place to track this information.
NFA-D6	To what extent does your district conduct resource mapping* to support nutrition and food access*?	Our district's resource mapping* process includes all the following: • Identifying existing programs, services, and resources in the district and in the community (e.g., food pantries at schools, food banks, community gardens) • 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
NFA-D7	To what extent does your district partner with community organizations to support nutrition and food access*?	Our district's partnerships with community organizations include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans • Sustainability 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-D8	To what extent does your district gather input on your policies and practices regarding nutrition and food access*?	Our district 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*

* 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-D9	To what extent does your district communicate with the school community* about your policies and practices regarding nutrition and food access*?	Our district does all the following: • Communicates with the school community* at least once per year • Uses at least three culturally responsive* methods to communicate
NFA-D10	To what extent does your district implement strategies to maximize participation in school meal programs*?	Our district implements at least four of the following strategies: • Direct certification • Community Eligibility Provision • 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 • Including menu items that reflect the diversity of the school community* • Participation in additional federal nutrition programs *Note: Examples of additional federal nutrition programs include the Summer Food Service Program (SFSP), the Seamless Summer Option, Extended School Lunch, the Child and Adult Care Food Program (CACFP), and the Fresh Fruit and Vegetable Program (FFVP)*
NFA-D11	To what extent does your district ensure students have equitable* access to school meal programs* throughout the calendar year?	Our district does all the following: • Ensures adequate staff are employed at each school • Ensures every school has appropriate equipment is available at each school • Utilizes offsite meal distribution or meal pick up options during extended closures

* Glossary item
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Improving Nutrition and Food Access

Criteria	Question	Fully in Place**
NFA-D12	To what extent does your district leverage procurement strategies to increase students' access to healthy foods and beverages through school meal programs*?	Our district leverages at least two of the following strategies: • Local/regional food* procurement directly from farmers, a foodservice management company, or a food distributor • Department of Defense (DoD) Fresh • Cooperative purchasing • School or community garden produce used in school meals
NFA-D13	To what extent does your district mitigate stigma associated with school meal programs*?	Our district 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 • Prohibits publicly identifying students with unpaid meal balances through stamps, stickers, or other identification • Ensures the protection of students' information and meal eligibility • Directs all communications about meal balances to families or caregivers, not to students
NFA-D14	To what extent does your district ensure that drinking water sources are tested for contaminants*?	Our district has a policy(ies) that requires all the following: • The testing of all drinking water sources for contaminants*, including lead, at least once per year • The allocation of resources for this testing • Communication of the results of testing to the school community* • Flushing of plumbing in any district building that has experienced a prolonged period of building inactivity
NFA-D15	To what extent does your district ensure access to drinking water?	Our district ensures access to free, safe, unsweetened drinking water: • At all schools • For all staff (including non-instructional staff*) and all students • Before, during, and after the school day
NFA-D16	To what extent does your district require that students have adequate time to eat school meals?	Our district has a policy(ies) that requires that all students have at least 20 minutes of uninterrupted time* for lunch and 10 minutes of uninterrupted time* for breakfast.

* 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-D17	To what extent does your district prohibit the use of food as a reward?	Our district has a written policy(ies) that does all the following: • Prohibits the use of food as a reward or incentive • Includes defined procedures for rewarding and incentivizing students that promote positive reinforcement for behavior and academic performance • Remains in effect at all times during the school day and during school-sponsored afterschool activities • Remains in effect on all school campuses* and all district property* • Requires that guidance about healthy and non-food rewards be distributed at least once per year to the school community*
NFA-D18	To what extent does your district implement farm to school* strategies?	Our district implements at least three of the following strategies: • Procurement of local/regional food* items for school meals • Identification of local/regional food* items on the school menu and/or in the cafeteria • Support for schools using school gardens for educational activities • A policy or procedure allowing use of produce from school gardens in school meal programs* • Integration of farm to school* concepts into the curriculum
NFA-D19	To what extent does your district provide nutrition education opportunities for families and caregivers?	Our district does all the following: • Provides nutrition education opportunities 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*
NFA-D20	To what extent does your district nutrition services staff collaborate with your district curriculum and instruction staff to support nutrition education opportunities for students?	Our district nutrition services staff and curriculum and instruction staff collaborate to provide culturally responsive* nutrition education opportunities for all students at least once per year. *Note: Examples of collaboration include developing lessons or curriculum, providing training for teachers and nutrition services staff, actively promoting collaboration at the school level, and applying for grants to support farm to school* activities.*

* 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**
FCE-D7	To what extent does your district collaborate with families and caregivers to identify needs related to social drivers of health*?	Our district 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-D10	To what extent does your district communicate with families and caregivers about community-based supports* available to them?	Our district does all the following: • Communicates with families and caregivers at least once per year • Uses at least three culturally responsive* methods to communicate
LWP-D1	Does your district have a local school wellness policy*?	Yes
LWP-D5	Does your district wellness policy include nutrition standards for all foods and beverages sold during the school day that are consistent with federal regulations for school meal nutrition standards* and Smart Snacks in School nutrition standards*?	Yes
LWP-D6	Does your district wellness policy include standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives)?	Yes

* 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-D7	Does your district wellness policy limit marketing and advertising of foods and beverages during the school day to only foods and beverages that meet the <u>Smart Snacks in School nutrition standards</u>*?	Yes
SEH-D4	To what extent does your district offer professional learning on <u>trauma informed approaches</u>*?	Our district provides <u>continuous professional learning</u>* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all staff at least once per year • 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

Implementing Local School Wellness Policy

Criteria	Question	Fully in Place**
LWP-D1	Does your district have a local school wellness policy*?	Yes
LWP-D2	Does your district wellness policy include specific goals for nutrition education and promotion activities?	Yes
LWP-D3	Does your district wellness policy include specific goals for physical activity opportunities?	Yes
LWP-D4	Does your district wellness policy include specific goals for other school-based activities that promote student wellness (e.g., integrating wellness activities throughout the school environment, coordinating health content across curricular areas, promoting family and community engagement to support the implementation of the district wellness policy, addressing staff well-being, and providing professional learning to support the integration of health into school improvement)?	Yes

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

Implementing Local School Wellness Policy

Criteria	Question	Fully in Place**
LWP-D5	Does your district wellness policy include nutrition standards for all foods and beverages sold during the school day that are consistent with federal regulations for school meal nutrition standards* and Smart Snacks in School nutrition standards*?	Yes
LWP-D6	Does your district wellness policy include standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives)?	Yes
LWP-D7	Does your district wellness policy limit marketing and advertising of foods and beverages during the school day to only foods and beverages that meet the Smart Snacks in School nutrition standards*?	Yes
LWP-D8	To what extent does your district have a team* that coordinates the implementation of the district wellness policy?	Our district has a team* that does all the following: • Coordinates the implementation of the district wellness policy • Ensures members are representative* of our school community* • Meets at least four times per year

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

Implementing Local School Wellness Policy

Criteria	Question	Fully in Place**
LWP-D9	To what extent does your district use a <u>continuous improvement process</u>* to coordinate the implementation of the district wellness policy?	Our district 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
LWP-D10	To what extent does your district gather input on your district wellness policy?	Our district does all the following: • Gathers input from the <u>school community</u>* and the public at least once per year • Uses at least three inclusive and <u>culturally responsive</u>* 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 <u>representative</u>* of the <u>school community</u>*
LWP-D11	To what extent does your district communicate about the district wellness policy?	Our district does all the following: • Communicates with the <u>school community</u>* and the public at least once per year • Uses at least three <u>culturally responsive</u>* methods to communicate
LWP-D12	To what extent does your district wellness policy identify wellness policy leadership?	• Our district wellness policy identifies and lists one or more district officials who have the authority and responsibility for ensuring that each school complies with the policy

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

Implementing Local School Wellness Policy

Criteria	Question	Fully in Place**
LWP-D13	To what extent does your district conduct a triennial assessment*?	Our district conducts a triennial assessment* that: • Assesses the extent to which schools are in compliance with our district wellness policy • Compares our district wellness policy to a model local school wellness policy* • Measures progress made in attaining the goals of our district wellness policy
NFA-D17	To what extent does your district prohibit the use of food as a reward?	Our district has a written policy(ies) that does all the following: • Prohibits the use of food as a reward or incentive • Includes defined procedures for rewarding and incentivizing students that promote positive reinforcement for behavior and academic performance • Remains in effect at all times during the school day and during school-sponsored afterschool activities • Remains in effect on all school campuses* and all district property* • Requires that guidance about healthy and non-food rewards be distributed at least once per year to the school community*

Enriching Health Education

Criteria	Question	Fully in Place**
HED-D1	To what extent does your district have a team* that coordinates the implementation of policies and practices regarding health education*?	Our district 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-D2	To what extent does your district use a trauma-informed approach* to implement policies and practices regarding health education*?	Our district 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-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding health education*?	Our district 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
HED-D4	To what extent does your district gather input on its policies and practices regarding health education*?	Our district 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*

* 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-D5	To what extent does your district communicate with the school community* about your policies and practices regarding health education*?	Our district does all the following: • Communicates with the school community* at least once per year • Uses at least three culturally responsive* methods to communicate
HED-D6	To what extent does your district require health education*?	Our district requires health education* to be taught in every grade.
HED-D7	To what extent does your district require health education* teachers to use a sequential* health education* curriculum?	Our district 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. HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential. (School Health Index, 2017)*
HED-D8	To what extent does your district require health education* classes to be taught by credentialed* health education* teachers?	Our district requires all health education* classes to be taught by credentialed* health education* teachers.
HED-D9	To what extent does your district offer professional learning for teachers of health education*?	Our district provides continuous professional learning* that is all the following: • Inclusive of classroom management techniques • Available for all health education* teachers 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

Enriching Health Education

Criteria	Question	Fully in Place**
NFA-D18	To what extent does your district implement farm to school* strategies?	Our district implements at least three of the following strategies: • Procurement of local/regional food* items for school meals • Identification of local/regional food* items on the school menu and/or in the cafeteria • Support for schools using school gardens for educational activities • A policy or procedure allowing use of produce from school gardens in school meal programs* • Integration of farm to school* concepts into the curriculum
NFA-D20	To what extent does your district nutrition services staff collaborate with your district curriculum and instruction staff to support nutrition education opportunities for students?	Our district nutrition services staff and curriculum and instruction staff collaborate to provide culturally responsive* nutrition education opportunities for all students at least once per year. *Note: Examples of collaboration include developing lessons or curriculum, providing training for teachers and nutrition services staff, actively promoting collaboration at the school level, and applying for grants to support farm to school* activities.*
LWP-D2	Does your district wellness policy include specific goals for nutrition education and promotion activities?	Yes
SEH-D4	To what extent does your district offer professional learning on trauma informed approaches*?	Our district provides continuous professional learning* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all 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

Bolstering Physical Education and Activity

Criteria	Question	Fully in Place**
PEA-D1	To what extent does your district have team* that coordinates the implementation of policies and practices regarding physical education and physical activity?	Our district 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-D2	To what extent does your district use a trauma-informed approach* to implement policies and practices regarding physical education and physical activity?	Our district uses 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-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding physical education and physical activity?	Our district 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-D4	To what extent does your district gather input on your policies and practices regarding physical education and physical activity?	Our district 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

* 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**
		• Analyzes demographics of respondents to ensure input is <u>representative</u>* of the <u>school community</u>*
PEA-D5	To what extent does your district communicate with the <u>school community</u>* about your policies and practices regarding physical education and physical activity?	Our district does all the following: • Communicates with the <u>school community</u>* at least once per year • Uses at least three <u>culturally responsive</u>* methods to communicate
PEA-D6	To what extent does your district require physical education classes to be taught by licensed teachers?	Our district requires all physical education classes to be taught by licensed teachers who are certified or endorsed to teach physical education.
PEA-D7	To what extent does your district offer professional learning on physical education?	Our district provides <u>continuous professional learning</u>* that is all the following: • Available for all staff providing physical education instruction at least once per year • Inclusive of training on specialized equipment to support the inclusion of students with <u>special health care needs</u>* • Inclusive of classroom management techniques • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
PEA-D8	To what extent does your district require physical education?	Our district requires physical education to be taught 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-D9	To what extent does your district require physical education teachers to use a <u>sequential</u>* physical education curriculum?	Our district requires all physical education teachers to use a curriculum that is all the following: • <u>Developmentally appropriate</u>* • <u>Sequential</u>* • 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*

* 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**
		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. (School Health Index, 2017)
PEA-D10	To what extent does your district have a policy regarding inclusion* of students with special health care needs* in physical education classes?	Our district has a policy that requires all staff who provide physical education instruction to make appropriate accommodations to ensure all students, including those with special health care needs*, are provided equitable opportunities to participate.
PEA-D11	To what extent does your district have a policy regarding inclusion* of students with special health care needs* in physical activity opportunities?	Our district has a policy that 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-D12	To what extent does your district offer professional learning on physical activity?	Our district 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-D13	To what extent does your district conduct resource mapping* to support physical activity?	Our district's resource mapping* process includes all the following: • Identifying existing programs, services, and resources in the district and in the community (e.g., school running clubs, parks and recreation programs, local health department) • 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

* 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-D14	To what extent does your district partner with community organizations to support physical activity for students?	Our district's partnerships with community organizations to support physical activity for students include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans • Sustainability 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-D15	To what extent does your district support active transportation initiatives*?	Our district supports active transportation initiatives* through all the following: • Setting district-level goals to improve active transportation initiatives* • Offering incentives for school-level improvements that support active transportation initiatives* • Using at least two methods of communication annually to foster awareness of and promote participation in active transportation initiatives*
PEA-D16	To what extent does your district have a policy regarding physical activity and disciplinary practices?	Our district has a written policy(ies) that does all the following: • 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)
LWP-D3	Does your district wellness policy include specific goals for physical activity opportunities?	Yes
SEH-D4	To what extent does your district offer professional learning on trauma informed approaches*?	Our district provides continuous professional learning* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all staff 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**
		• Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-D5	To what extent does your district offer professional learning on supportive disciplinary practices*?	Our district provides continuous professional learning* that is all the following: • Available for all 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-D12	To what extent does your district have a policy on supportive disciplinary practices*?	Our district has a policy on supportive disciplinary practices* that does all the following: • 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* • Uses disaggregated data* of student discipline records to review policy implementation

* 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-D1	To what extent does your district have a team* that coordinates the implementation of policies and practices regarding social-emotional health?	Our district has a team* that does all the following: • Coordinates the 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-D2	To what extent does your district use a trauma-informed approach* to implement policies and practices regarding social-emotional health?	Our district 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-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding social-emotional health?	Our district 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
SEH-D4	To what extent does your district offer professional learning on trauma informed approaches*?	Our district provides continuous professional learning* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all 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

Strengthening Social-Emotional Health

Criteria	Question	Fully in Place**
SEH-D5	To what extent does your district offer professional learning on <u>supportive disciplinary practices</u>*?	Our district provides <u>continuous professional learning</u>* that is all the following: • Available for all staff 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-D6	To what extent does your district conduct <u>resource mapping</u>* to support social-emotional health strategies?	Our district's <u>resource mapping</u>* process includes all the following: • Identifying existing programs, services, and resources in the district and in the community (e.g., group counseling services, community mental health providers, <u>social-emotional learning (SEL)</u>* programs) • Informing the <u>school community</u>* 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-D7	To what extent does your district partner with community organizations to support social-emotional health?	Our district's partnerships with community organizations to support social-emotional health include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans • Sustainability plans
SEH-D8	To what extent does your district gather input from staff on your policies and practices regarding social-emotional health?	Our district does all the following: • Gathers input from all staff (including <u>non-instructional staff</u>*) at least once per year • Uses at least three inclusive and <u>culturally responsive</u>* methods to gather input, including mechanisms to provide anonymous input • Communicates results of input to staff at least once per year • Communicates results of input in languages that reflect the diversity of the staff at least once per year • Analyzes demographics of respondents to ensure input is <u>representative</u>* of all staff

* 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-D9	To what extent does your district gather input from students on your policies and practices regarding social-emotional health?	Our district does all the following: • Gathers input from all students at least once per year • Uses at least three inclusive, <u>developmentally appropriate</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 diversity of all students at least once per year • Analyzes demographics of respondents to ensure input is <u>representative</u>* of the student body
SEH-D10	To what extent does your district gather input from families and caregivers on your policies and practices regarding social-emotional health?	Our district does all the following: • Gathers input from all families and caregivers at least once per year • Uses at least three inclusive and <u>culturally responsive</u>* 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 <u>representative</u>* of all families and caregivers
SEH-D11	To what extent does your district have policies and procedures that address suicide prevention?	Our district has policies and procedures that address all the following: • Suicide prevention • Assessment • Intervention • Response to suicide risk, attempts, and completions
SEH-D12	To what extent does your district have a policy on <u>supportive disciplinary practices</u>*?	Our district has a policy on <u>supportive disciplinary practices</u>* that does all the following: • Uses the principles of reflection and <u>restoration</u>* • Allows <u>exclusionary discipline</u>* 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 <u>social-emotional behavioral (SEB) interventions</u>* • Uses <u>disaggregated data</u>* of student discipline records to review policy implementation

* 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-D13	To what extent does your district ensure schools have developmentally appropriate* start times?	Our district ensures all the following: • All school start times are developmentally appropriate* for all grade levels • Data-driven processes for continuous improvement are used to promote student success • Information on promoting healthy sleep is provided to the school community*
SEH-D14	To what extent does your district support school-level implementation of social-emotional learning (SEL)* curriculum?	Our district does all the following: • Provides resources to purchase an evidence-based* SEL* curriculum • Offers professional learning opportunities to all staff in SEL* • Incorporates a SEL* curriculum at all grade levels • Reviews data to determine the impact of the SEL* curriculum at least once per year
SEH-D15	To what extent does your district ensure qualified staff* are available to provide social-emotional behavioral (SEB) interventions* at each school?	Our district ensures qualified staff* are available to provide SEB interventions* at each school by doing all the following at least once per year: • Using data and national recommendations to determine adequate ratio of school mental health professionals* relative to student needs • Reviewing job duties to ensure alignment with district priorities • Providing opportunities for school mental health professionals* to engage in professional learning to maintain and enhance their practice • Analyzing feedback from staff, students, and families about perceptions of access and additional needs
SEH-D16	To what extent does your district provide support to staff who submit Medicaid reimbursement for eligible services?	Our district does all the following: • Provides training to staff at least once per year • Ensures designated time is allocated for staff to submit Medicaid reimbursements

* 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-D7	To what extent does your district collaborate with families and caregivers to identify needs related to <u>social drivers of health</u>*?	Our district 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-D10	To what extent does your district communicate with families and caregivers about <u>community-based supports</u>* available to them?	Our district does all the following: • Communicates with families and caregivers at least once per year • Uses at least three <u>culturally responsive</u>* methods to communicate

Cultivating Staff Well-Being

Criteria	Question	Fully in Place**
SWB-D1	To what extent does your district have a team* that coordinates the implementation of policies and practices regarding staff well-being?	Our district has a team* that does all the following: • Coordinates the implementation of policies and practices regarding staff well-being • Ensures members are representative* of our school community* • Meets at least four times per year
SWB-D2	To what extent does your district use a trauma-informed approach* to implement policies and practices regarding staff well-being?	Our district uses all six elements of a trauma-informed approach* 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 social-emotional learning*
SWB-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding staff well-being?	Our district 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
SWB-D4	To what extent does your district offer professional learning on staff well-being?	Our district provides continuous professional learning* that is all the following: • Inclusive of content related to self-care, boundaries, and stress management • Available for all staff (including non-instructional 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

Cultivating Staff Well-Being

Criteria	Question	Fully in Place**
SWB-D5	To what extent does your district offer professional learning on fostering positive work culture?	Our district provides <u>continuous professional learning</u>* that is all the following: • Inclusive of content related to psychological safety, dependability, structure and clarity, meaning and impact, and conflict resolution • 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
SWB-D6	To what extent does your district conduct <u>resource mapping</u>* to support staff well-being?	Our district's <u>resource mapping</u>* process includes all the following: • Identifying existing programs, services, and resources in the district and in the community (e.g., school-based physical activity programs for staff, peer support groups, meditation programs or resources) • Informing all staff (including <u>non-instructional staff</u>*) about the available resources • Identifying community partners to support unmet needs
SWB-D7	To what extent does your district partner with staff and/or a local bargaining unit to support positive working conditions?	Our district's partnerships with staff and/or local bargaining unit includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans • Sustainability plans
SWB-D8	To what extent does your district gather input on your policies and practices regarding staff well-being?	Our district does all the following: • Gathers input from all staff (including <u>non-instructional staff</u>*) at least once per year • Uses at least three inclusive and <u>culturally responsive</u>* 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 <u>representative</u>* of all staff and job-types

* 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-D9	To what extent does your district have a conflict resolution process for staff?	Our district's conflict resolution process has all the following elements: • Co-created by staff • Includes agreed-upon norms • Fosters open communication • Is based on principles of reflection, restoration* and instruction • Includes alternative dispute resolutions options (e.g., mediation, facilitated conversation)
SWB-D10	To what extent does your district promote opportunities for staff to establish positive relationships with each other?	Our district promotes positive relationship building in all the following ways: • Begins meetings with a relationship-building activity (e.g., icebreaker, connection question) • Hosts all-staff events (e.g., potlucks, coffee talks) at least quarterly • Reviews data to determine staff perceptions of relationships with colleagues at least once per year
SWB-D11	To what extent does your district provide opportunities for staff to display gratitude toward each other?	Our district promotes staff gratitude in all the following ways: • Provides professional learning opportunities on the importance of gratitude to all staff (including non-instructional staff*) at least once per year • Assesses staff gratitude styles at least once per year • Aligns gratitude strategies to preferred styles • Reviews data to determine effectiveness of gratitude practices on all staff at least once per year
SWB-D12	To what extent does your district have spaces for staff to take breaks?	Our district has space(s) with 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.*

* 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-D13	To what extent does your district offer an Employee Assistance Program (EAP)?	Our district EAP includes all the following: • Availability to all staff (including non-instructional staff*) • Support for stress management/counseling, tobacco cessation, healthy eating (including nutritional counseling and weight management), and financial management • Communication to all staff at least quarterly
SWB-D14	To what extent does your district offer staff members health assessments?	Our district offers accessible, free or low-cost health assessments that include all the following: • Biometric and health-risk behavior screenings • Immunizations • Availability to all staff (including non-instructional staff*) at least once per year
SWB-D15	To what extent does your district offer physical activity/fitness programs for staff?	Our district 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 district property* that align with staff interests • Surveying staff to inform program improvements at least once per year
SWB-D16	To what extent does your district implement healthy meeting standards?	Our district implements at least three of the following healthy meeting standards: • Provides healthy food and beverage options • Places healthy foods 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

Cultivating Staff Well-Being

Criteria	Question	Fully in Place**
SEH-D4	To what extent does your district offer professional learning on trauma informed approaches*?	Our district provides continuous professional learning* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all staff at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
TOB-D22	To what extent does your district offer tobacco product* education and tobacco cessation programs* to staff?	Our district does all the following: • Offers free, subsidized, or low-cost tobacco product* education and tobacco cessation programs* to all staff (including non-instructional staff*) (e.g., through an Employee Assistance Program, health insurance, or other health plan carrier resources) • Promotes these offerings to staff 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-D1	Does your district have a comprehensive tobacco-free policy?	Yes
TOB-D2	Does the district tobacco-free policy provide a comprehensive definition of tobacco products* that is inclusive of cigarettes, cigars, pipe tobacco, chewing tobacco, snuff or snus; electronic smoking devices* and substances used in such devices; and any component or accessory used in the consumption of tobacco products* (e.g., lighters, filters)?	Yes
TOB-D3	Does the district tobacco-free policy prohibit the possession of all tobacco products* and imitation tobacco products* by students? *Note: If the policy allows exceptions for Indigenous practices; lawfully recognized religious, spiritual or cultural ceremonies; or educational activities, please select Yes.*	Yes

* 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-D4	Does the district tobacco-free policy prohibit the use of all tobacco products* and imitation tobacco products* by students, staff and visitors? *Note: If the policy allows exceptions for Indigenous practices; lawfully recognized religious, spiritual or cultural ceremonies; or educational activities, please select Yes.*	Yes
TOB-D5	Does the district tobacco-free policy allow exceptions for tobacco products* to be used, but not inhaled or ingested, as part of Indigenous practices; lawfully recognized religious, spiritual, or cultural ceremonies; and educational activities?	Yes
TOB-D6	Does the district tobacco-free policy allow students to possess and use a tobacco cessation/dependence product* if they have medical authorization and follow the district's medication protocols?	Yes

Promoting Tobacco-Free Schools

Criteria	Question	Fully in Place**
TOB-D7	Does the district tobacco-free policy allow staff and adult visitors to use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation/dependence product*?	Yes
TOB-D8	Does the district tobacco-free policy prohibit the sale and promotion of all tobacco products* and imitation tobacco products* by students, staff, and visitors?	Yes
TOB-D9	Does the district tobacco-free policy prohibit anyone from soliciting or accepting any contributions (e.g., donations, advertising, educational materials) from and participating in any type of activity funded by the tobacco industry* on behalf of the district?	Yes
TOB-D10	Are all components of the district tobacco-free policy in effect 24 hours a day, every day of the year, including days when school is not in session?	Yes
TOB-D11	Are all components of the district tobacco-free policy in effect everywhere on district property* and at all off-campus school, and district-sponsored events and meetings?	Yes

* 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-D12	Does the district tobacco-free policy prohibit referrals to law enforcement for student violations?	Yes
TOB-D13	Does the district tobacco-free policy state that student violations will be addressed using a graduated set of evidence-based* supportive disciplinary practices* that promote recovery and reduction of tobacco product* addiction and dependence?	Yes
TOB-D14	Does the district tobacco-free policy state that age-appropriate, culturally responsive*, school-based tobacco product education* shall be provided for all K-12 students at least once per year?	Yes
TOB-D15	To what extent does your district have a team* that coordinates the implementation of the district tobacco-free policy?	Our district has a team* that does all the following: • Coordinates the implementation of the district tobacco-free policy • Ensures members are representative* of our school community* • Meets at least four times per year

Promoting Tobacco-Free Schools

Criteria	Question	Fully in Place**
TOB-D16	To what extent does your district use a <u>trauma-informed approach</u>* to implement the district tobacco-free policy?	Our district uses all six elements of a <u>trauma-informed approach</u>* 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 <u>social-emotional learning</u>*
TOB-D17	To what extent does your district use a <u>continuous improvement process</u>* to coordinate the implementation of the district tobacco-free policy?	Our district 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
TOB-D18	To what extent does your district collect data to assess the implementation of the district tobacco-free policy?	Our district collects, analyzes and reviews <u>disaggregated data</u>* to assess the implementation and effectiveness of the policy at least once per year.
TOB-D19	To what extent does your district offer professional learning on <u>school-based tobacco product education</u>*?	Our district provides <u>continuous professional learning</u>* that is all the following: • Available for all staff who deliver <u>school-based tobacco product education</u>* at least once per year • 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

Promoting Tobacco-Free Schools

Criteria	Question	Fully in Place**
TOB-D20	To what extent does your district conduct resource mapping* to support the district tobacco-free policy?	Our district's resource mapping* process includes all the following: • Identifying existing programs, services, and resources in the district and in the community (e.g., school-based tobacco product education*, local health department, district tobacco-free model policies) • 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
TOB-D21	To what extent does your district partner with community organizations to support implementation of the district tobacco-free policy?	Our district's partnerships 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 • Sustainability 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-D22	To what extent does your district offer tobacco product* education and tobacco cessation programs* to staff?	Our district does all the following: • Offers free, subsidized, or low-cost tobacco product* education and tobacco cessation programs* to all staff (including non-instructional staff*) (e.g., through an Employee Assistance Program, health insurance, or other health plan carrier resources) • Promotes these offerings to staff at least once per year
TOB-D23	To what extent does your district ensure qualified staff* are available to deliver tobacco product* use interventions to students?	Our district ensures that each school has equitable access to qualified staff* who deliver tobacco product* use interventions.

* 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-D24	To what extent does your district offer tobacco product* education for families and caregivers?	Our district provides all the following to families and caregivers at least once per year: • Culturally responsive* tobacco product* education • Culturally responsive* tobacco cessation programs* *Note: Examples of ways for districts to provide this programming may include promoting online education and cessation programs, partnering with community organizations, and providing in-person programs.*
TOB-D25	To what extent does your district gather input on your policies and practices regarding the district tobacco-free policy?	Our district 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*
TOB-D26	To what extent does your district communicate about the district tobacco-free policy?	Our district does all the following: • Communicates with the school community* and the public at least once per year • Uses at least three culturally responsive* methods to communicate
SEH-D4	To what extent does your district offer professional learning on trauma informed approaches*?	Our district provides continuous professional learning* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all 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

Promoting Tobacco-Free Schools

Criteria	Question	Fully in Place**
SEH-D5	To what extent does your district offer professional learning on supportive disciplinary practices*?	Our district provides continuous professional learning* that is all the following: • Available for all 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

Supporting School Health Services

Criteria	Question	Fully in Place**
SHS-D1	To what extent does your district have a team* that coordinates the implementation of policies and practices regarding school health services*?	Our district has a team* that does all the following: • Coordinates the implementation of policies and practices regarding school health services* • Ensures members are representative* of our school community* • Meets at least four times per year
SHS-D2	To what extent does your district use a trauma-informed approach* to implement policies and practices regarding school health services*?	Our district 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-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding school health services*?	Our district 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-D4	To what extent does your district offer professional learning on school health services*?	Our district 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-D5	To what extent does your district conduct resource mapping* to support school health services*?	Our district's resource mapping* process includes all the following: • Identifying existing programs, services, and resources in the district 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-D6	To what extent does your district partner with community-based health providers* to support school health services*?	Our district partnerships with community-based health providers* to support school health services* include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans • Sustainability 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-D7	To what extent does your district gather input on your policies and practices regarding school health services*?	Our district 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*
SHS-D8	To what extent does your district communicate with the school community* about your policies and practices regarding school health services*?	Our district 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-D9	To what extent does your district have policies and procedures that ensure qualified staff* are available to provide school health services*?	Our district ensures school nurses* or other qualified staff* are available to provide school health services* at each school by doing all the following at least once per year: • Using data to determine adequate ratio of school health services* staff relative to student needs • Reviewing school health services* job duties to ensure alignment with district priorities • Gathering feedback from staff, students, and families about perceptions of access and additional needs • Providing professional learning opportunities for school health services* staff
SHS-D10	To what extent does your district have policies and procedures that address physical health screenings*?	Our district policies and procedures ensure that physical health screenings* are all the following: • Overseen by a school nurse* or other qualified staff* • Conducted using evidence-based* tools and procedures at least once per year • Performed by staff with appropriate training • Compliant with national referral and rescreening guidelines
SHS-D11	To what extent does your district have policies and procedures that address chronic health conditions* among students?	Our district policies and procedures regarding student chronic health conditions* address all the following: • Ensuring that school nurses* or other qualified staff* are involved in preventing and managing chronic health conditions* • Identifying and tracking students with chronic health conditions* • Requiring training for all staff on management procedures • Ensuring that school nurses* or other qualified staff* are available to dispense/deliver medications when needed • Requiring appropriate training for all staff that dispense/deliver medications • Providing case management • Providing referrals as needed

* 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-D12	To what extent does your district have policies and procedures that address medical emergencies*?	Our district policies and procedures regarding medical emergencies* address all the following: • Ensuring that school nurses* or other qualified staff* are involved in managing medical emergencies* • Requiring every school to have a written plan to address medical emergencies*, including assessing, managing, and referring students and staff members to the appropriate level of care • Requiring the stocking, administration, and tracking of emergency medications • Providing training for all staff (including non-instructional staff*) on emergency procedures • Providing appropriate training for all staff that dispense/deliver medications
FCE-D7	To what extent does your district collaborate with families and caregivers to identify needs related to social drivers of health*?	Our district 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-D10	To what extent does your district communicate with families and caregivers about community-based supports* available to them?	Our district does all the following: • Communicates with families and caregivers at least once per year • Uses at least three culturally responsive* methods to communicate
PEA-D10	To what extent does your district have a policy regarding inclusion* of students with special health care needs* in physical education classes?	Our district has a policy that requires all staff who provide physical education instruction to make appropriate accommodations to ensure all students, including those with special health care needs*, are provided equitable opportunities to participate.
PEA-D11	To what extent does your district have a policy regarding inclusion* of students with special health care needs* in physical activity opportunities?	Our district has a policy that 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

Supporting School Health Services

Criteria	Question	Fully in Place**
SEH-D4	To what extent does your district offer professional learning on <u>trauma informed approaches</u>*?	Our district provides <u>continuous professional learning</u>* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all staff at least once per year • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
CORE-D1	To what extent does your district have a team* that coordinates the integration of health and learning?	Our district 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-D2	To what extent does your district have a policy requiring schools to have a team* that coordinates integration of health and learning?	Our district policy requires all schools to have a leadership team* that does all the following: • 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-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding health and learning?	Our district 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-D4	To what extent does your district integrate health into your district-level improvement plan*?	Our district integrates health into our district-level 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

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
CORE-D5	To what extent does your district use a <u>trauma-informed approach</u>* to implement policies and practices regarding health and learning?	Our district uses all six elements of a <u>trauma-informed approach</u>* 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 <u>social-emotional learning</u>*
CORE-D6	To what extent has your district made a public commitment to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>*?	Our district has made a public commitment that includes all the following: • Vision and mission statements that include an expressed commitment to <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* • Incorporation of <u>school climate standards</u>* into policies and procedures • Incorporation of <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* into district-level improvement plan with performance measures • Engagement of the <u>school community</u>* to identify strategies to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* • Cultivation of strategic alliances and partnerships
CORE-D7	To what extent does your district incorporate <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* into organizational policy?	Our district incorporates <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* into policies including the following: • Staff hiring and retention • Vendor contracts • Partnership agreements
CORE-D8	To what extent does your district ensure <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* (EDI) are embedded into policies and practices regarding health and learning?	Our district ensures that all the following are embedded into policies and practices regarding health and learning: • 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

* 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-D9	To what extent does your district use a continuous improvement process* to advance equity*, diversity*, and inclusion*?	Our district 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-D10	To what extent does your district gather input on your policies and practices regarding equity*, diversity*, and inclusion*?	Our district 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*
CORE-D11	To what extent does your district ensure accountability measures are in place to address disparities in student achievement and health outcomes?	Our district 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-D6	To what extent does your district conduct resource mapping* to support family and community engagement?	Our district's resource mapping* process includes all the following: • Identifying existing programs, services, and resources in the district and in the community (e.g., food pantries at schools, housing assistance programs, YMCAs) • 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

* 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-D7	To what extent does your district collaborate with families and caregivers to identify needs related to <u>social drivers of health</u>*?	Our district 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-D8	To what extent does your district partner with community organizations to support family and community engagement?	Our district's partnerships with community organizations include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans • Sustainability 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-D10	To what extent does your district communicate with families and caregivers about <u>community-based supports</u>* available to them?	Our district does all the following: • Communicates with families and caregivers at least once per year • Uses at least three <u>culturally responsive</u>* methods to communicate
FCE-D11	To what extent does your district offer resources for families and caregivers to support student success?	Our district provides all the following: • Tools to facilitate ongoing, two-way communication • 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

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**

FCE-D12	To what extent does your district support schools with making facilities available outside of school hours?	Our district has both of the following:
		
		• A formal written <u>joint use agreement</u>* that covers all schools in the district and includes at least three of the following provisions:
		    o Liability
		    o Fees for use
		    o Insurance coverage
		    o Operations and management of the facilities
		• A written policy or procedure enabling schools to open indoor and outdoor facilities for families, caregivers, and community members to use outside of school hours
		
		Note: 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)

NFA-D10	To what extent does your district implement strategies to maximize participation in <u>school meal programs</u>*?	Our district implements at least four of the following strategies: • Direct certification • Community Eligibility Provision • 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 <u>school community</u>* through taste tests and surveys • Including menu items that reflect the diversity of the <u>school community</u>* • Participation in additional federal nutrition programs *Note: Examples of additional federal nutrition programs include the Summer Food Service Program (SFSP), the Seamless Summer Option, Extended School Lunch, the Child and Adult Care Food Program (CACFP), and the Fresh Fruit and Vegetable Program (FFVP)*

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

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
NFA-D11	To what extent does your district ensure students have equitable* access to school meal programs* throughout the calendar year?	Our district does all the following: • Ensures adequate staff are employed at each school • Ensures every school has appropriate equipment is available at each school • Utilizes offsite meal distribution or meal pick up options during extended closures
LWP-D1	Does your district have a local school wellness policy*?	Yes
HED-D6	To what extent does your district require health education*?	Our district requires health education* to be taught in every grade.
PEA-D8	To what extent does your district require physical education?	Our district requires physical education to be taught 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-D10	To what extent does your district have a policy regarding inclusion* of students with special health care needs* in physical education classes?	Our district has a policy that requires all staff who provide physical education instruction to make appropriate accommodations to ensure all students, including those with special health care needs*, are provided equitable opportunities to participate.
PEA-D11	To what extent does your district have a policy regarding inclusion* of students with special health care needs* in physical activity opportunities?	Our district has a policy that 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.

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
PEA-D12	To what extent does your district offer professional learning on physical activity?	Our district 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
PEA-D15	To what extent does your district support <u>active transportation initiatives</u>*?	Our district supports <u>active transportation initiatives</u>* through all the following: • Setting district-level goals to improve <u>active transportation initiatives</u>* • Offering incentives for school-level improvements that support <u>active transportation initiatives</u>* • Using at least two methods of communication annually to foster awareness of and promote participation in <u>active transportation initiatives</u>*
SEH-D4	To what extent does your district offer professional learning on <u>trauma informed approaches</u>*?	Our district provides <u>continuous professional learning</u>* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all staff at least once per year • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
SEH-D5	To what extent does your district offer professional learning on <u>supportive disciplinary practices</u>*?	Our district provides <u>continuous professional learning</u>* that is all the following: • Available for all staff 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

* 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-D11	To what extent does your district have policies and procedures that address suicide prevention?	Our district has policies and procedures that address all the following: • Suicide prevention • Assessment • Intervention • Response to suicide risk, attempts, and completions
SEH-D12	To what extent does your district have a policy on supportive disciplinary practices*?	Our district has a policy on supportive disciplinary practices* that does all the following: • 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* • Uses disaggregated data* of student discipline records to review policy implementation
SEH-D14	To what extent does your district support school-level implementation of social-emotional learning (SEL)* curriculum?	Our district does all the following: • Provides resources to purchase an evidence-based* SEL* curriculum • Offers professional learning opportunities to all staff in SEL* • Incorporates a SEL* curriculum at all grade levels • Reviews data to determine the impact of the SEL* curriculum at least once per year
SEH-D15	To what extent does your district ensure qualified staff* are available to provide social-emotional behavioral (SEB) interventions* at each school?	Our district ensures qualified staff* are available to provide SEB interventions* at each school by doing all the following at least once per year: • Using data and national recommendations to determine adequate ratio of school mental health professionals* relative to student needs • Reviewing job duties to ensure alignment with district priorities • Providing opportunities for school mental health professionals* to engage in professional learning to maintain and enhance their practice • Analyzing feedback from staff, students, and families about perceptions of access and additional needs

* 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-D13	Does the district tobacco-free policy state that student violations will be addressed using a graduated set of evidence-based* supportive disciplinary practices* that promote recovery and reduction of tobacco product* addiction and dependence?	Yes
SHS-D9	To what extent does your district have policies and procedures that ensure qualified staff* are available to provide school health services*?	Our district ensures school nurses* or other qualified staff* are available to provide school health services* at each school by doing all the following at least once per year: • Using data to determine adequate ratio of school health services* staff relative to student needs • Reviewing school health services* job duties to ensure alignment with district priorities • Gathering feedback from staff, students, and families about perceptions of access and additional needs • Providing professional learning opportunities for school health services* staff
SHS-D10	To what extent does your district have policies and procedures that address physical health screenings*?	Our district policies and procedures ensure that physical health screenings* are all the following: • Overseen by a school nurse* or other qualified staff* • Conducted using evidence-based* tools and procedures at least once per year • Performed 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

Reducing Chronic Absenteeism

Criteria	Question	Fully in Place**
SHS-D11	To what extent does your district have policies and procedures that address <u>chronic health conditions</u>* among students?	Our district policies and procedures regarding student <u>chronic health conditions</u>* address all the following: • Ensuring that <u>school nurses</u>* or other <u>qualified staff</u>* are involved in preventing and managing <u>chronic health conditions</u>* • Identifying and tracking students with <u>chronic health conditions</u>* • Requiring training for all staff on management procedures • Ensuring that <u>school nurses</u>* or other <u>qualified staff</u>* are available to dispense/deliver medications when needed • Requiring appropriate training for all staff that dispense/deliver medications • Providing case management • Providing referrals as needed

Addressing School Discipline

Criteria	Question	Fully in Place**
CORE-D1	To what extent does your district have a team* that coordinates the integration of health and learning?	Our district 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-D2	To what extent does your district have a policy requiring schools to have a team* that coordinates integration of health and learning?	Our district policy requires all schools to have a leadership team* that does all the following: • 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-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding health and learning?	Our district 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-D4	To what extent does your district integrate health into your district-level improvement plan*?	Our district integrates health into our district-level 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

Addressing School Discipline

Criteria	Question	Fully in Place**
CORE-D5	To what extent does your district use a <u>trauma-informed approach</u>* to implement policies and practices regarding health and learning?	Our district uses all six elements of a <u>trauma-informed approach</u>* 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 <u>social-emotional learning</u>*
CORE-D6	To what extent has your district made a public commitment to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>*?	Our district has made a public commitment that includes all the following: • Vision and mission statements that include an expressed commitment to <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* • Incorporation of <u>school climate standards</u>* into policies and procedures • Incorporation of <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* into district-level improvement plan with performance measures • Engagement of the <u>school community</u>* to identify strategies to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* • Cultivation of strategic alliances and partnerships
CORE-D7	To what extent does your district incorporate <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* into organizational policy?	Our district incorporates <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* into policies including the following: • Staff hiring and retention • Vendor contracts • Partnership agreements
CORE-D8	To what extent does your district ensure <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>* (EDI) are embedded into policies and practices regarding health and learning?	Our district ensures that all the following are embedded into policies and practices regarding health and learning: • 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

* 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-D9	To what extent does your district use a <u>continuous improvement process</u>* to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>*?	Our district 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-D10	To what extent does your district gather input on your policies and practices regarding <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>*?	Our district does all the following: • Gathers input from the <u>school community</u>* and the public at least once per year • Uses at least three inclusive and <u>culturally responsive</u>* 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 <u>representative</u>* of the <u>school community</u>*
CORE-D11	To what extent does your district ensure accountability measures are in place to address disparities in student achievement and health outcomes?	Our district 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
FCE-D6	To what extent does your district conduct <u>resource mapping</u>* to support family and community engagement?	Our district's <u>resource mapping</u>* process includes all the following: • Identifying existing programs, services, and resources in the district and in the community (e.g., food pantries at schools, housing assistance programs, YMCAs) • Informing the <u>school community</u>* 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

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

Addressing School Discipline

Criteria	Question	Fully in Place**
FCE-D7	To what extent does your district collaborate with families and caregivers to identify needs related to social drivers of health*?	Our district 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-D8	To what extent does your district partner with community organizations to support family and community engagement?	Our district's partnerships with community organizations include all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans • Sustainability 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-D10	To what extent does your district communicate with families and caregivers about community-based supports* available to them?	Our district does all the following: • Communicates with families and caregivers at least once per year • Uses at least three culturally responsive* methods to communicate
NFA-D6	To what extent does your district conduct resource mapping* to support nutrition and food access*?	Our district's resource mapping* process includes all the following: • Identifying existing programs, services, and resources in the district and in the community (e.g., food pantries at schools, food banks, community gardens) • 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

* 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-D10	To what extent does your district implement strategies to maximize participation in school meal programs*?	Our district implements at least four of the following strategies: • Direct certification • Community Eligibility Provision • 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 • Including menu items that reflect the diversity of the school community* • Participation in additional federal nutrition programs *Note: Examples of additional federal nutrition programs include the Summer Food Service Program (SFSP), the Seamless Summer Option, Extended School Lunch, the Child and Adult Care Food Program (CACFP), and the Fresh Fruit and Vegetable Program (FFVP)*
NFA-D11	To what extent does your district ensure students have equitable* access to school meal programs* throughout the calendar year?	Our district does all the following: • Ensures adequate staff are employed at each school • Ensures every school has appropriate equipment is available at each school • Utilizes offsite meal distribution or meal pick up options during extended closures
NFA-D17	To what extent does your district prohibit the use of food as a reward?	Our district has a written policy(ies) that does all the following: • Prohibits the use of food as a reward or incentive • Includes defined procedures for rewarding and incentivizing students that promote positive reinforcement for behavior and academic performance • Remains in effect at all times during the school day and during school-sponsored afterschool activities • Remains in effect on all school campuses* and all district property* • Requires that guidance about healthy and non-food rewards be distributed at least once per year to 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**
LWP-D1	Does your district have a local school wellness policy*?	Yes
PEA-D12	To what extent does your district offer professional learning on physical activity?	Our district 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-D16	To what extent does your district have a policy regarding physical activity and disciplinary practices?	Our district has a written policy(ies) that does all the following: • 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-D4	To what extent does your district offer professional learning on trauma informed approaches*?	Our district provides continuous professional learning* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all staff at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-D5	To what extent does your district offer professional learning on supportive disciplinary practices*?	Our district provides continuous professional learning* that is all the following: • Available for all 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-D12	To what extent does your district have a policy on supportive disciplinary practices*?	Our district has a policy on supportive disciplinary practices* that does all the following: • 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* • Uses disaggregated data* of student discipline records to review policy implementation
SEH-D13	To what extent does your district ensure schools have developmentally appropriate* start times?	Our district ensures all the following: • All school start times are developmentally appropriate* for all grade levels • Data-driven processes for continuous improvement are used to promote student success • Information on promoting healthy sleep is provided to the school community*
SEH-D15	To what extent does your district ensure qualified staff* are available to provide social-emotional behavioral (SEB) interventions* at each school?	Our district ensures qualified staff* are available to provide SEB interventions* at each school by doing all the following at least once per year: • Using data and national recommendations to determine adequate ratio of school mental health professionals* relative to student needs • Reviewing job duties to ensure alignment with district priorities • Providing opportunities for school mental health professionals* to engage in professional learning to maintain and enhance their practice • Analyzing feedback from staff, students, and families about perceptions of access and additional needs

* 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-D13	Does the district tobacco-free policy state that student violations will be addressed using a graduated set of evidence-based* supportive disciplinary practices* that promote recovery and reduction of tobacco product* addiction and dependence?	Yes
SHS-D10	To what extent does your district have policies and procedures that address physical health screenings*?	Our district policies and procedures ensure that physical health screenings* are all the following: • Overseen by a school nurse* or other qualified staff* • Conducted using evidence-based* tools and procedures at least once per year • Performed by staff with appropriate training • Compliant with national referral and rescreening guidelines

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
CORE-D1	To what extent does your district have a <u>team</u>* that coordinates the integration of health and learning?	Our district has a <u>leadership team</u>* 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 <u>leadership team</u>* is <u>representative</u>* of our <u>school community</u>* • Meets at least four times per year
CORE-D2	To what extent does your district have a policy requiring schools to have a <u>team</u>* that coordinates integration of health and learning?	Our district policy requires all schools to have a <u>leadership team</u>* that does all the following: • Coordinates the implementation of school health policies and practices • Ensures the <u>leadership team</u>* is <u>representative</u>* of our <u>school community</u>* • Meets at least four times per year
CORE-D3	To what extent does your district use a <u>continuous improvement process</u>* to advance policies and practices regarding health and learning?	Our district 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-D4	To what extent does your district integrate health into your <u>district-level improvement plan</u>*?	Our district integrates health into our <u>district-level improvement plan</u>* 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 • ncluding health strategies to support improvement goals

* 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-D5	To what extent does your district use a trauma-informed approach* to implement policies and practices regarding health and learning?	Our district 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*
CORE-D6	To what extent has your district made a public commitment to advance equity*, diversity*, and inclusion*?	Our district has made a public commitment that includes all the following: • Vision and mission statements that include an expressed commitment to equity*, diversity*, and inclusion* • Incorporation of school climate standards* into policies and procedures • Incorporation of equity*, diversity*, and inclusion* into district-level improvement plan with performance measures • Engagement of the school community* to identify strategies to advance equity*, diversity*, and inclusion* • Cultivation of strategic alliances and partnerships
CORE-D7	To what extent does your district incorporate equity*, diversity*, and inclusion* into organizational policy?	Our district incorporates equity*, diversity*, and inclusion* into policies including the following: • Staff hiring and retention • Vendor contracts • Partnership agreements
CORE-D8	To what extent does your district ensure equity*, diversity*, and inclusion* (EDI) are embedded into policies and practices regarding health and learning?	Our district ensures that all the following are embedded into policies and practices regarding health and learning: • 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

* 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-D9	To what extent does your district use a <u>continuous improvement process</u>* to advance <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>*?	Our district 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-D10	To what extent does your district gather input on your policies and practices regarding <u>equity</u>*, <u>diversity</u>*, and <u>inclusion</u>*?	Our district does all the following: • Gathers input from the <u>school community</u>* and the public at least once per year • Uses at least three inclusive and <u>culturally responsive</u>* 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 <u>representative</u>* of the <u>school community</u>*
CORE-D11	To what extent does your district ensure accountability measures are in place to address disparities in student achievement and health outcomes?	Our district 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
FCE-D6	To what extent does your district conduct <u>resource mapping</u>* to support family and community engagement?	Our district's <u>resource mapping</u>* process includes all the following: • Identifying existing programs, services, and resources in the district and in the community (e.g., food pantries at schools, housing assistance programs, YMCAs) • Informing the <u>school community</u>* 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

* 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-D7	To what extent does your district collaborate with families and caregivers to identify needs related to <u>social drivers of health</u>*?	Our district 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-D9	To what extent does your district gather input from the <u>school community</u>* on policies and practices regarding family and community engagement?	Our district does all the following: • Gathers input from the <u>school community</u>* and the public at least once per year • Uses at least three inclusive and <u>culturally responsive</u>* 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 <u>representative</u>* of the <u>school community</u>*
FCE-D10	To what extent does your district communicate with families and caregivers about <u>community-based supports</u>* available to them?	Our district does all the following: • Communicates with families and caregivers at least once per year • Uses at least three <u>culturally responsive</u>* methods to communicate
FCE-D11	To what extent does your district offer resources for families and caregivers to support student success?	Our district provides all the following: • Tools to facilitate ongoing, two-way communication • 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

* 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-D12	To what extent does your district support schools with making facilities available outside of school hours?	Our district has both of the following:
		
		• A formal written <u>joint use agreement</u>* that covers all schools in the district and includes at least three of the following provisions:
		
		  o Liability
		
		  o Fees for use
		
		  o Insurance coverage
		
		  o Operations and management of the facilities
		
		• A written policy or procedure enabling schools to open indoor and outdoor facilities for families, caregivers, and community members to use outside of school hours
		
		Note: 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)

NFA-D8	To what extent does your district gather input on your policies and practices regarding nutrition and <u>food access</u>*?	Our district does all the following: • Gathers input from the <u>school community</u>* at least once per year • Uses at least three inclusive and <u>culturally responsive</u>* 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 <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

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
NFA-D10	To what extent does your district implement strategies to maximize participation in school meal programs*?	Our district implements at least four of the following strategies: • Direct certification • Community Eligibility Provision • 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 • Including menu items that reflect the diversity of the school community* • Participation in additional federal nutrition programs *Note: Examples of additional federal nutrition programs include the Summer Food Service Program (SFSP), the Seamless Summer Option, Extended School Lunch, the Child and Adult Care Food Program (CACFP), and the Fresh Fruit and Vegetable Program (FFVP)*
NFA-D11	To what extent does your district ensure students have equitable* access to school meal programs* throughout the calendar year?	Our district does all the following: • Ensures adequate staff are employed at each school • Ensures every school has appropriate equipment is available at each school • Utilizes offsite meal distribution or meal pick up options during extended closures
NFA-D13	To what extent does your district mitigate stigma associated with school meal programs*?	Our district 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 • Prohibits publicly identifying students with unpaid meal balances through stamps, stickers, or other identification • Ensures the protection of students' information and meal eligibility • Directs all communications about meal balances to families or caregivers, not to students

* 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**
LWP-D1	Does your district have a local school wellness policy*?	Yes
PEA-D10	To what extent does your district have a policy regarding inclusion* of students with special health care needs* in physical education classes?	Our district has a policy that requires all staff who provide physical education instruction to make appropriate accommodations to ensure all students, including those with special health care needs*, are provided equitable opportunities to participate.
PEA-D11	To what extent does your district have a policy regarding inclusion* of students with special health care needs* in physical activity opportunities?	Our district has a policy that 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-D12	To what extent does your district offer professional learning on physical activity?	Our district 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-D15	To what extent does your district support active transportation initiatives*?	Our district supports active transportation initiatives* through all the following: • Setting district-level goals to improve active transportation initiatives* • Offering incentives for school-level improvements that support active transportation initiatives* • Using at least two methods of communication annually to foster awareness of and promote participation in active transportation initiatives*

* 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-D16	To what extent does your district have a policy regarding physical activity and disciplinary practices?	Our district has a written policy(ies) that does all the following: • 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-D4	To what extent does your district offer professional learning on trauma informed approaches*?	Our district provides continuous professional learning* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all staff at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SEH-D5	To what extent does your district offer professional learning on supportive disciplinary practices*?	Our district provides continuous professional learning* that is all the following: • Available for all 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-D8	To what extent does your district gather input from staff on your policies and practices regarding social-emotional health?	Our district 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 to staff at least once per year • Communicates results of input in languages that reflect the diversity of the staff at least once per year • Analyzes demographics of respondents to ensure input is representative* of all staff

* 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-D9	To what extent does your district gather input from students on your policies and practices regarding social-emotional health?	Our district 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-D11	To what extent does your district have policies and procedures that address suicide prevention?	Our district has policies and procedures that address all the following: • Suicide prevention • Assessment • Intervention • Response to suicide risk, attempts, and completions
SEH-D12	To what extent does your district have a policy on supportive disciplinary practices*?	Our district has a policy on supportive disciplinary practices* that does all the following: • 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* • Uses disaggregated data* of student discipline records to review policy implementation
SEH-D13	To what extent does your district ensure schools have developmentally appropriate* start times?	Our district ensures all the following: • All school start times are developmentally appropriate* for all grade levels • Data-driven processes for continuous improvement are used to promote student success • Information on promoting healthy sleep is provided to the school community*

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SEH-D14	To what extent does your district support school-level implementation of social-emotional learning (SEL)* curriculum?	Our district does all the following: • Provides resources to purchase an evidence-based* SEL* curriculum • Offers professional learning opportunities to all staff in SEL* • Incorporates a SEL* curriculum at all grade levels • Reviews data to determine the impact of the SEL* curriculum at least once per year
SEH-D15	To what extent does your district ensure qualified staff* are available to provide social-emotional behavioral (SEB) interventions* at each school?	Our district ensures qualified staff* are available to provide SEB interventions* at each school by doing all the following at least once per year: • Using data and national recommendations to determine adequate ratio of school mental health professionals* relative to student needs • Reviewing job duties to ensure alignment with district priorities • Providing opportunities for school mental health professionals* to engage in professional learning to maintain and enhance their practice • Analyzing feedback from staff, students, and families about perceptions of access and additional needs
SWB-D4	To what extent does your district offer professional learning on staff well-being?	Our district provides continuous professional learning* that is all the following: • Inclusive of content related to self-care, boundaries, and stress management • Available for all staff (including non-instructional staff*) at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
SWB-D5	To what extent does your district offer professional learning on fostering positive work culture?	Our district provides continuous professional learning* that is all the following: • Inclusive of content related to psychological safety, dependability, structure and clarity, meaning and impact, and conflict resolution • Available for all staff (including non-instructional 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

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SWB-D7	To what extent does your district partner with staff and/or a local bargaining unit to support positive working conditions?	Our district's partnerships with staff and/or local bargaining unit includes all the following: • Shared goals • Defined roles and responsibilities • Ongoing communication • Evaluation plans • Sustainability plans
SWB-D8	To what extent does your district gather input on your policies and practices regarding staff well-being?	Our district 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-D9	To what extent does your district have a conflict resolution process for staff?	Our district's conflict resolution process has all the following elements: • Co-created by staff • Includes agreed-upon norms • Fosters open communication • Is based on principles of reflection, restoration* and instruction • Includes alternative dispute resolutions options (e.g., mediation, facilitated conversation)
SWB-D10	To what extent does your district promote opportunities for staff to establish positive relationships with each other?	Our district promotes positive relationship building in all the following ways: • Begins meetings with a relationship-building activity (e.g., icebreaker, connection question) • Hosts all-staff events (e.g., potlucks, coffee talks) at least quarterly • Reviews 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

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SWB-D11	To what extent does your district provide opportunities for staff to display gratitude toward each other?	Our district promotes staff gratitude in all the following ways: • Provides professional learning opportunities on the importance of gratitude to all staff (including non-instructional staff*) at least once per year • Assesses staff gratitude styles at least once per year • Aligns gratitude strategies to preferred styles • Reviews data to determine effectiveness of gratitude practices on all staff at least once per year
SWB-D12	To what extent does your district have spaces for staff to take breaks?	Our district has space(s) with 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.*
TOB-D1	Does your district have a comprehensive tobacco-free policy?	Yes
SHS-D7	To what extent does your district gather input on your policies and practices regarding school health services*?	Our district 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*
SHS-D8	To what extent does your district communicate with the school community* about your policies and practices regarding school health services*?	Our district 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

Fostering Positive School Climate and Culture

Criteria	Question	Fully in Place**
SHS-D9	To what extent does your district have policies and procedures that ensure qualified staff* are available to provide school health services*?	Our district ensures school nurses* or other qualified staff* are available to provide school health services* at each school by doing all the following at least once per year: • Using data to determine adequate ratio of school health services* staff relative to student needs • Reviewing school health services* job duties to ensure alignment with district priorities • Gathering feedback from staff, students, and families about perceptions of access and additional needs • Providing professional learning opportunities for school health services* staff
SHS-D11	To what extent does your district have policies and procedures that address chronic health conditions* among students?	Our district policies and procedures regarding student chronic health conditions* address all the following: • Ensuring that school nurses* or other qualified staff* are involved in preventing and managing chronic health conditions* • Identifying and tracking students with chronic health conditions* • Requiring training for all staff on management procedures • Ensuring that school nurses* or other qualified staff* are available to dispense/deliver medications when needed • Requiring appropriate training for all staff that dispense/deliver medications • Providing case management • Providing referrals as needed

* 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-D1	To what extent does your district have a team* that coordinates the integration of health and learning?	Our district 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-D2	To what extent does your district have a policy requiring schools to have a team* that coordinates integration of health and learning?	Our district policy requires all schools to have a leadership team* that does all the following: • 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-D3	To what extent does your district use a continuous improvement process* to advance policies and practices regarding health and learning?	Our district 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-D4	To what extent does your district integrate health into your district-level improvement plan*?	Our district integrates health into our district-level 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**
FCE-D4	To what extent does your district offer professional learning related to family and community engagement?	Our district 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-D5	To what extent does your district offer professional learning related to community partnerships?	Our district provides <u>continuous professional learning</u>* that is all the following: • Inclusive of training and support on the process for collaborating with community organizations (e.g., establishing shared goals, defining roles and responsibilities) • 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
NFA-D4	To what extent does your district offer professional learning on nutrition and <u>food access</u>*?	Our district provides <u>continuous professional learning</u>* that is all the following: • Inclusive of content on <u>food access</u>*, <u>food security</u>*, nutrition education, and related social supports • Available for all school nutrition services staff at least once per year • Aligned with school improvement efforts • <u>Job-embedded</u>*, with coaching supports
NFA-D5	To what extent does your district meet the annual continuing education/training hours required by the <u>USDA's Professional Standards</u>*?	All school nutrition program directors, managers, and staff meet or exceed the annual hours required by <u>USDA's Professional Standards</u>*, and our district has a process in place to track this information.

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

Building Staff Capacity

Criteria	Question	Fully in Place**
HED-D9	To what extent does your district offer professional learning for teachers of health education*?	Our district provides continuous professional learning* that is all the following: • Inclusive of classroom management techniques • Available for all health education* teachers at least once per year • Aligned with school improvement efforts • Job-embedded*, with coaching supports
PEA-D7	To what extent does your district offer professional learning on physical education?	Our district provides continuous professional learning* that is all the following: • Available for all staff providing 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-D12	To what extent does your district offer professional learning on physical activity?	Our district 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-D4	To what extent does your district offer professional learning on trauma informed approaches*?	Our district provides continuous professional learning* that is all the following: • Inclusive of content on the impacts of trauma on individuals, relationships, and organizations, as well as methods for mitigating those impacts • Available for all 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

Building Staff Capacity

Criteria	Question	Fully in Place**
SEH-D5	To what extent does your district offer professional learning on <u>supportive disciplinary practices</u>*?	Our district provides <u>continuous professional learning</u>* that is all the following: • Available for all staff 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-D14	To what extent does your district support school-level implementation of <u>social-emotional learning (SEL)</u>* curriculum?	Our district does all the following: • Provides resources to purchase an <u>evidence-based</u>* <u>SEL</u>* curriculum • Offers professional learning opportunities to all staff in <u>SEL</u>* • Incorporates a <u>SEL</u>* curriculum at all grade levels • Reviews data to determine the impact of the <u>SEL</u>* curriculum at least once per year
SEH-D15	To what extent does your district ensure <u>qualified staff</u>* are available to provide <u>social-emotional behavioral (SEB) interventions</u>* at each school?	Our district ensures <u>qualified staff</u>* are available to provide <u>SEB interventions</u>* at each school by doing all the following at least once per year: • Using data and national recommendations to determine adequate ratio of <u>school mental health professionals</u>* relative to student needs • Reviewing job duties to ensure alignment with district priorities • Providing opportunities for <u>school mental health professionals</u>* to engage in professional learning to maintain and enhance their practice • Analyzing feedback from staff, students, and families about perceptions of access and additional needs
SEH-D16	To what extent does your district provide support to staff who submit Medicaid reimbursement for eligible services?	Our district does all the following: • Provides training to staff at least once per year • Ensures designated time is allocated for staff to submit Medicaid reimbursements

* 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-D4	To what extent does your district offer professional learning on staff well-being?	Our district provides <u>continuous professional learning</u>* that is all the following: • Inclusive of content related to self-care, boundaries, and stress management • 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
SWB-D5	To what extent does your district offer professional learning on fostering positive work culture?	Our district provides <u>continuous professional learning</u>* that is all the following: • Inclusive of content related to psychological safety, dependability, structure and clarity, meaning and impact, and conflict resolution • 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

* 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-D11	To what extent does your district provide opportunities for staff to display gratitude toward each other?	Our district promotes staff gratitude in all the following ways: • Provides professional learning opportunities on the importance of gratitude to all staff (including non-instructional staff*) at least once per year • Assesses staff gratitude styles at least once per year • Aligns gratitude strategies to preferred styles • Reviews data to determine effectiveness of gratitude practices on all staff at least once per year
SHS-D4	To what extent does your district offer professional learning for school health services* staff?	Our district 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

Building Staff Capacity

Criteria	Question	Fully in Place**
SHS-D11	To what extent does your district have policies and procedures that address chronic health conditions* among students?	Our district policies and procedures regarding student chronic health conditions* address all the following: • Ensuring that school nurses* or other qualified staff* are involved in preventing and managing chronic health conditions* • Identifying and tracking students with chronic health conditions* • Requiring training for all staff on management procedures • Ensuring that school nurses* or other qualified staff* are available to dispense/deliver medications when needed • Requiring appropriate training for all staff that dispense/deliver medications • Providing case management • Providing referrals as needed
SHS-D12	To what extent does your district have policies and procedures that address medical emergencies*?	Our district policies and procedures regarding medical emergencies* address all the following: • Ensuring that school nurses* or other qualified staff* are involved in managing medical emergencies* • Requiring every school to have a written plan to address medical emergencies*, including assessing, managing, and referring students and staff members to the appropriate level of care • Requiring the stocking, administration, and tracking of emergency medications • Providing training for all staff (including non-instructional staff*) on emergency procedures • Providing appropriate training for all staff that dispense/ deliver medications

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 https://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-22-2017/No3-Sep-2017/Interprofessional-Collaborative-Practice-School-Nursing.html

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

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

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 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

* Glossary item
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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 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/

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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

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

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

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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

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.* https://hearts.ucsf.edu/hearts-trauma-informed-principles

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

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