



# AMERICA'S HEALTHIEST SCHOOLS

## 2025 Award Guide

## What is America's Healthiest Schools?

America's Healthiest Schools celebrates schools for implementing evidence-based practices to support the physical, mental, and social-emotional health needs of their learning community.

Schools function best when students and educators are happy and healthy. Alliance for a Healthier Generation's annual recognition program honors schools for the key role they play in advancing the health and well-being of students, staff, and families.

Awardees verify implementation of prioritized criteria from the [Thriving Schools Integrated Assessment](#), a self-assessment tool that helps school communities identify strengths and opportunities for improving policies and practices in the ways that matter most to them.

## Why apply for America's Healthiest Schools?

Earning recognition indicates your school community is a leader in equitable whole-child health.

Awardees will be included in the [national list](#) of America's Healthiest Schools seen by millions nationwide each year through local and national media. Awardees will receive a digital award package to help schools share their health achievements with their school community.

Watch video: [What does it mean to be one of America's Healthiest Schools?](#)

## Who can apply for this recognition?

Any public or private school under the direction of a Local Educational Agency, Charter Management Organization (CMO), or Bureau of Indian Education in the United States is eligible to apply for recognition as one of America's Healthiest Schools, including elementary, middle, and high schools.

Early childhood centers, virtual, and non-traditional schools may apply in the topic areas applicable to their learning environment. Schools may apply each year, and there is no limit to how many schools can apply and be awarded.

School administrators, teachers, or school staff need to complete the online application. School teams may apply for recognition in one or more topic areas—up to nine total.

School system staff may provide professional learning and implementation support for the award criteria. To encourage your school teams to apply, District and CMO administrators may use the [Communication Guide](#), [flyer](#), [presentation slides](#), and America's Healthiest School Readiness Tool by joining their district team in the [Action Center](#).

## How can my school team apply?

### 1. Decide which topic area(s) to include in your application.

- Join your school team in the [Action Center](#).
- Answer the assessment questions in the [America's Healthiest Schools Readiness Tool](#) to determine which topic(s) to include in your application.

Watch a [video tour](#) of the readiness tool.

### 2. Gather the required evidence.

- After you know the topic(s) your school will include in your application use this Award Guide to prepare the required evidence.
- For each topic included in your application, you will provide implementation details and upload documentation sent to students, families, or staff.

### 3. Submit your application.

- When the online application opens, go to your school's [Dashboard](#) in the Action Center.
- The school staff member, teacher, or administrator most knowledgeable of how each practice was implemented should complete a topic's questions.
- Each topic in the application will take about 30 minutes to complete.
- Multiple school team members may work on the application at the same time and return before submitting. The application automatically saves your progress.
- Make sure all the required evidence is included in your application. There is no re-submission period to clarify or provide additional documentation.

Watch a [video tour](#) of the award application.



## What happens after our school application is submitted?

Our [subject-matter experts](#) review the provided documentation. To receive a topic award, all criteria in a single topic must be implemented and verified during the 2024-25 school year. Schools are recognized in one or more topic areas—up to nine total. All-Star Awardees achieve recognition in all nine topic areas.

In the summer, applicants are notified which topic areas were awarded. America's Healthiest Schools national announcement will take place in the fall in conjunction with school communities' celebratory events.

## How can I learn more and access support?

The Healthier Generation team provides technical assistance, training, and resources to health champions, like you, to support equitable whole-child health.

Call 888-543-4584, [email](#), or schedule a [virtual chat](#) with our [Member Engagement & Support Team](#) or your Program Manager. For more information, visit the [Award homepage](#).



Is your school one of [America's Healthiest Schools](#)? Get started today. Access free resources, tools, and trainings in the [Healthier Generation Action Center](#). Need support? Visit our [Get Help](#) page, call (888) 543-4584 or e-mail [help@healthiergeneration.org](mailto:help@healthiergeneration.org).

## Application Timeline

Application Opens: January 7, 2025

Application Closes: April 15, 2025

Award Notifications: Summer 2025

Award Celebration: Fall 2025

## Tips for Applying

- Answer the assessment questions in the [America's Healthiest Schools Readiness Tool](#) to determine which topic(s) to include in your application.
- [Invite](#) all school team members who will upload the required evidence for each topic criteria. Multiple school team members may work on the application at the same time. The application automatically saves your progress.
- Don't wait! Begin collecting required evidence in a shared online folder.
- [Get help](#) and apply early.

To receive a topic award, all criteria in a single topic must be implemented and verified during the 2024-25 school year.

School teams may apply for recognition in one or more topic areas—up to nine total.

| TOPIC AWARDS  | TOPIC AWARD DESCRIPTIONS   | AWARD CRITERIA   | TEAM'S NOTES |
|---|--|--|--------------|
| <a href="#"><u>Supporting School Health Services</u></a>                    | Recognizes school teams that routinely conduct health screenings, address chronic health conditions, and provide a pathway for students with health concerns to receive additional support from the school or community-based providers.         | <a href="#"><u>SHS-S10</u></a> , <a href="#"><u>SHS-S11</u></a> ,<br><a href="#"><u>SHS-S16</u></a>                                  |              |
| <a href="#"><u>Implementing Local School Wellness Policy</u></a>            | Recognizes school teams that implement the district wellness policy with the support of a diverse set of representatives, set measurable goals, and reflect on progress, successes, and challenges.  | <a href="#"><u>LWP-S1</u></a> , <a href="#"><u>LWP-S2</u></a> ,<br><a href="#"><u>LWP-S3</u></a>                                     |              |
| <a href="#"><u>Improving Nutrition &amp; Food Access</u></a>                | Recognizes school teams that implement strategies to maximize school meal participation, meaningfully collaborate with teachers on nutrition education, and partner with community organizations to improve families' nutrition security.        | <a href="#"><u>NFA-S8</u></a> , <a href="#"><u>NFA-S16</u></a> ,<br><a href="#"><u>NFA-S5</u></a>                                    |              |
| <a href="#"><u>Bolstering Physical Education &amp; Activity</u></a>         | Recognizes school teams that provide physical education using an evidence-based curriculum and integrate physical activity opportunities throughout the school day with all students, including students with special health needs.              | <a href="#"><u>PEA-S8</u></a> , <a href="#"><u>PEA-S9</u></a> ,<br><a href="#"><u>PEA-S11</u></a> , <a href="#"><u>PEA-S12</u></a>   |              |
| <a href="#"><u>Enriching Health Education</u></a>                           | Recognizes school teams that provide health education to all students, using an evidence-based curriculum, and prioritize opportunities for students to practice skills to maintain and improve their health.                                    | <a href="#"><u>HED-S7</u></a> , <a href="#"><u>HED-S8</u></a> ,<br><a href="#"><u>HED-S9</u></a>                                     |              |
| <a href="#"><u>Strengthening Social-Emotional Health &amp; Learning</u></a> | Recognizes school teams that positively motivate participation and learning, implement an evidenced-based social-emotional learning curriculum, and provide opportunities for students to regulate their emotions and learn from their mistakes. | <a href="#"><u>SEH-S13</u></a> , <a href="#"><u>SEH-S15</u></a> ,<br><a href="#"><u>SEH-S14</u></a> , <a href="#"><u>SEH-S23</u></a> |              |
| <a href="#"><u>Promoting Tobacco-Free Schools</u></a>                       | Recognizes school teams that address tobacco use in youth through prevention education, actively engage students in promoting a tobacco-free campus, and provide support and cessation intervention when students vape or use tobacco products.  | <a href="#"><u>TOB-S8</u></a> , <a href="#"><u>TOB-S6</u></a> ,<br><a href="#"><u>TOB-S4</u></a>                                     |              |
| <a href="#"><u>Cultivating Staff Well-Being</u></a>                         | Recognizes school teams that provide resources to support breaks for all staff during the instructional day, actively promote staff relationship-building, and foster a culture of gratitude among colleagues.                                   | <a href="#"><u>SWB-S11</u></a> , <a href="#"><u>SWB-S8</u></a> ,<br><a href="#"><u>SWB-S9</u></a>                                    |              |
| <a href="#"><u>Increasing Family &amp; Community Engagement</u></a>         | Recognizes school teams that gather input from the school community, engage parents and caregivers in meaningful ways to support student success, and connect families to resources related to social drivers of health.                         | <a href="#"><u>FCE-S8</u></a> , <a href="#"><u>FCE-S10</u></a> ,<br><a href="#"><u>FCE-S6</u></a>                                    |              |

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## Supporting School Health Services

All three (3) criteria must be fully in place during the 2024-25 school year.

## REQUIRED EVIDENCE

## TEAM'S NOTES

**Conducting physical health screenings (SHS-S10)**Find [related resources](#) in the Action Center.

Before providing evidence, confirm your school site implemented this award criteria.

- Our school conducted [physical health screenings](#) (e.g., routine immunizations, hearing, vision, asthma, dental) this school year that were all of the following:
  - Overseen by [school nurses](#) or other [qualified staff](#)
  - Conducted using [evidence-based](#) tools and procedures
  - Completed by staff with appropriate training
  - Compliant with national referral and rescreening guidelines

1 of 7. Select the **physical health screenings** conducted with students this school year.

- Routine immunizations
- Hearing
- Vision
- Asthma
- Dental
- Scoliosis
- Other physical health screenings described below

2 of 7. Describe how your school team **communicated with families** about conducting the selected physical health screenings.

3 of 7. Upload at least one (1) **communication document** sent to families about conducting physical health screenings.

Reminder: **Redact student information** on documents.

*Examples:*

- *Letter sent to families with health screening results from this school year, **Mark out student information.***
- *Communication sent to families or posted in school about upcoming health screenings*
- *Schedule or calendar of health screenings conducted by grade level sent to school staff*

*Notes:*

- Documents uploaded that do not **mark out student identifiers** (e.g., name, DOB, etc.) will result in this topic not being awarded.

## Supporting School Health Services

All three (3) criteria must be fully in place during the 2024-25 school year.

REQUIRED EVIDENCE

TEAM'S NOTES

### Addressing chronic health conditions (SHS-S11)

Before providing evidence, confirm your school site implemented this award criteria.

- Our school addressed [chronic health conditions](#) among students in all the following ways:
  - Ensured that [school nurses](#) or other [qualified staff](#) are available to dispense/deliver medications when needed
  - Provided relevant training for all staff that dispense/deliver medications
  - Provided case management to students with chronic health conditions
  - Provided referrals to other providers when applicable

4 of 7. Describe how the school nurse or other qualified staff **involved students, caregivers, staff, and medical providers** to manage students' chronic health conditions.

5 of 7. This question has been removed and related evidence is no longer required for the 2025 application.

Find [related resources](#) in the Action Center.

## Supporting School Health Services

All three (3) criteria must be fully in place during the 2024-25 school year.

REQUIRED EVIDENCE

TEAM'S NOTES

### Referral pathway for students with health concerns (SHS-S16)

Before providing evidence, confirm your school site implemented this award criteria.

- [School nurses](#) or other [qualified staff](#) oversee a [referral pathway](#) that included all the following:
  - A process for contacting families and caregivers to obtain consent
  - Trainings for all staff on the [referral pathway](#)
  - Partnerships with [community-based healthcare providers](#)
  - Regular review of outcomes to assess/improve effectiveness of the pathway

6 of 7. Describe your school team's process for **informing caregivers** of a student's new health concern or failed health screening, **making a referral** to a community-based healthcare provider, and **following up** to ensure services were accessed.

7 of 7. This question has been removed and related evidence is no longer required for the 2025 application.

Find [related resources](#) in the Action Center.

## Implementing Local School Wellness Policy

All three (3) criteria must be fully in place during the 2024-25 school year.

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### School coordination team for district wellness policy (LWP-S1)

Find [related resources](#) in the Action Center.

Before providing evidence, confirm your school site implemented this award criteria.

- Our school established a [team](#) that did all the following:
  - Coordinated the implementation of the district [wellness policy](#) at our school
  - Ensured members were [representative](#) of our [school community](#)
  - Met at least four times this school year

1 of 8. Select the **roles represented on the school's established team** that regularly attended meetings and supported the implementation of the district wellness policy this school year.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> School administrator                | <input type="checkbox"/> Teacher                           | <input type="checkbox"/> Student                    |
| <input type="checkbox"/> School nurse                        | <input type="checkbox"/> School counselor or social worker | <input type="checkbox"/> Parent or caregiver        |
| <input type="checkbox"/> Cafeteria manager                   | <input type="checkbox"/> School custodian                  | <input type="checkbox"/> Community member           |
| <input type="checkbox"/> Health & physical education teacher | <input type="checkbox"/> School staff member               | <input type="checkbox"/> Other role described below |
|  | <input type="checkbox"/> Out-of-school time staff member   |   |

2 of 8. Describe **how often** your school wellness team met, and how your team **worked with the school principal** to implement the district wellness policy.

3 of 8. Upload at least one (1) **meeting agenda** sent to the school wellness team about implementing the district wellness policy.

Reminder: **Redact student information** on documents.

*Examples:*

- *An agenda with an attendee list and wellness topics discussed on school letterhead. **Mark out student information.***
- *Meeting minutes sent to the school team with action items or next steps to implement district wellness policy.*
- *An email reminder sent with wellness practices and policies as agenda items for an upcoming school wellness team meeting.*

**Notes:**

- An uploaded district wellness policy **does not verify** the school established a coordination team and this topic will not be awarded.
- Documents uploaded that do not **mark out student identifiers** (e.g., name, DOB, etc.) will result in this topic not being awarded.



## Implementing Local School Wellness Policy

All three (3) criteria must be fully in place during the 2024-25 school year.

| REQUIRED EVIDENCE   | TEAM'S NOTES  |
|---|---|
| <p><b>Measuring district wellness policy progress (LWP-S2)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li>❑ Our school used an <a href="#">evidence-based</a> assessment tool(s) to measure progress made in implementing the district <a href="#">wellness policy</a> this school year.</li> </ul> <p>4 of 8. Upload at least one (1) <b>completed school-level assessment tool</b> used to measure compliance and progress made on wellness policies and student wellness goals this school year.</p> <p><a href="#">Watch this video and read instructions</a> on how to download reports in the <a href="#">Healthier Generation Action Center</a>.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Healthier Generation Action Center's</i> downloaded report with assessment questions answered or updated this school year:             <ul style="list-style-type: none"> <li>▪ <a href="#">Implementing Local School Wellness Policy</a> topic questions in the <a href="#">Thriving Schools Integrated Assessment</a></li> <li>▪ <a href="#">Healthy Schools Assessment</a></li> <li>▪ <i>Custom assessments including wellness policy questions such as the South Carolina Healthy Schools Assessment and SDUSD Thriving Schools Integrated Assessment.</i></li> </ul> </li> <li>▪ <i>Overall scorecard from <a href="#">CDC's School Health Index</a> showing school team completed or updated all 8 modules this school year.</i></li> <li>▪ <a href="#">District-written survey</a> completed by the school team measuring the compliance and progress with wellness policies and practices.</li> </ul> <p>Note: Uploading any of the following assessment tool's results <b>does not verify</b> the school team measured progress of the district wellness policy and this topic will not be awarded.</p> <ul style="list-style-type: none"> <li>▪ <a href="#">WellSAT</a> district scorecard measures the comprehensiveness and strength of the Local School Wellness Policy language.</li> <li>▪ Student surveys asking about health-related behaviors (e.g., CDC's Youth Risk Behavior Surveillance Survey or California or Colorado Healthy Kids Survey).</li> <li>▪ The RISE Index in the Action Center assesses practices and policies promoting the social-emotional health of staff and students.</li> <li>▪ America's Healthiest Schools Readiness Tool does not measure compliance and progress on wellness policy components.</li> </ul> <p>5 of 8. Describe the <b>strengths and opportunities</b> identified by the school team when analyzing the assessment results on implementing the district wellness policy.</p> | <p>Find <a href="#">related resources</a> in the Action Center.</p> |

## Implementing Local School Wellness Policy

All three (3) criteria must be fully in place during the 2024-25 school year.

| REQUIRED EVIDENCE  | TEAM'S NOTES  |
|--|---|
| <p><b>School continuous improvement process for district wellness policy (LWP-S3)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Our school used a <a href="#">continuous improvement process</a> to coordinate implementation of the district <a href="#">wellness policy</a> that included all the following:           <ul style="list-style-type: none"> <li>▪ Engaged a diverse set of key representatives in developing a shared vision of success</li> <li>▪ Assessed strengths and opportunities for incremental improvement using <a href="#">disaggregated data</a></li> <li>▪ Set measurable goals based on priorities</li> <li>▪ Created a detailed action plan</li> <li>▪ Connected representatives with necessary resources and information, including data to measure progress</li> <li>▪ Evaluated and reflected on progress, successes, and challenges</li> </ul> </li> </ul> <p>6 of 8. Select the district wellness policy's goal component(s) the school team <b>prioritized</b> this school year.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student nutrition education and promotion activities</li> <li><input type="checkbox"/> Student physical activity opportunities</li> <li><input type="checkbox"/> Other school-based activities that promote student wellness described below</li> </ul> <p>7 of 8. Provide the <b>student wellness goal(s) prioritized</b> or <b>specific action steps</b> taken by your school wellness team to improve wellness policy implementation.</p> <p>Note: Staff well-being or non-school-based activities that promote student wellness <b>does not verify</b> an improvement process for the district wellness policy's <a href="#">federal required components</a> and this topic will not be awarded.</p> <p>8 of 8. Describe the <b>progress, successes, challenges, and observed benefits to student health and learning</b> while working on the prioritized wellness goals.</p> | <p>Find <a href="#">related resources</a> in the Action Center.</p> |

## Improving Nutrition & Food Access

All three (3) criteria must be fully in place during the 2024-25 school year.

| REQUIRED EVIDENCE  | TEAM'S NOTES  |
|--|---|
| <p><b>School strategies to maximize school meal program participation (NFA-S8)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li>□ Our school implemented at least three of the following strategies to maximize participation in <a href="#">school meal programs</a> this school year:           <ul style="list-style-type: none"> <li>▪ Universal free school meals or Community Eligibility Provision (CEP)</li> <li>▪ Breakfast in the classroom</li> <li>▪ Second chance breakfast</li> <li>▪ Alternative points of sale for reimbursable meals (e.g., outside lines, kiosks, grab and go options, reimbursable vending machines)</li> <li>▪ Marketing and merchandising techniques (e.g., attractive presentation, healthy options easily accessible, inviting cafeteria environment)</li> <li>▪ Seeking feedback from the <a href="#">school community</a> through social media posts, taste tests and surveys</li> </ul> </li> </ul> <p>1 of 8. Describe <b>at least three (3) strategies</b> your school nutrition staff implemented to maximize participation in school meals (i.e., breakfast, lunch, or afterschool meal) and how the strategies <b>increased school meal participation</b>.</p> <p>2 of 8. Upload at least one (1) <b>communication document</b> sent to families to <b>increase school meal participation</b>.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Flyer or other communication promoting universal free school meals or CEP</i></li> <li>▪ <i>Communication promoting availability of school meals (e.g., breakfast in the classroom, second chance breakfast, grab and go breakfast and/or lunch, outside lines, kiosks, food truck, reimbursable vending machines, or after-school meals)</i></li> <li>▪ <i>Letter or other communication with eligibility and enrollment information for free-and reduced-price meal programs in languages that reflect the diversity of the community</i></li> <li>▪ <i>Social media post or other communication for an upcoming taste testing event for students to identify new menu items</i></li> </ul> <p>3 of 8. Upload at least one (1) <b>communication document</b> sent to families to <b>promote the benefits of school meals</b>.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Family communication spreading the word about the importance of school meals (e.g., during new student enrollment, back-to-school, open house)</i></li> <li>▪ <i>Menu or other communication to students promoting access to appealing and/or local <a href="#">farm-to-school</a> ingredients.</i></li> <li>▪ <i>Flyer marketing special events to incentivize meal participation, such as themed celebrations related to learning projects, raffle prizes for the grade with the highest participation, or National School Breakfast or Lunch Week.</i></li> </ul> | <p>Find <a href="#">related resources</a> in the Action Center.</p> |

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| Improving Nutrition & Food Access   | All three (3) criteria must be fully in place during the 2024-25 school year. |
|---|---|
| REQUIRED EVIDENCE   | TEAM'S NOTES  |
| <p><b>School-level collaboration for student nutrition education (NFA-S16)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li>❑ Nutrition services staff and teachers collaborated to provide <a href="#">culturally responsive</a> nutrition education opportunities for all students at least once per year.</li> </ul> <p>Collaboration on nutritional education includes student tours of the cafeteria, meet and greets with cafeteria staff, preparation and/or presentation of nutrition education lessons, cooking demonstrations, and tasting parties.</p> <p>4 of 8. Describe how nutrition service staff and teachers <b>collaborated</b> to provide nutrition education opportunities <b>at least once with each grade of students</b>.</p> <p>Note: Nutrition education provided only by teachers <b>does not verify</b> school-level collaboration with nutrition service staff and this topic will not be awarded.</p> <p>5 of 8. Upload at least one (1) <b>nutrition education activity or lesson plan</b> provided by nutrition service staff and teachers.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>▪ <i>Cooking demonstration on how to prepare a nutritious food reflective of the cultures and diversity of the community.</i></li> <li>▪ <i>Student tasting party where teachers and cafeteria staff guided students on trying new locally sourced menu items and learned where it is grown, how it is prepared, and its nutritional benefits.</i></li> <li>▪ <a href="#">Nutrition education lesson</a> about foods served for school breakfast and lunch with nutrition service staff.</li> <li>▪ <i>Hands-on activity measuring out fruit and vegetable servings sizes to obtain the recommended servings per day for students' ages.</i></li> </ul> <p>Note: An uploaded nutrition poster or cafeteria photo <b>does not verify</b> collaboration for student nutrition education and this topic will not be awarded.</p> <p>6 of 8. Describe the uploaded nutrition education opportunity, which <b>grade(s) participated</b> with nutrition services staff, and what <b>students learned about nutrition</b>.</p> | <p>Find <a href="#">related resources</a> in the Action Center.</p>           |

## Improving Nutrition & Food Access

All three (3) criteria must be fully in place during the 2024-25 school year.

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### School collaboration to support nutrition and food access (NFA-S5)

Find [related resources](#) in the Action Center.

Before providing evidence, confirm your school site implemented this award criteria.

- Our school's process for collaborating with community organizations to support nutrition and [food access](#) for students, staff, and families this school year included all the following:
  - Shared goals
  - Defined roles and responsibilities
  - Ongoing communication
  - Evaluation plans

7 of 8. Describe how your school's nutrition staff collaborated with at least one (1) **community organization** to support nutrition and food access for students, staff, or families, include the **shared goals, roles, and responsibilities**, and how the partnership **increased food access or nutrition security**.

*Examples:*

- *Weekly programming such as backpack food programs, a food pantry in the school, or farmers markets on or near school site.*
- *Partnering on programming or connecting families to local food banks or food rescue organizations.*
- *School hosting an event or inviting local organizations to enroll participants in programs such as the Supplemental Nutrition Assistance Program (SNAP) and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).*

8 of 8. Upload at least one (1) **communication document** sent to families and school staff sharing **how the partnering community organization supported nutrition and food access** for students, staff, or families.

*Examples:*

- *Letter or other communication connecting families to available community-based food assistance partners.*
- *Food access program event flyer or other communication sent to families to enroll in backpack program, SNAP, WIC, etc.*



**Bolstering Physical Education and Activity**

All four (4) criteria must be fully in place during the 2024-25 school

| REQUIRED EVIDENCE   | TEAM'S NOTES  |
|---|---|
| <p><b>Providing physical education (PEA-S8)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li>❑ Our school provided physical education (PE) in all grades. Providing physical education in all grades included offering physical education as an elective course available to all secondary students.</li> </ul> <p>1 of 9. For <b>elementary grades</b>, provide how many <b>physical education instructional minutes</b> students received in a typical week by grade level.</p> <p>For <b>secondary grades</b>, provide the <b>physical education course names</b> required or offered as an elective for each grade this school year.</p> <p>2 of 9. Upload the <b>physical education requirement sent to families</b> stating that instructional staff provided PE in all grades or offered PE as an elective course available to all secondary students.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Graduation requirements stating PE courses required for high school diploma.</i></li> <li>▪ <i>Student handbook stating how often middle school students receive PE instruction.</i></li> <li>▪ <i>School procedure stating how PE instruction is provided with other elementary subjects.</i></li> <li>▪ <i>Letter or other communication sent to families on how PE is provided in all grades.</i></li> </ul> | <p>Find <a href="#">related resources</a> in the Action Center.</p> |

## Bolstering Physical Education and Activity

All four (4) criteria must be fully in place during the 2024-25 school

| REQUIRED EVIDENCE   | TEAM'S NOTES  |
|---|---|
| <p><b>School physical education curriculum requirements (PEA-S9)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li>□ Our school required all teachers that provided physical education (PE) instruction to use a curriculum that is all the following:           <ul style="list-style-type: none"> <li>▪ <a href="#">Developmentally appropriate</a></li> <li>▪ <a href="#">Culturally responsive</a></li> <li>▪ <a href="#">Sequential</a></li> <li>▪ Consistent with national or state standards for PE</li> </ul> </li> </ul> <p>3 of 9. Provide the <b>physical education curriculum's name(s)</b> used by all teachers that provide PE instruction (e.g., <a href="#">SPARK PE</a>, <a href="#">CATCH</a>, <a href="#">OPEN Curriculum</a>, or district-written curriculum).</p> <p>4 of 9. Describe how the curriculum sequence was aligned to <b>national or state physical education standards</b> and how instruction maximized <b>participation for every student</b> (i.e., students were moderate to vigorous physically active for at least 50 percent of PE class time).</p> <p>5 of 9. Upload at least one (1) <b>physical education lesson or unit plan</b> that includes strategies to engage students in <a href="#">moderate to vigorous physically active</a> for at least 50 percent of PE class time.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Lesson plan aligned to PE standards that starts class with an instance activity, brief instructions, individual or small group practice.</i></li> <li>▪ <i>Unit plan showing how skills are modeled and practiced sequentially to ensure students achieve the PE standard.</i></li> </ul> <p><b>Note:</b> An uploaded health education lesson or unit plan <b>does not verify</b> using a physical education curriculum and this topic will not be awarded.</p> | <p>Find <a href="#">related resources</a> in Action Center.</p> |

## Bolstering Physical Education and Activity

All four (4) criteria must be fully in place during the 2024-25 school

| REQUIRED EVIDENCE   | TEAM'S NOTES  |
|---|---|
| <p><b>Opportunities for student physical activity (PEA-S11)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students were provided opportunities to engage in <b>at least 30 cumulative minutes of physical activity</b> during each school day (e.g., recess, physical activity breaks, active instruction). Physical activity minutes <b>did not include</b> physical education instruction or class transitions.</li> </ul> <p>6 of 9. Select the <b>physical activity opportunities provided</b> to ensure all students are provided at least 30 cumulative minutes of physical activity during the school day.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students scheduled for at least 20 minutes of recess each school day</li> <li><input type="checkbox"/> Classrooms use physically active brain breaks or energizers</li> <li><input type="checkbox"/> Teachers integrate movement into academic lessons</li> <li><input type="checkbox"/> Beginning of the school day or afternoon school-wide physical activity opportunity</li> <li><input type="checkbox"/> Other student physical activity during the school day described below</li> </ul> <p>7 of 9. Describe how physically active is <b>integrated throughout the learning environment</b> to engage students in at least 30 cumulative minutes of physical activity during a typical school day.</p> <p>Note: Including physical education instruction or class transitions <b>does not verify</b> at least 30 cumulative minutes of physical activity and the topic will not be awarded.</p> | <p>Find <a href="#">related resources</a> in the Action Center.</p> |

## Bolstering Physical Education and Activity

All four (4) criteria must be fully in place during the 2024-25 school

| REQUIRED EVIDENCE  | TEAM'S NOTES  |
|--|---|
| <p><b>Inclusion in physical activity (PEA-S12)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Our school required all staff (including <a href="#">non-instructional staff</a>) who provided physical activity opportunities to make appropriate accommodations to ensure all students, including those with <a href="#">special health care needs</a>, were provided equitable opportunities to participate.</li> </ul> <p>8 of 9. Select the <a href="#">inclusive physical activity practices</a> used by all staff, including non-instructional staff, to ensure all students, including those with special health care needs, are provided equitable and inclusive opportunities to participate in physical activity (e.g., recess, physical activity breaks, active learning).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust the task and environment to suit students' abilities</li> <li><input type="checkbox"/> Use visual and verbal start/stop signals</li> <li><input type="checkbox"/> Use visual and verbal cues</li> <li><input type="checkbox"/> Modify lighting and/or sounds to meet sensory needs</li> <li><input type="checkbox"/> Provide physical assistance</li> <li><input type="checkbox"/> Provide peer assistance</li> <li><input type="checkbox"/> Use videos, graphics, and pictures as visual examples</li> <li><input type="checkbox"/> Use proximity strategies</li> <li><input type="checkbox"/> Provide options for activities</li> <li><input type="checkbox"/> Modify type, intensity, and length of activity if indicated in Individualized Education Plans (IEP), chronic health condition action plans, or <a href="#">504 plans</a>.</li> <li><input type="checkbox"/> Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed</li> </ul> <p>9 of 9. Describe what <b>staff guidance</b> was provided on inclusive physical activity modifications and accommodations, what <b>materials</b> were available, and how <b>students with special health care needs were physically activity</b> during the school day.</p> <p>Note: Providing inclusive physical education (PE) instruction <b>does not verify</b> school staff provide inclusive physical activity outside of PE class and the topic will not be awarded.</p> | <p>Find <a href="#">related resources</a> in the Action Center.</p> |

| Enriching Health Education  | All three (3) criteria must be fully in place during the 2024-25 school year |
|---|--|
| REQUIRED EVIDENCE   | TEAM'S NOTES   |
| <p><b>Providing health education (HED-S7)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li>❑ Our school provided <a href="#">health education</a> to all students by requiring a stand-alone health education course or incorporating health education into another subject provided to all students, such as science.</li> </ul> <p>1 of 8. Describe <b>how often</b> students had health education instruction and whether health education lessons were <b>standalone or integrated</b> into other instruction such as science, physical education (PE), or English language arts (ELA).</p> <p>2 of 8. Upload the <b>health education requirement sent to families</b> stating that instructional staff provided health education to all students.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Graduation requirement stating health education is a stand-alone, semester course required for a high school diploma.</i></li> <li>▪ <i>Student handbook stating health education is taught during physical education class in all middle school grades.</i></li> <li>▪ <i>School procedure stating health education is taught as a science unit for all elementary students.</i></li> <li>▪ <i>Letter or other communication sent to families on how health education is provided to all students.</i></li> </ul> <p>Note: Health education only offered as an elective course <b>does not verify</b> all students were provided health education and this topic will not be awarded.</p> | <p>Find <a href="#">related resources</a> in the Action Center.</p>          |



## Enriching Health Education

All three (3) criteria must be fully in place during the 2024-25 school year

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### School health education curriculum requirements (HED-S8)

Find [related resources](#) in the Action Center.

Before providing evidence, confirm your school site implemented this award criteria.

- Our school required all teachers that provide [health education](#) instruction to use a curriculum that is all the following:
  - [Developmentally appropriate](#)
  - [Culturally responsive](#)
  - [Sequential](#)
  - Consistent with national or state standards for [health education](#)

3 of 8. Provide the **health education curriculum's name(s)** used by all teachers that provide health education instruction (e.g., ETR's HealthSmart, SPARK's Healthy Lifestyle Choices, or district-written curriculum).

Note: Physical education curriculum (e.g., SPARK PE) **does not verify** using a health education curriculum and this topic will not be awarded.

4 of 8. Select the health education **curriculum topics** that were taught this school year.

- |   |   |
|---|---|
| <input type="checkbox"/> Personal health      | <input type="checkbox"/> Mental and emotional health        |
| <input type="checkbox"/> Family health        | <input type="checkbox"/> Injury prevention and safety       |
| <input type="checkbox"/> Community health     | <input type="checkbox"/> Nutrition                          |
| <input type="checkbox"/> Consumer health      | <input type="checkbox"/> Prevention and control of disease  |
| <input type="checkbox"/> Environmental health | <input type="checkbox"/> Substance use and abuse            |
| <input type="checkbox"/> Sexuality education  | <input type="checkbox"/> Other health topic described below |

5 of 8. Describe how the curriculum sequence was aligned to **national or state health education standards** and how the selected health education topics were informed by **student and community health needs**.

| Enriching Health Education   | All three (3) criteria must be fully in place during the 2024-25 school year |                |  |                   |                               |                                |                   |  |   |
|--|--|----------------|--|-------------------|-------------------------------|--------------------------------|-------------------|--|---|
| REQUIRED EVIDENCE  | TEAM'S NOTES   |                |  |                   |                               |                                |                   |  |   |
| <p><b>Opportunities to practice health education skill (HED-S9)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li>❑ All teachers providing <a href="#">health education</a> instruction at our school provided all students opportunities to practice the skills needed to maintain and improve their health through all the following: <ul style="list-style-type: none"> <li>▪ Discussing the importance of the skill, its relevance, and its relationship to other learned skills</li> <li>▪ Presenting steps for developing the skill</li> <li>▪ Modeling the skill</li> <li>▪ Practicing and rehearsing the skill using real-life scenarios</li> <li>▪ Providing feedback and reinforcement</li> </ul> </li> </ul> <p>6 of 8. Select the health education skills that <b>students practiced</b> during health education instructional time this school year.</p> <table border="0"> <tr> <td>❑ Analyzing influences</td> <td>❑ Goal setting</td> </tr> <tr> <td>❑ Accessing valid and reliable resources</td> <td>❑ Self-management</td> </tr> <tr> <td>❑ Interpersonal communication</td> <td>❑ Advocacy for self and others</td> </tr> <tr> <td>❑ Decision-making</td> <td></td> </tr> </table> <p>7 of 8. Upload at least one (1) <b>health education lesson or unit plan</b> that included opportunities for students to practice or rehearse one or more health education skill.</p> <p><i>Health education skills are analyzing influences, accessing valid and reliable resources, interpersonal communication, decision making, goal setting, self-management, and advocacy for self and others.</i></p> <p>Note: An uploaded physical education skill-building lesson or unit plan <b>does not verify</b> practicing health education skills and this topic will not be awarded.</p> <p>8 of 8. Describe the <b>health education skill(s)</b> in the uploaded lesson or unit plan and <b>how students practiced or rehearsed</b> using real-life scenarios.</p> | ❑ Analyzing influences   | ❑ Goal setting | ❑ Accessing valid and reliable resources | ❑ Self-management | ❑ Interpersonal communication | ❑ Advocacy for self and others | ❑ Decision-making |  | <p>Find <a href="#">related resources</a> in the Action Center.</p> |
| ❑ Analyzing influences   | ❑ Goal setting   |                |  |                   |                               |                                |                   |  |   |
| ❑ Accessing valid and reliable resources   | ❑ Self-management  |                |  |                   |                               |                                |                   |  |   |
| ❑ Interpersonal communication  | ❑ Advocacy for self and others   |                |  |                   |                               |                                |                   |  |   |
| ❑ Decision-making  |  |                |  |                   |                               |                                |                   |  |   |

## Strengthening Social-Emotional Health & Learning

All four (4) criteria must be fully in place during the 2024-25 school

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### Positive motivation methods for student learning (SEH-S13)

Find [related resources](#) in the Action Center.

Before providing evidence, confirm your school site implemented this award criteria.

- Instructional staff used all the following methods to motivate learning and class participation:
  - Providing consistent opportunities for student connection
  - Structuring classes to be responsive to student perspectives and needs
  - Providing opportunities for student voice in school policies and practices
  - Providing opportunities for students to set their own goals and supporting their progress
  - Aligning evaluation with a focus on improvement and mastery
  - Using developmentally appropriate rewards and avoiding the use of food as a reward or incentive

1 of 9. Upload at least one (1) **communication document sent to families** on the positive motivation methods all teachers used to increase class participation and learning while avoiding the use of food as a reward or incentive.

Reminder: **Redact student information** on documents.

Examples:

- *Letter to families about specific positive motivation methods used for student learning.*
- *Completed student-led conference or student portfolio form showing students' goal setting and improvement in learning. **Mark out student information.***
- *School student handbook outlining opportunities for student voice and connection or positive motivation methods for learning.*
- *Positive Behavioral Interventions and Supports (PBIS) communication sent to families that clearly links how behavioral expectations enhance student learning and motivation.*

Notes:

- An uploaded behavior tracker with no connection to positive motivation methods **does not verify** this practice and this topic will not be awarded.
- Documents uploaded that do not **mark out student identifiers** (e.g., name, DOB, etc.) will result in this topic not being awarded.

2 of 9. Describe how the positive motivation method(s) in the uploaded communication document provided **opportunities for student voice, responded to student needs, or used goal setting to improve performance** for every grade level.

## Strengthening Social-Emotional Health & Learning

All four (4) criteria must be fully in place during the 2024-25 school

| REQUIRED EVIDENCE   | TEAM'S NOTES  |
|---|---|
| <p><b>School implementation of social-emotional learning (SEH-S15)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li>❑ Our school did all the following:           <ul style="list-style-type: none"> <li>▪ Implemented a <a href="#">social-emotional learning (SEL)</a> curriculum for all students at every grade level that is evidence-based, sequential, active, focused, and explicit</li> <li>▪ Provided <a href="#">continuous professional learning</a> to all staff (including <a href="#">non-instructional staff</a>) on <a href="#">SEL</a> curriculum implementation</li> <li>▪ Modeled and reinforced <a href="#">SEL</a> skills in all <a href="#">learning environments</a> daily</li> <li>▪ Reviewed data to determine the impact of <a href="#">SEL</a> curriculum</li> </ul> </li> </ul> <p>3 of 9. Provide the <b>social-emotional learning (SEL) curriculum's name(s)</b> used by all teachers that provide SEL instruction (e.g., <a href="#">Harmony SEL</a>, WINGS for Kids, Caring School Community, Second Step, MindUP).</p> <p>Note: Positive Behavioral Interventions and Supports (PBIS) <b>does not verify</b> SEL curriculum implementation and this topic will not be awarded.</p> <p>4 of 9. Describe <b>how often</b> each grade had SEL instruction, <b>what staff professional learning</b> on SEL implementation was provided this school year, and <b>how staff modeled and reinforced SEL skills</b> across all learning environments daily.</p> | <p>Find <a href="#">related resources</a> in the Action Center.</p> |

## Strengthening Social-Emotional Health & Learning

All four (4) criteria must be fully in place during the 2024-25 school

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### Calming spaces (SEH-S14)

Before providing evidence, confirm your school site implemented this award criteria.

- Our school's calming spaces were all the following:
  - Available in all [learning environments](#)
  - Accessible to all students when needed
  - [Developmentally appropriate](#)
  - Effective
  - Created in collaboration with students

5 of 9. Describe how all students had access to a calming space(s) to **self-regulate across learning environments**.

6 of 9. Upload at least one (1) guidance document sent to all school staff on **how to establish and maintain calming spaces**, including location, procedures for use, available materials, and accessibility to all students when needed.

*Examples:*

- *Student handbook or school procedure outlining how all students can access and use calming space(s).*
- *An email or other communication sent to all school staff outlining guidance on students accessing and using calming space(s).*

Note: An uploaded calming space article **does not verify** calming spaces were accessible to all students and this topic will not be awarded.

Find [related resources](#) in the Action Center.



## Strengthening Social-Emotional Health & Learning

All four (4) criteria must be fully in place during the 2024-25 school

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### Implementation of supportive disciplinary practices (SEH-S23)

Before providing evidence, confirm your school site implemented this award criteria.

- Our school did all of the following to implement [supportive disciplinary practices](#):
  - Used the principles of reflection and [restoration](#)
  - Allowed [exclusionary discipline](#) only as a last resort, including removal of extracurricular activities.
  - Prohibited the use or withholding of physical activity as punishment
  - Emphasized instruction through a process for referring students to [social-emotional behavioral \(SEB\) interventions](#)
  - Included timely communication with parents and caregivers
  - Reviewed disciplinary data, disaggregated by subpopulations, this school year

7 of 9. Describe how your school team responded to students' **minor behavior incidents** with the principles of reflection and restoration, prohibited the use of physical activity as punishment (e.g., walking laps), and used exclusionary practices (e.g., withholding recess) as a last resort.

8 of 9. Describe how your school team responded to students' **major behavior incidents** with the principles of reflection and restoration, may refer students to social-emotional behavioral (SEB) interventions, and used exclusionary discipline (e.g., removal from the learning environment) as a last resort.

9 of 9. Upload at least one (1) **communication document sent to families** sharing your supportive discipline practices used this school year.

*Examples:*

- *School-level discipline procedure shared with students and caregivers that reflects the principles of reflection and restoration.*
- *Letter to families about specific ways teachers will respond to behavior using supportive discipline practices.*

Note: An uploaded student code of conduct with in-school or out-of-school suspension without reflection and restoration **does not verify** implementation of supportive disciplinary practices and this topic will not be awarded.

Find [related resources](#) in the Action Center.

## Promoting Tobacco-Free Schools

All three (3) criteria must be fully in place during the 2024-25 school year.

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### School provides tobacco product education (TOB-S8)

Find [related resources](#) in the Action Center.

Before providing evidence, confirm your school site implemented this award criteria.

- Our district's [school-based tobacco product education](#) was provided at least once this school year to all K-12 students and included age-appropriate, [culturally responsive](#) direct instruction on skills to enable students to avoid [tobacco product](#) use.

1 of 8. Provide the **tobacco and vaping prevention instructional material or curriculum name(s)** used with **each grade** this school year. (e.g., [CATCH My Breath™](#), [Stanford Medicine's Vape-Free Curriculum](#), [Vaping: Know the Truth](#), [ASPIRE](#), county or state department of health materials).

2 of 8. Describe **how many lessons** each grade received on tobacco and vaping prevention and whether the lessons provided were **standalone or integrated** into other instruction such as health education, physical education (PE), science, or English language arts (ELA).

3 of 8. Upload at least one (1) **tobacco and vaping prevention lesson plan or unit plan** taught this school year.

*Examples:*

- *Lesson plan that includes students practicing refusal skills, communication, or goal setting to prevent or quit tobacco use and vaping.*
- *Student activity or project after completing an online, electronic course such as [Vaping: Know the Truth](#).*
- *City, county, state department of health or community partner tobacco prevention educational materials used by instructors.*

## Promoting Tobacco-Free Schools

All three (3) criteria must be fully in place during the 2024-25 school year.

| REQUIRED EVIDENCE   | TEAM'S NOTES  |
|---|---|
| <p><b>Student engagement in the district tobacco-free policy (TOB-S6)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Our school engaged students in implementing and improving the district tobacco-free policy this school year using at least two <a href="#">developmentally appropriate</a> methods: School Wellness Committee participation, student government, student surveys, student journalism, student-led campaigns or conferences, focus groups with students, or peer-to-peer education.</li> </ul> <p><i>Educators should have ensured efforts were accessible to all students and recognized the voices of all students, including students with disabilities and students whose first language is not English.</i></p> <p>4 of 8. Select <b>at least two (2) student engagement methods used</b> to implement and improve the district tobacco-free policy this school year that were <b>student-centered</b> and <b>developmentally appropriate</b>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student journalism shared with peers (e.g., writing activity, poster contest, or photovoice)</li> <li><input type="checkbox"/> Students designed and conducted surveys and helped share the results with the school community</li> <li><input type="checkbox"/> Student-led advocacy or community service for tobacco-free environments</li> <li><input type="checkbox"/> Student developed and led campaigns, conferences, or youth events in the school or community</li> <li><input type="checkbox"/> Focus groups held with students or conducted by students with their peers or community members</li> <li><input type="checkbox"/> Peer-to-peer education on tobacco products and/or cessation</li> <li><input type="checkbox"/> Student government provided input, developed, or led policy, curriculum, and program activities</li> <li><input type="checkbox"/> School Wellness Committee with student participation that co-developed and led tobacco prevention program activities</li> <li><input type="checkbox"/> Other student engagement method to implement or improve district tobacco-free policy described below</li> </ul> <p>5 of 8. Describe how students led <b>implementation</b> of the district tobacco-free policy with a selected student engagement method.</p> <p>6 of 8. Describe how students <b>improved</b> the district tobacco-free policy with a selected student engagement method.</p> <p>Note: Presentations by law enforcement, teachers, or community partners <b>does not verify</b> student engagement in the district tobacco-free policy and this topic will not be awarded.</p> | <p>Find <a href="#">related resources</a> in the Action Center.</p> |

Promoting Tobacco-Free Schools

All three (3) criteria must be fully in place during the 2024-25 school year.

REQUIRED EVIDENCE

TEAM'S NOTES

**Referral pathway for tobacco product and cessation programs (TOB-S4)**

Before providing evidence, confirm your school site implemented this award criteria.

- Our school's [referral pathway](#) for students identified as needing [tobacco product](#) education and [tobacco cessation programs](#) included all the following:
  - Identification of free or low-cost programs, including nationally recognized [tobacco cessation programs](#) (e.g., through Medicaid or community partners)
  - Decision rules for increasing and decreasing supports
  - Monitored intervention for effectiveness

7 of 8. Describe your school team's written referral pathway for **informing caregivers** of tobacco use or vaping incident, **making a referral** to student support services or a cessation program, and then **followed up** to ensure services were accessed.

For **elementary grades** describe how qualified school staff used a **written referral pathway** when a student was identified as needing mental health support, informed caregivers, and followed up to ensure services were accessed.

Note: Referral to law enforcement or courts that resulted in citation without treatment **does not verify** a referral pathway for student support or tobacco cessation and this topic will not be awarded.

8 of 8. This question has been removed and related evidence is no longer required for the 2025 application.

Find [related resources](#) in the Action Center.

## Cultivating Staff Well-Being

All three (3) criteria must be fully in place during the 2024-25 school year.

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### Space in school for staff breaks (SWB-S11)

Before providing evidence, confirm your school site implemented this award criteria.

- Our school had space(s) that did all of the following:
  - Provided easily accessible space(s) for all staff (including [non-instructional staff](#)) to take breaks
  - Encouraged relaxation
  - Fostered positive staff interactions
  - Allowed for acute stress-management

These functions may have occurred in one space or be distributed throughout multiple spaces.

1 of 10. Provide a list of school space(s) for staff breaks.

For each staff space include **whether instructional staff, non-instructional staff, or both may easily access the space for breaks** throughout the workday.

Note: Spaces with students, visitors, or used for other functions such as meetings or instruction **does not verify** the school has spaces for staff breaks and this topic will not be awarded.

2 of 10. Select the **items provided in your staff break space(s)** that encouraged relaxation, fostered positive staff interactions, and allowed for acute stress management.

- Room norms, agreements, or rules
- Conversation cards
- Snack station items, such as water and healthy snacks
- Exercise station items, such as yoga mats, resistance bands, small weights, and exercise cards
- Nap station items, such as comfortable pillow or chairs, mats, timer, and ear plugs
- Mindfulness station items, such as sensory toys, mindfulness activities, headphones, and meditation prompt or tracks
- Creative station items, such as building blocks, coloring pages, crayons, colored pencils, and crafts
- Reflection station items, such as journal prompts and blank paper
- Gratitude station items, such as notecards, kudos board, and box for private gratitude notes
- Other items provided in your staff break space(s) described below

3 of 10. Describe how the selected items in your staff break space(s) **reduced stress and increased well-being and resilience** for both instructional staff and non-instructional staff.

Find [related resources](#) in the Action Center.

## Cultivating Staff Well-Being

All three (3) criteria must be fully in place during the 2024-25 school year.

| REQUIRED EVIDENCE   | TEAM'S NOTES  |
|---|---|
| <p><b>Positive staff relationships promoted by school (SWB-S8)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li>❑ Our school promoted positive relationship building in all of the following ways:           <ul style="list-style-type: none"> <li>▪ Began meetings with a relationship-building activity (e.g., icebreaker, connection question)</li> <li>▪ Hosted all-staff events (e.g., potlucks, coffee talks) at least quarterly</li> <li>▪ Reviewed data to determine staff perceptions of relationships with colleagues at least once this school year</li> </ul> </li> </ul> <p>4 of 10. Describe at least two (2) free or low-cost all-staff events and how each event promoted positive relationships among colleagues (e.g., potlucks, coffee talks, or celebrations).</p> <p>Note: Relationship-building events including students and/or their families <b>do not verify</b> promoting positive staff relationships with colleagues and this topic will not be awarded.</p> <p>5 of 10. Upload at least one (1) document sent to staff promoting a free or low-cost event that promoted relationship-building hosted by your school team.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ Flyer or email invitation sent to all staff announcing a potluck, coffee talk, celebration, or other relationship-building event.</li> <li>▪ Event plan or agenda that includes relationship-building activities, games, or stations.</li> </ul> <p>6 of 10. Describe at least two (2) relationship-building activities used to start an all-staff meeting and how each activity promoted positive relationships among colleagues (e.g., icebreakers, connection questions, pair-shares, or team-building activities).</p> <p>Note: Shout outs, celebrations, or appreciation activities (e.g., staff member of the month) that does not include relationship-building activities <b>does not verify</b> the school team promoted positive staff relationships and this topic will not be awarded.</p> <p>7 of 10. Upload at least one (1) relationship-building activity used to start an all-staff school meeting that promoted relationship-building among colleagues.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ Presentation slide(s) with an icebreaker or connection question promoting relationship building among colleagues.</li> <li>▪ Handout with pair-share or team building activity that promotes staff relationships building during the meeting.</li> </ul> <p>Note: An uploaded staff meeting agenda or presentation slide with only the name of an activity (e.g., icebreaker), and no description included about how colleagues build relationships during the activity <b>does not verify</b> this practice and this topic will not be awarded.</p> | <p>Find <a href="#">related resources</a> in the Action Center.</p> |

## Cultivating Staff Well-Being

All three (3) criteria must be fully in place during the 2024-25 school year.

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### School offers opportunities for staff gratitude (SWB-S9)

Find [related resources](#) in the Action Center.

Before providing evidence, confirm your school site implemented this award criteria.

- Our school promoted staff gratitude in all the following ways:
  - Provided professional learning opportunities on the importance of gratitude to all staff (including [non-instructional staff](#)) at least once this school year
  - Assessed staff gratitude styles at least once this school year
  - Aligned gratitude strategies to preferred styles
  - Reviewed data to determine effectiveness of gratitude practices on all staff at least once this school year

8 of 10. Describe how your school team implemented a **formal and continuous gratitude practice**, where all teachers and staff are encouraged to express gratitude to each other throughout the school year.

Note: Gratitude only given by one party (e.g., school administrators, PTA, etc.) without a formal system where all staff can express gratitude to each other **does not verify** opportunities for staff gratitude were offered and this topic will not be awarded.

9 of 10. Describe how your school team provided **professional learning** on the importance of gratitude to all staff, **assessed staff gratitude styles**, and **aligned gratitude strategies to preferred styles** (e.g., public recognition, private recognition, acts of services, notes and gifts).

10 of 10. Upload at least one (1) guidance document sent to all school staff on **how to use your formal and continuous gratitude practice throughout the school year**, including the importance of giving and receiving gratitude and using preferred gratitude styles.

*Examples:*

- *An email or other communication sent to all staff outlining guidance on your school's formal and continuous gratitude practice.*
- *Staff handbook or school procedure outlining how all staff give and receive gratitude using colleagues' preferred gratitude styles.*

Note: An uploaded document that does not include guidance on how all staff can give and receive gratitude throughout the school year **does not verify** this practice and this topic will not be awarded.



## Increasing Family & Community Engagement

All three (3) criteria must be fully in place during the 2024-25 school year.

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### Gathering input on school family and community engagement policies (FCE-S8)

Before providing evidence, confirm your school site implemented this award criteria.

- Our school did all the following:
  - Gathered input from the [school community](#) and the public this school year
  - Used at least three [inclusive](#) and [culturally responsive](#) methods to gather input, including mechanisms to provide anonymous input
  - Communicated results of input in languages that reflect the [diversity](#) of the community this school year
  - Analyzed demographics of respondents to ensure input is [representative](#) of the [school community](#)

1 of 9. Describe how your school team **gathered input from families on school policies and practices** using inclusive and culturally responsive communication methods that included mechanisms to provide anonymous input.

2 of 9. Describe how family input results were **analyzed, shared with community members**, and used to **improve family engagement and student learning**.

3 of 9. Upload at least one (1) **communication document sent to families that gathered input or communicated results** on school policies and practices input in languages that reflected the diversity of the community.

#### Examples:

- *Summary report showing analysis of family engagement survey data shared with caregivers.*
- *Survey questions on school policies and practices distributed to all caregivers at a school site.*
- *School event or PTA meeting agenda with opportunity for families to ask questions and give input about school policies and practices.*

Note: A school event invitation (e.g., back-to-school, open house, student conferences, etc.) or PTA meeting that does not clearly state how input from caregivers will be gathered **does not verify** gathering input on school family and community engagement policies and this topic will not be awarded.

Find [related resources](#) in the Action Center.

## Increasing Family & Community Engagement

All three (3) criteria must be fully in place during the 2024-25 school year.

### REQUIRED EVIDENCE

### TEAM'S NOTES

#### School resources to support student success (FCE-S10)

Before providing evidence, confirm your school site implemented this award criteria.

□ Our school provided all the following:

- Tools to facilitate ongoing, two-way communication between school staff, families, and caregivers
- Technology options to link families and caregivers to the classroom
- Supplementary educational resources to support learning at home
- Opportunities for families and caregivers to network with each other

4 of 9. Describe **at least two (2) family engagement methods** your school team used to **support student success and learning at home** (e.g., two-way communication between school staff and caregivers, technology to link families to the classroom, supplementary education resources to support learning at home, or opportunities for families and caregivers to network with each other).

5 of 9. Upload at least one (1) **communication document sent to families** to support student success and learning at home.

*Examples:*

- *Communication with technology options sent to caregivers to link families to classroom learning or provide supplemental educational resources for learning at home (e.g., Google Classroom, Skyward School Management, EPIC books, Canvas, or SeeSaw).*
- *Parent workshops, home visits, or student-led report card conferences with caregivers and teachers supporting student learning.*
- *School or PTA event flyer with opportunities for families and caregivers to network with one another and support student success.*

Note: A website screenshot with supplemental education resources **does not verify** school resources to support student success was sent to families and this topic will not be awarded.

Find [related resources](#) in the Action Center.

## Increasing Family & Community Engagement

All three (3) criteria must be fully in place during the 2024-25 school year.

| REQUIRED EVIDENCE  | TEAM'S NOTES  |  |  |   |   |  |   |
|--|---|--|--|---|---|--|---|
| <p><b>School support for social drivers of health (FCE-S6)</b></p> <p>Before providing evidence, confirm your school site implemented this award criteria.</p> <ul style="list-style-type: none"> <li>❑ Our school team:           <ul style="list-style-type: none"> <li>▪ Collaborated with families and caregivers to identify their needs related to <a href="#">social drivers of health</a></li> <li>▪ Connected families and caregivers to relevant supports and resources (e.g., <a href="#">food access</a>, healthcare, housing, interpretation/translation services, and transportation).</li> </ul> </li> </ul> <p>6 of 9. Select the <b>social drivers of health domains</b> that your school team identified as needs after gathering input from caregivers.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">❑ Economic Stability<br/>(e.g., job opportunities, income)</td> <td style="width: 33%;">❑ Healthcare Access &amp; Quality<br/>(e.g., health insurance, community health providers)</td> <td style="width: 33%;">❑ Social &amp; Community Context<br/>(e.g., relationships and interactions with family, friends, neighbors, and community members without racism or discrimination)</td> </tr> <tr> <td>❑ Education Access &amp; Quality<br/>(e.g., language and literacy skills, GED, job-training, higher education)</td> <td>❑ Neighborhood &amp; Built Environment<br/>(e.g., safe housing, nutritious food, safe air and water, and transportation)</td> <td></td> </tr> </table> <p>7 of 9. Describe how your school team <b>identified families' needs</b> related to the selected social drivers of health.</p> <p>8 of 9. Describe how your school team <b>connected caregivers to relevant supports and resources</b> related to identified social drivers of health needs (e.g., food access, healthcare, housing, interpretation/translation services, and transportation).</p> <p>9 of 9. Upload at least one (1) <b>communication document sent to families</b> connecting caregivers to relevant support and resources related to the identified social drivers of health needs.</p> <p>Reminder: <b>Redact family and student information</b> on documents.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ <i>School referral for caregivers to community-based programs to support social-drivers of health needs. <b>Mark out family information.</b></i></li> <li>▪ <i>School meeting agenda or event flyer with a local community organization that provides support and resources related to social drivers of health (e.g., food and housing assistance, free health clinics, services for non-citizens, childcare provider, ride share programs).</i></li> <li>▪ <i>Flyer, e-mail, or other communication sent to families with community support and resources available for food access, healthcare, housing, interpretation/translation services, or transportation.</i></li> </ul> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li>▪ An uploaded blank referral form <b>does not verify</b> school support for social drivers of health was provided and this topic will not be awarded.</li> <li>▪ Documents uploaded that do not <b>mark out family identifiers</b> (e.g., name, DOB, etc.) will result in this topic not being awarded.</li> </ul> | ❑ Economic Stability<br>(e.g., job opportunities, income)   | ❑ Healthcare Access & Quality<br>(e.g., health insurance, community health providers)  | ❑ Social & Community Context<br>(e.g., relationships and interactions with family, friends, neighbors, and community members without racism or discrimination) | ❑ Education Access & Quality<br>(e.g., language and literacy skills, GED, job-training, higher education) | ❑ Neighborhood & Built Environment<br>(e.g., safe housing, nutritious food, safe air and water, and transportation) |  | <p>Find <a href="#">related resources</a> in the Action Center.</p> |
| ❑ Economic Stability<br>(e.g., job opportunities, income)  | ❑ Healthcare Access & Quality<br>(e.g., health insurance, community health providers)                               | ❑ Social & Community Context<br>(e.g., relationships and interactions with family, friends, neighbors, and community members without racism or discrimination) |  |   |   |  |   |
| ❑ Education Access & Quality<br>(e.g., language and literacy skills, GED, job-training, higher education)  | ❑ Neighborhood & Built Environment<br>(e.g., safe housing, nutritious food, safe air and water, and transportation) |  |  |   |   |  |   |

## 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>

**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>

**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](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>

**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://edsources.org/glossary/disaggregated-data>

**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](https://uh.edu/cdi/diversity_education/resources/terms/index.php)

**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.farmentoschool.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/>

**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>

**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://www.uh.edu/cdi/resources/student-resources/terms/>

**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 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](https://fns-prod.azureedge.net/sites/default/files/tn/LWPsummary_finalrule.pdf)

**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](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1012/Sections/1012.01.html)

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

**QUALIFIED STAFF** - Includes health care providers (e.g., nurses), clinical social workers, and specialized instructional support personnel as defined in the Every Student Succeeds Act. Additionally, qualified staff includes chemical dependency professionals or staff members who have received specific training on tobacco prevention and treatment (e.g., Tobacco Treatment Specialist training). SOURCE: NATIONAL ALLIANCE OF SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL. (N.D.). *FEDERAL DEFINITIONS*. <http://nasisp.org/services-resources/federal-definitions/>

**REFERRAL PATHWAY** - The series of actions taken to connect a student who has been identified as needing social-emotional or behavioral interventions with appropriate treatment. SOURCE: SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION. (2015, SEPTEMBER). *SCHOOL MENTAL HEALTH REFERRAL PATHWAYS (SMHRP) TOOLKIT*. [https://www.escneo.org/Downloads/NITT%20SMHRP%20Toolkit\\_11%2019%2015%20FINAL.PDF](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>

*Is your school one of America's Healthiest Schools? Get started today. Access free resources, tools, and trainings in the [Healthier Generation Action Center](#). Need support? Visit our [Get Help](#) page, call (888) 543-4584 or e-mail [help@healthiergeneration.org](mailto:help@healthiergeneration.org).*



**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](https://www.heart.org/-/media/files/affiliates/southeast/florida/aha_tobaccofree_schools_toolkit-final.pdf?la=en)

**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 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 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>

**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](https://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>

**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, specialists, students, students' families or caregivers, and community members. SOURCE: CENTERS FOR DISEASE CONTROL AND PREVENTION. (N.D.). *FORMING A SCHOOL HEALTH TEAM.* <https://www.cdc.gov/healthyschools/shi/pdf/training-manual/team.pdf>

**TOBACCO CESSATION/DEPENDENCE PRODUCT** - Nicotine replacement therapy or pharmacotherapy product (which may contain nicotine) approved by the U.S. Food and Drug Administration (FDA) for use in assisting individuals in ceasing the use of tobacco products, including over-the-counter nicotine replacement products such as patches and gums, as well as prescription medications. *Note: Electronic smoking devices are not FDA-approved cessation products.* SOURCE: AMERICAN HEART ASSOCIATION. (2021). *THE AMERICAN HEART ASSOCIATION'S TOBACCO-FREE SCHOOLS TOOLKIT.* [https://www.heart.org/-/media/files/affiliates/southeast/florida/aha\\_tobaccofree\\_schools\\_toolkit-final.pdf?la=en](https://www.heart.org/-/media/files/affiliates/southeast/florida/aha_tobaccofree_schools_toolkit-final.pdf?la=en)

**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>