

## 1a. Health & Safety

Carefully read and discuss the discussion questions and scoring descriptions for each item listed on this Score Card. The notetaker for your group will select the most appropriate score for each item based on group input. The reporter will share three statements regarding what was rated. One score per group.

CC.1 Representative school health committee or team: Does your school have a representative committee or team that meets at least four times a year and oversees school health and safety policies and programs? 3 = Yes. 2 = There is a committee or team that does this, but it could be more representative. 1 = There is a committee or team, but it is not representative, or it meets less often than four times a year. 0 = No. \*

3

2

1

0

Unable to Score

CC.2 Written school health and safety policies: Does your school or district have written health and safety policies that include the following components? Rationale for developing and implementing the policy Population for which the policy applies (e.g., students, staff, visitors)

Where the policy applies (e.g., on or off school property) When the policy applies Programs supported by the policy Designation of person(s) responsible (e.g., school administrator(s), teachers) for implementing the policy Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policy Communication procedures (e.g., through staff meetings, professional development, website, staff handbook) of the policy Procedures for addressing policy infractions Definitions of terms. 3 = All of our health and safety policies include all of these components. 2 = Most of our health and safety policies include all of these components. 1 = Some of our health and safety policies include some of these components. 0 = Few of our health and safety policies include only a few of these components, or our school or district does not have any health and safety policies. \*

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Unable to score

CC.3 Communicate health and safety policies to students, parents, staff members, and visitors Does your school communicate its school or district health and safety policies in all of the following ways? Signs (e.g., tobacco-free, weapon-free) Staff member orientation Staff meetings Student orientation Student handbook Staff handbook or listserv Employee contracts Parent handbook, newsletters, or listserv Policies included in contracts with outside vendors and organizations that use school facilities Announcements at school events School-sponsored meetings Community meetings School or district website. 3 = Yes, in all of these ways. 2 = In most of these ways. 1 = In some of these ways. 0 = In none of these ways. \*

- 3
- 2
- 1
- 0
- Unable to score

CC.4 Overcome barriers to learning: Does your school offer, to all students who need them, a variety of services designed to help students overcome barriers to learning? 3 = Yes. 2 = Our school offers a variety of services to most but not to all students who need them. 1 = Our school offers a limited variety of services, or many students who need them do not have access to them. 0 = No, our school does not offer such services. \*

- 3
- 2
- 1
- 0
- Unable to score

CC5. Does your school provide a broad variety of student enrichment experiences that are accessible to all students? 3 = Yes. 2 = Our school offers a variety of experiences, but some students do not have access to them. 1 = Our school offers a limited variety of experiences, or many students do not have access to them. 0 = No, our school does not offer enrichment experiences. \*

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1

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Unable to score

CC.6 Local wellness policy: Has your school implemented the following components of the district's local wellness policy? Nutrition education and promotion activities Physical activity opportunities Nutrition standards for all foods and beverages available on each school campus during the school day that meet or exceed the USDA's requirements for school meals and competitive foods and beverages Marketing and advertising of only those foods and beverages that meet the USDA SmartSnacks in School nutrition standards on school campus during the school day Other school-based activities that promote student wellness

Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the local school wellness policy Regular reporting on content and implementation to the public (including parents, students, and community members) Periodic measurement of school compliance with the local wellness policy and progress updates made available to the public Designation of a lead school official to ensure compliance with local wellness policy. 3 = Yes, our school has implemented all of these components. 2 = Our school has implemented most of these components. 1 = Our school has implemented a few of these components. 0 = No, we have not implemented any of these components, or our policy does not include any of these components, or our district does not have a local wellness policy. \*

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0

Unable to score

CC.7 Standard precautions policy: Does your school implement a standard precautions policy that includes all of the following components? Providing and requiring the use of latex or poly gloves and eye wear when exposed to blood and body fluids Providing a hard-sided container for contaminated needles/sharps in offices where syringes may be used Appropriate disinfecting of surface areas and clean-up materials after exposure to blood and body fluid Instructions for appropriate disposal of contaminated materials (e.g., dressings, clothing, tissue/towels) Procedures and follow-up for staff members who are exposed to blood. 3 = Yes, our school implements a standard precautions policy that includes all five of these components. 2 = Our school implements a standard precautions policy that includes three or four of these components. 1 = Our school implements a standard precautions policy that includes one or two of these components. 0 = Our school's standard precautions policy does not include any of these components, or we do not have a standard precautions policy. \*

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Unable to score

CC.8 Written crisis preparedness and response plan: Does your school have a written crisis preparedness and response plan that includes preparedness, response, and recovery elements? Is the plan practiced regularly and updated as necessary? 3 = Yes, our school has a written crisis preparedness and response plan that includes preparedness, response, and recovery efforts, and it is practiced and updated regularly. 2 = Our school's plan includes preparedness and response, but not recovery elements, and it is practiced and updated regularly. 1 = Our school's plan does not include all the necessary components, or it is not practiced regularly, or it is not updated as necessary. 0 = We do not have a written crisis preparedness and response plan. \*

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Unable to score

CC.9 School start times: Does your school day start at 8:30 am or later to promote sufficient sleep and improved health and academic performance? NOTE: The American Academy of Pediatrics recommends that middle schools and high schools start classes no earlier than 8:30 a.m. in order to permit students to get adequate sleep. 3 = Yes. 2 = School starts between 8:00 a.m. and 8:29 a.m. 1 = School starts between 7:30 a.m. and 8:59 a.m. 0 = School starts before 7:30 a.m. \*

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1

0

Unable to score

CC.10 Student involvement in decision-making: Are students actively engaged in school decision-making processes? 3 = Yes, students are actively engaged in most school decision-making processes. 2 = Students are actively engaged in some school decision-making processes. 1 = A student representative sits on some school decision-making groups. 0 = No, students are not engaged in school decision-making processes. \*

- 3
- 2
- 1
- 0
- Unable to score

CC.1 Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist: Does your school have access to a full-time counselor, social worker, and psychologist for providing counseling, psychological, and social services? Is an adequate number of these staff members provided based on the following recommended ratios? One counselor for every 250 students One social worker for every 400 students One psychologist for every 1,000 students. 3 = Yes, we have a full-time counselor, social worker, and psychologist, and the recommended ratios are present. 2 = We have a full-time counselor, social worker, and psychologist, but fewer than the recommended ratios. 1 = We have a full-time counselor, social worker or psychologist, but not all three. 0 = No, we do not have even one full-time counselor, social work or psychologist. \*

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- 2
- 1
- 0
- Unable to score



CC.2 Health and safety promotion and treatment: Does the counseling, psychological, or social services provider promote the emotional, behavioral, and mental health of and provide treatment to students and families in the following ways? 1-on-1 counseling/sessions Small group counseling/sessions Classroom-based health promotion and prevention School-wide health promotion and prevention. 3 = Yes, it is provided in all four ways. 2 = It is provided in 1-on-1 and small group sessions, and classroom-based or school-wide activities. 1 = It is provided only via 1-on-1 and small group sessions. 0 = No, our counseling, psychological, or social services provider does not promote emotional, behavioral, and mental health or provide treatment in any of these ways or we do not have such a provider. \*

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Unable to score

CC.3 Collaborate with other school staff members: Does the counseling, psychological, or social services provider collaborate with other school staff members to promote student health and safety in at least six of the following ways? Developing plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans) Providing professional development on managing student health and safety concerns, a component of which educates staff on the impact of Adverse Childhood Experiences (ACEs) and the principles of a trauma-informed school Developing policy Identifying, revising or developing curricula or units/lessons Developing and implementing school-wide and classroom activities Developing School Improvement Plans Establishing communication systems with other school staff

3 = Yes, there is collaboration in at least six of these ways.  
2 = There is collaboration in three to five of these ways.  
1 = There is collaboration in one or two of these ways.  
0 = No, there is no collaboration, or the school does not have a counseling, psychological, or social services provider. \*

- 3
- 2
- 1
- 0
- Unable to score

CC.4 Identify and track students with emotional, behavioral, and mental health needs Does the counseling, psychological, or social services provider have a system for identifying and tracking students with emotional, behavioral, and mental health needs?3 = Yes, there is a system to identify and track students with emotional, behavioral, and mental health needs.2 = Students are systematically identified, but not systematically tracked.1 = Students are identified only when an urgent need arises at school.0 = No, there is no system for identifying or tracking students with emotional, behavioral, and mental health needs, or the school does not have a counseling, psychological, or social services provider. \*

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Unable to score

CC.5 Establish referral system Does your school implement a systematic approach (including the following components) for referring students, as needed, to appropriate school- or community-based counseling, psychological, and social services? Case management, including assessment, referral, education, support, and monitoring, is offered. Referral information is distributed widely (e.g., through flyers, brochures, website, student handbook, health education class) so that students, staff, and families can learn about school and community services without having to contact school staff. Staff members are given clear guidance on referring students to school counseling, psychological, and social services. Referral forms are easy for staff members to access, complete, and submit confidentially. A designated staff person (e.g., school counselor, social worker, or psychologist) regularly reviews and sorts referral forms and conducts initial screening. With written parental permission, additional information (e.g., questionnaires, relevant records, brief testing) is gathered as necessary and in compliance with FERPA. Written consent is obtained, in compliance with HIPAA, to gather relevant records from other professionals or agencies, if applicable. A list is kept and regularly updated of youth-friendly referral providers along with basic information about each (e.g., cost, location, language, program features, previous client feedback, types of insurance accepted) Meetings are held with all relevant parties to discuss referral alternatives. Potential barriers (e.g., cost, location, transportation, stigma), and how to overcome them, are discussed. Follow-up (e.g., via telephone, text messaging, email, personal contact) is conducted to evaluate the referral and gather feedback about the service. A status report is provided to the person who identified the problem, if applicable and in compliance with FERPA and/or HIPAA. Professional development is provided to all staff members about the referral process.

3 = Yes, our school has a referral system that includes all of these components.  
2 = Our school has a referral system that includes some of these components.  
1 = Our school has a referral system that includes a few of these components.  
0 = Our school's referral system does not include any of these components, or our school does not have a referral system. \*

3

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1

0

Unable to score

CC.6 Aid students during transitions: Does your school aid students during school and life transitions (such as changing schools or changes in family structure) in the following ways? Matching new students with another student or buddy Opportunities for students to check-in with a trusted adult Orientation programs that focus on adapting to transitions. 3 = Yes, our school aids students during school and life transitions in all three of these ways. 2 = Our school aids students during school and life transitions in two of these ways. 1 = Our school aids students during school and life transitions in one of these ways. 0 = No, our school does not aid students during school and life transitions in these ways. \*

3

2

1

0

Unable to score

S.1 Identify and refer students involved in violence Does the counseling, psychological, or social services provider have a system for identifying students who have been involved (as a bystander, victim, perpetrator, or some combination of these) in any type of violence (e.g., child abuse, dating violence, sexual assault, bullying or harassment, fighting, suicide and self-harm behaviors) and, if necessary, refer them to the most appropriate school-based or community-based services? 3 = Yes, identifies and refers students to the most appropriate services. 2 = Identifies and refers students, but does not always refer them to the most appropriate services. 1 = Identifies students, but sometimes does not refer them to appropriate services. 0 = Does not identify students at risk, or the school does not have a counseling, psychological, or social services provider. \*

3

2

1

0

Unable to score

T.1 Identify and address tobacco use: Does the counseling, psychological, or social services provider take the following actions with students who use tobacco? Provide a strong message regarding the importance of totally abstaining from tobacco use Provide self-help materials Provide, or provide referrals to, tobacco-use cessation counseling. 3 = Yes, takes all three of these actions for students who use tobacco. 2 = Takes two of these actions. 1 = Takes one of these actions. 0 = Takes none of these actions, or the school does not have a counseling, psychological, or social services provider. \*

3

2

1

0

Unable to score

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## 1b. Health & Safety

Carefully read and discuss the discussion questions and scoring descriptions for each item listed on this Score Card. The notetaker for your group will select the most appropriate score for each item based on group input. The reporter will share three statements regarding what was rated. One score per group.

CC.1 Health services provided by a full-time school nurse: Does your school have a full-time, registered school nurse responsible for health services all day, every day? Are an adequate number of full-time school nurses provided, based on the recommendation of at least one nurse per school? NOTE: More nurses are recommended if students have extensive nursing needs. 3 = Yes, we have a registered school nurse present all day every day. 2 = We have a registered school nurse present most of the time each week. 1 = We have a registered school nurse present some of the time each week, or we have an LPN or UAP (supervised by a school nurse) who is present at least some of the time each week. 0 = No, we do not have a registered school nurse, LPN, or UAP present in our school, or we have an unsupervised LPN or UAP in our school. \*

- 3
- 2
- 1
- 0
- Unable to score

CC.2 School-based healthcare services: Does your school provide the following school-based healthcare services, delivered by a school nurse or community healthcare organization (e.g., hospital, public health department, federally qualified health center)? Pediatric healthcare  
Dental care Vision care. 3 = Yes, our school provides all three of the school-based healthcare services. 2 = Our school provides two of those school-based healthcare services. 1 = Our school provides one of those school-based healthcare services. 0 = No, we do not provide school-based healthcare services. \*

- 3
- 2
- 1
- 0
- Unable to score

CC.3 Health and safety promotion for students and families: Does the school nurse or other health services provider promote the health and safety of students and their families, through classroom activities and otherwise, on each of these topics? Promoting physical activity  
Promoting healthy eating Preventing tobacco or e-cigarette use Quitting tobacco use  
Preventing alcohol and other drug use Preventing unintentional injuries Preventing violence and suicide  
Managing chronic health conditions Preventing HIV, other STD, and unintended pregnancy. 3 = Yes, addresses all eight of these topics. 2 = Addresses four to seven of these topics. 1 = Addresses one to three of these topics. 0 = Addresses none of these topics, or the school does not have a school nurse or other health services provider. \*

- 3
- 2
- 1
- 0
- Unable to score



CC.4 Collaborate with other school staff members: Does the school nurse or other health services provider collaborate with other school staff members to promote student health and safety in at least six of the following ways? Developing plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans) Providing professional development Developing policy Consulting with teachers/health educators to identify, revise or develop health-related curricula or units/lessons Developing and implementing school-wide and classroom activities Developing School Improvement Plans Establishing communication systems with other school staff. 3 = Yes, there is collaboration in at least six of these ways. 2 = There is collaboration in three to five of these ways. 1 = There is collaboration in one or two of these ways. 0 = No, there is no collaboration, or the school does not have a school nurse or other health services provider. \*

3

2

1

0

Unable to score

CC.5 Implement a referral system: Does your school implement a systematic approach (including the following components) for referring students, as needed, to appropriate school- or community-based health services? Contact parents of students identified as potentially needing additional health services and recommend that the students be evaluated by their primary health care provider or specialist. Contact parents of students without a primary health care provider and give information about child health insurance programs and primary care providers. Referral information is distributed widely (e.g., through flyers, brochures, website, student handbook, health education class) so that students, staff, and families can learn about school and community services without having to contact school staff. Staff members are given clear guidance on referring students to school counseling, psychological and social services. Referral forms are easy for staff members to access, complete, submit and keep confidential. A designated staff person or interdisciplinary student supports team (e.g., school nurse, counselor) regularly reviews and sorts referral forms and conducts initial screening. With written parental permission, additional information (e.g., questionnaires, relevant records, brief testing) is gathered as necessary and in compliance with FERPA. Written consent is obtained, in compliance with HIPAA, to gather relevant records from other professionals or agencies, if applicable. A list is kept and regularly updated of youth-friendly referral providers along with basic information about each (e.g., cost, location, language, program features, previous client feedback) Meetings are held with all relevant parties to discuss referral alternatives. Potential barriers (e.g., cost, location, transportation, stigma) and how to overcome them are discussed. Follow-up (e.g., via telephone, text messaging, email, personal contact) is conducted to evaluate the referral and gather feedback about the service. A status report is provided to the person who identified the problem, if applicable and in compliance with FERPA and/or HIPAA. Professional development is provided to all staff members about the referral process. 3 = Yes, our school has a referral system that includes all of these components. 2 = Our school has a referral system that includes many of these components. 1 = Our school has a referral system that includes a few of these components. 0 = Our school's referral system does not include any of these components, or our school does not have a referral system. \*

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0

Unable to score

CC.6 Student health information: Does your school have a system for collecting student health information prior to school entry and every year thereafter? Is all pertinent information communicated in writing to all appropriate staff members? 3 = Yes, all pertinent information is systematically collected and communicated in writing to all appropriate staff members. 2 = All pertinent information is systematically collected and communicated to some, but not all appropriate staff members. 1 = Some pertinent information is collected and communicated to some staff members. 0 = Pertinent information is not collected. \*

- 3
- 2
- 1
- 0
- Unable to score

S.1 Assess extent of injuries on school property Does the school nurse or other health services provider systematically collect information on unintentional injuries, incidents, and violence that occur on school property (including school buses) or that are associated with school-sponsored events? Is the information analyzed, consistently reviewed, and acted upon as appropriate by school nurses and school policy makers? 3 = Yes, information is collected, analyzed, and consistently reviewed by school nurses and school policy-makers. 2 = Information is collected, analyzed, and occasionally reviewed by school nurses and school policy-makers. 1 = Information is collected and analyzed but not reviewed by school nurses and school policymakers. 0 = Information is collected but not analyzed or reviewed, or information is not collected, or the school does not have a school nurse or other health services provider. \*

- 3
- 2
- 1
- 0
- Unable to score

S.2/CHC.1 Health emergency response plans: Does the school nurse or other health services provider have an emergency plan that includes all the components listed below for assessing, managing, and referring students and staff members suffering from a medical emergency (e.g., injury, severe asthma episode) to the appropriate level of care? Written instructions on contacting emergency service providers, with telephone numbers posted in prominent locations List of health services and other staff members and their assignments, including at least one qualified person who will assess the person(s) suffering from a medical emergency and manage immediate care; one person who will call emergency medical services (EMS); one person who will control students in the area; and one person who will direct EMS to the location of the person(s) suffering from a medical emergency Plan for transporting and referring person(s) suffering from a medical emergency to care, including a protocol for situations in which staff members need to be with a student at a treatment center System for contacting parents and appropriate staff members (e.g., a central file with daytime contact information for parents and guardians) Provisions for obtaining parental consent if referral for immediate treatment is required Copies of treatment and referral protocols available in first aid kits. 3 = Yes, all of these components are part of the emergency plan. 2 = All but one of these components are part of the emergency plan. 1 = There is a plan, but it lacks more than one of these components. 0 = No, the school does not have a plan. \*

3

2

1

0

Unable to score

CHC.2 Identify and track students with chronic health conditions Does the school nurse or other health services provider have a system for identifying and tracking students with chronic health conditions? 3 = Yes, there is a system to identify and track students with chronic health conditions. 2 = Students are systematically identified, but not systematically tracked. 1 = Students are identified only when an urgent need related to their condition arises at school. 0 = No, there is no system for identifying or tracking students with chronic health conditions, or the school does not have a school nurse or other health services provider. \*

3

2

1

0

Unable to score

CHC.3 Care coordination for students with poorly controlled chronic health conditions Does your school nurse facilitate or provide care coordination for students with poorly controlled chronic health conditions (e.g., asthma, diabetes, etc.)? 3 = Yes, care coordination is facilitated or provided to all students with poorly controlled chronic health conditions. 2 = Care coordination is facilitated or provided to most students with poorly controlled chronic health conditions. 1 = Care coordination is facilitated or provided to some students with poorly controlled chronic health conditions. 0 = No, care coordination is not facilitated or provided to students with chronic health conditions. \*

3

2

1

0

Unable to score

CHC.4 Ensure immediate and reliable access to quick-relief medications for students, if appropriate. Does your school use all of these methods to ensure students with chronic health conditions, such as asthma or food allergies, have immediate and reliable access to quick-relief medications (e.g. asthma inhalers or epinephrine auto-injectors) in school? Allow students to carry and self-administer quick-relief medications with written permission from physician, parent/guardian, and school nurse. Ensure quick-relief medication is readily accessible, clearly labeled, and not accessible to other students. School nurse or other health care provider provides annual training to the appropriate school staff on how to recognize acute symptoms such as those of allergic reactions or asthma, as well as the administration of quick relief medications. 3 = Yes, students are allowed to carry and self-administer quick-relief medications. 2 = Quick-relief medication is readily accessible, clearly labeled, and not accessible to other students and someone trained to recognize acute or emergency symptoms and administer quick-relief medications is always present at the school. 1 = Quick-relief medication is readily accessible, clearly labeled, and not accessible to other students or someone trained in administering quick-relief medications is always present at the school. 0 = No, none of these methods are used. \*

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0

Unable to score

CHC.5 Offer disease-specific education to all students with identified chronic health conditions: Does your school offer disease-specific education at school for all students with known chronic health conditions? 3 = Yes, our school offers disease-specific education for students with known chronic health conditions. 2 = Our school offers disease-specific education for students with chronic health conditions, but only offers education related to some chronic health conditions. 1 = Our school offers disease-specific education for students with chronic health conditions, but only offers education related to a few chronic health conditions. 0 = No, our school does not offer disease-specific education for students with known chronic health conditions. \*

3

2

1

0

Unable to score

N.1 Food allergy management plan: Does your school have a plan to address food allergy management and prevention (e.g., Food Allergy Management and Prevention Plan) which includes the following priorities needed to manage food allergies in the school setting? Ensure daily management of food allergies for individual children (e.g., identifying children with food allergies, a plan to manage and reduce risks of food allergy reactions) Prepare for food allergy emergencies (e.g., easy to use communication systems, easy access to epinephrine auto-injectors, plans for contacting emergency medical services, identification of staff roles in emergencies) Provide professional development on food allergies for staff (e.g., general training on food allergies for all staff, in-depth training for staff who have frequent contact with children with food allergies (including cafeteria/food service staff), specialized training for staff responsible for managing children with food allergies) Educate children and family members about food allergies (e.g., teach all children, all parents and families about food allergies) Create and maintain a healthy and safe educational environment (e.g., limit exposure to food allergens, develop food-handling policies to prevent unintentional contact, make outside groups aware of food allergy policies and rules when they use school facilities, create a positive psychosocial climate). 3 = Yes, our school has a plan that includes all 5 priorities needed to manage food allergies in the school setting. 2 = Our school has a plan that includes 3-4 priorities needed to manage food allergies in the school setting. 1 = Our school has a plan that includes 1-2 priorities needed to manage food allergies in the school setting. 0 = Our school does not have a plan to address food allergy management and prevention. \*

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Unable to score



T.1 Address tobacco use: Does the school nurse or other health services provider take the following actions with students who use tobacco? Provide a strong message regarding the importance of totally abstaining from tobacco use Provide self-help materials Provide, or provide referrals to, tobacco-use cessation counseling. 3 = Yes, takes all three of these actions for students who use tobacco. 2 = Takes two of these actions. 1 = Takes one of these actions. 0 = Takes none of these actions, or the school does not have a school nurse or other health services provider. \*

3

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1

0

Unable to score

SH.1 Linkages to youth-friendly sexual and reproductive health services Does your school identify youth-friendly community-based health services providers and systematically link with them to provide sexual and reproductive health services to students? 3 = Yes, our school identifies youth-friendly community providers and systematically links with them to provide sexual and reproductive health services to students. 2 = Our school systematically links with community providers to provide sexual and reproductive health services to students, but does not identify youth-friendly community providers. 1 = Our school refers students to community-based sexual and reproductive health services, but does not have a system for linking with these providers or identify youth-friendly providers. 0 = No, our school does not link with or refer students to sexual and reproductive health services or identify youth-friendly community providers. \*

- 3
- 2
- 1
- 0
- Unable to score

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## Nutrition Scorecard

Carefully read and discuss the discussion questions and scoring descriptions for each item listed on this Score Card. The notetaker for your group will select the most appropriate score for each item based on group input. The reporter will share three statements regarding what was rated. One score per group.

Breakfast and programs: Does your school offer school meals (breakfast and lunch) programs that are fully accessible to all students? 4 = Yes. 3 = our school offers breakfast and lunch programs, but they are not fully accessible to all students. 2 = Our school offers only a lunch program, but there are plans to add a breakfast program. 1 = Our school offers only a lunch program and there are no plans to add a breakfast program or the school does not offer a breakfast or lunch program. 0 = Unable to score \*

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School breakfast: Does your school use strategies to maximize participation in the school breakfast program? 4 = Our school offers universal free breakfast after the bell, such as breakfast in the classroom, grab and go to the classroom, or second chance breakfast models (breakfast is offered multiple times a day). 3 = Our school offers breakfast after the bell, such as breakfast in the classroom, grab and go to the classroom, or second chance breakfast models (breakfast is offered multiple times a day). 2 = Our school offers a traditional breakfast program served and consumed in the cafeteria. Breakfast is offered one time per day. 1 = Our school does not offer a breakfast program. 0 = Unable to score \*

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School lunch: Does your school provide multiple alternative points of sale for reimbursable meals, such as outside lines, kiosks, grab and go options, etc to maximize participation in the National School Lunch Program? 4 = Our school provides multiple alternative points of sale at lunch. 3 = Our school provides one alternative point of sale at lunch. 2 = Our school offers a traditional lunch program served and consumed in the cafeteria. 1 = Our school does not offer a lunch program. 0 = Unable to score \*

4

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Variety of offerings in school meals: Do school meals include a variety of offerings that meet the following criteria? LUNCH - Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the 3 vegetable subgroups (dark green, red and orange, dry beans and peas); Offers a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit); Offer fresh fruit at least 1 day per week; Offer foods that address the cultural practices of the student population; Offer an alternative entree option at least one time per week that is legume based, reduced fat dairy or fish based (including tuna); Offer at least 3 different types of whole-grain rich items each week. BREAKFAST - Offer at least 3 different fruits and vegetables each week (100% fruit juice can be counted as a fruit); Offer fresh fruit at least 1 day per week. 4 = Yes, meets six to eight of these criteria for variety. 3 = Meets three to five of these criteria for variety. 2 = Meets one or two of these criteria for variety. 1 = Meets none of these criteria for variety. 0 = Unable to score

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- 4
- 3
- 2
- 1
- 0

Healthy food purchasing and preparation practices: Does the school food service consistently follow practices that ensure healthier foods are purchased and prepared for service? Use specifications requiring lower sodium content in prepared foods such as hamburgers, cold cuts, chicken nuggets, pizza, sandwiches, and canned products such as vegetables and soups; Use specifications requiring lower added sugar content in prepared foods such as whole grain cold cereals or cereal bars; breakfast items such as pancakes and waffles, and canned products such as fruit; Roast, bake, or broil meat rather than fry it; Use low-sodium or no-salt-added spices and seasonings, dressings, marinates, sauces, and condiments (ketchup, barbecue sauce, ranch dressing); Prepare vegetables by steaming or baking; Prepare vegetables using little or no fat; Use products that are locally grown or produced such as milk, produce, meats, chicken or fish; Follow standardized recipes that are low in saturated fat, sodium and added sugars. 4 = Yes, follows ten to eleven of these practices. 3 = Follows eight to nine of these practices. 2 = Follows five to six of these practices. 1 = Follows four or fewer of these practices. 0 = Unable to score \*

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Promote healthy food and beverage choices Are healthy food and beverage choices promoted using the following techniques? A variety of mixed whole fruits are displayed in nice bowls or baskets; Fruit is offered in at least two locations on all service lines; Vegetables are offered on all serving lines; At least one vegetable is identified as the featured vegetable of the day (Harvest of the Month); Place pre-packed salads in high traffic area; White milk is displayed in front of other beverages in the coolers; Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable; Signs show students how to make a reimbursable meal on any service line; Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service; Students, teachers, or administrators announce today's menu in daily announcements; A monthly menu is posted in the main office; Information about the benefits of school meals is provided to teachers and administration at least annually; Conduct a taste test of new entree items. 4 = Yes, healthy food and beverage choices are promoted through ten or more of these techniques. 3 = Healthy food and beverage choices are promoted through five to nine of these techniques. 2 = Healthy food and beverage choices are promoted through one to four of these techniques. 1 = Healthy food and beverage choices are promoted through none of these techniques. 0 = Unable to score \*

4

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Adequate time to eat school meals: Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they receive their meals? 4 = Yes. 3 = Have adequate time for breakfast or lunch, but not both. 2 = No, but there are plans to increase time. 1 = No. 0 = Unable to score \*

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Clean, safe, and pleasant cafeteria: Does the school provide students with a clean, safe, and pleasant cafeteria, according to the following criteria? Physical structure does not need repairs; Tables and chairs are not damaged and are of appropriate size for all students; Seating is not overcrowded; Rules for behavior are enforced; Tables and floors are cleaned between lunch periods or shifts; The lunchroom is branded and decorated in a way that reflects the student body; Appropriate practices are used to prevent excessive noise levels; Smells are pleasant and non-offensive; Appropriate eating devices are available when needed for students with special health care needs. 4 = Yes, cafeteria meets all of these criteria. 3 = Meets four to seven of these criteria. 2 = Meets two to three of these criteria. 1 = Meets one of fewer of these criteria. 0 = Unable to score \*

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Preparedness for food emergencies: Are school nutrition service staff members and staff monitoring during the lunch period trained to respond quickly and effectively to the following types of emergencies? Choking; Natural disasters Weather related emergencies and school closures; Medical emergencies (severe food allergy reactions, diabetic reactions)Attempts to introduce biological or other hazards into the food supply; Situations that require students and others to shelter in the school. 4 = Yes, all staff are trained for five to six types of emergencies. 3 = Some staff are trained for three or four types of emergencies. 2 = Some staff are trained for one or two types of emergencies. 1 = No, staff are trained for none of these types of emergencies. 0 = Unable to score \*

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Farm to School activities: Is your school implementing any Farm to School activities? Local or regional products are incorporated into the school meal program; Messages about agriculture and nutrition are reinforced throughout the learning environment; School hosts a school fruit or vegetable garden; School hosts field trips to local farms; School utilizes promotions or special events, such as tastings, that highlight the local products; School hosts a farmers market; Menu states local products are being served; Local farmers participate in career day activities4 = Yes, our school is implementing four to five of these activities. 3 = Our school is implementing two to three of these activities. 2 = Our school is implementing one of these activities. 1 = No, our school is not implementing any of these activities. 0 = Unable to score \*

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# Google Forms

## Physical Activity and Physical Education Scorecard

Carefully read and discuss the discussion questions and scoring descriptions for each item listed on this Score Card. The notetaker for your group will select the most appropriate score for each item based on group input. The reporter will share three statements regarding what was rated. One score per group.

225 minutes of physical education per week: Do all students in each grade receive physical education for at least 225 minutes per week throughout the school year? NOTE: Physical education classes should be spread over at least three days per week, with daily physical education preferable. 4 = Yes. 3 = 135-224 minutes per week for all students in each grade throughout the school year. 2 = 90-134 minutes per week for all students in each grade throughout the school year. 1 = Fewer than 90 minutes per week or not all students receive physical education throughout the school year. 0 = unable to score \*

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Time requirement for length of physical education class: Does your school have a time requirement for the length of physical education classes? 4 = Yes. Physical education classes are scheduled for the equivalent of 225 minutes or more per week. 3 = Yes. Physical education classes are scheduled for the equivalent of 91 – 224 minutes per week. 2 = Yes. Physical education classes are scheduled for the equivalent of 90 minutes per week. 1 = No. Our school does not have a time requirement for minutes per week for physical education or we require less than 90 minutes per week. 0 = unable to score \*

4

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Students active at least 50% of class time: Do teachers keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions? 4 = Yes, during most or all classes. 3 = During about half the classes. 2 = During fewer than half the classes. 1 = During none of the classes, or there are no physical education classes. 0= unable to score \*

4

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Promotion or support of walking and bicycling to and/or from school Does your school promote or support walking and bicycling to and/or from school in the following ways? • Designation of safe or preferred routes to school • Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week • Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) • Instruction on walking/bicycling safety provided to students • Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper • Crossing guards • Crosswalks on streets leading to schools • Walking school buses • Documentation of number of children walking and or biking to and from school • Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.) 4 = Yes, our school promotes or supports walking and bicycling to school in six or more of these ways. 3 = Our school promotes or supports walking and bicycling to school in three to five of these ways. 2 = Our school promotes or supports walking and bicycling to school in one to two of these ways. 1 = Our school does not promote or support walking and bicycling to school. 0 = unable to score \*

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Availability of before- and after-school physical activity opportunities: Does your school offer opportunities for all students to participate in physical activity before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)? 4 = Yes, both before and after the school. 3 = We offer before school or after school, but not both. 2 = We do not offer opportunities for students to participate in physical activity before or after school, but there are plans to initiate it. 1 = No, we do not offer opportunities for students to participate in physical activity before or after school, and there are no plans to initiate it. 0 = unable to score \*

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Physical activity facilities meet safety standards Does the school ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation, and maintenance, in the following ways? Regular inspection and repair of indoor and outdoor playing surfaces, including those on playgrounds and sports fields Regular inspection and repair of physical activity equipment such as balls, jump ropes, nets, cardiovascular machines, weights, and weight lifting machines Padded goal posts and gym walls Breakaway bases for baseball and softball Securely anchored portable soccer goals that are stored in a locked facility when not in use Bleachers that minimize the risk for falls Slip-resistant surfaces near swimming pool use Pools designed, constructed, and retrofitted to eliminate entrapment use NOTE: Please disregard any standard that is not relevant for your campus. 4 = Yes, all these safety standards are met. 3 = All these safety standards are met, but at times the school has temporary lapses in one of them. 2 = One of these safety standards is not met, or at times the school has temporary lapses in more than one of them. 1 = More than one of these safety standards is not met, or there are no spaces or facilities for physical activity. 0 = unable to score \*

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Participation in intramural programs or physical activity clubs: Do both boys and girls participate in school-sponsored or community-based intramural programs or physical activity clubs either in school or outside of school? 4 = Yes, many boys and girls participate in school-sponsored or community-based intramural programs or physical activity clubs. 3 = For the most part, many students of only one sex participates in school-sponsored or community based intramural programs or physical activity clubs. 2 = Very few students of either sex participate in school-sponsored or community-based intramural programs or physical activity clubs. 1 = There are no school-sponsored or community-based intramural programs or physical activity clubs. 0 = unable to score \*

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Athletics safety requirements Does your school athletic program implement and enforce all the following safety requirements? Require physical examination by physician before participation Avoid excesses in training regime that may result in injuries (e.g., heat stroke, exhaustion, dehydration, sprains, strains) Establish criteria, including clearance by a health-care provider, before allowing further participation in practice or reentry into game play after a head injury Reward good sportsmanship, teamwork, and adherence to safety rules Strictly enforce prohibitions against alcohol and drug use Strictly enforce prohibitions against violence and aggression by students, spectators, coaches, and other persons during sporting events Strictly enforce prohibitions against dangerous athletic behaviors (e.g., spearing in football, high sticking in hockey, throwing bat in baseball) Report all sports-related injuries to the appropriate authority 4 = Yes, all these safety requirements are met. 3 = All of these safety requirements are met, but at times the school has temporary lapses in implementing or enforcing one of them. 2 = One of these safety requirements is not met, or at times the school has temporary lapses in implementing or enforcing more than one of them. 1 = More than one of these safety requirements are not met, or there is no school athletic program. 0 = unable to score \*

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Availability of physical activity breaks in classrooms: Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods? NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school day. 4 = Yes, on all days during a typical school week. 3 = On most days during a typical school week. 2 = On some days during a typical school week. 1 = No, we do not provide students with opportunities to participate in physical activity breaks in classrooms. 0 = unable to score \*

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Nutrition education in the classroom Do school nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom? Participate in design and implementation of nutrition education programs Display educational and informational materials that reinforce classroom lessons Provide food for use in classroom nutrition education lessons Provide ideas for classroom nutrition education lessons Teach lessons or give presentations to students Tasting party in collaboration with classroom teacher Presentation on nutrition and food services to PTA/PTSA/PTO Sports nutrition – collaboration with coaches Classroom tour of cafeteria or meet and greet with school nutrition staff

4 = Yes, use three or more methods. 3 = Use two of these methods. 2 = Use one of these methods. 1 = Use none of these methods. 0 = Unable to score \*

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## Staff, Family, and Community Involvement Scorecard

Carefully read and discuss the discussion questions and scoring descriptions for each item listed on this Score Card. The notetaker for your group will select the most appropriate score for each item based on group input. The reporter will share three statements regarding what was rated. One score per group.

Health education for staff members: Does your school or district offer staff members health education and health-promoting activities that focus on skill development and behavior change that are tailored to their needs and interests? 4 = Yes, health education is offered and it is tailored to staff members' needs and interests. 3 = Health education is offered and it is tailored to staff members' needs and interests, but it does not focus on skill development or behavior change. 2 = Health education is offered, but it is not tailored nor does it focus on skill development or behavior change. 1 = No, health education is not offered. 0 = Unable to score \*

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Stress management programs for staff: Does your school or district offer staff members accessible and free or low-cost stress management programs at least once a year? 4 = Yes, stress management programs are offered, and all staff members find them accessible and free or low-cost. 3 = Stress management programs are offered, but some staff members find them inaccessible or high-cost. 2 = Stress management programs are offered, but many staff members find them inaccessible or high-cost. 1 = Stress management programs are not offered at least once a year. 0 = Unable to score \*

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Programs for staff members on physical activity/fitness: Does the school or district offer staff members accessible and free or low-cost physical activity/fitness programs? 4 = Yes. 3 = Offers physical activity/fitness programs, but some staff members find them inaccessible or expensive. 2 = Offers physical activity/fitness programs, but many staff members find them inaccessible or expensive. 1 = Does not offer physical activity/fitness programs. 0 = Unable to score \*

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Communication with families: Does your school communicate with all families about school health activities and programs in a culturally- and linguistically-appropriate way, using a variety of communication methods? 4 = Yes, all families are communicated with in a culturally- and linguistically-appropriate way using a variety of communication methods. 3 = All families are communicated with using a variety of communication methods, but not in a culturally- and linguistically-appropriate way. 2 = Our school only uses very few methods to communicate about health-related activities or programs. 1 = Our school does not communicate with families in these ways, or families receive communications solely about academic subjects but not about health-related activities or programs. 0 = Unable to score \*

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Family engagement in school decision making: Do families have opportunities to be involved in school decision making for health and safety policies and programs? 4 = Yes, families have opportunities to be involved in all school decision-making processes for health and safety policies and programs. 3 = Families have opportunities to be involved in most school decision-making processes for health and safety policies and programs. 2 = Families have opportunities to be involved in some school decision-making processes for health and safety policies and programs. 1 = No, families do not have opportunities to be involved in school decision-making processes for health and safety policies and programs. 0 = Unable to score \*

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School health updates for families: Does your school provide regular updates (e.g., school newsletter, school or district website, parent meetings) to families on issues related to all aspects of student health (i.e., nutrition, physical activity, chronic health condition management, social and emotional wellbeing)? 4= Yes, our school provides regular updates to families on all aspects of student health. 3= Our school provides regular updates to families on most aspects of student health. 2= Our school provides updates to families on some aspects of student health, but the updates are not distributed regularly. 1 = No, our school does not provide student health updates for families. 0 = Unable to score \*

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Community involvement in school decision making: Do community members (e.g., community groups, organizations) have opportunities to help with school decision making on health and safety policies and programs? (NOTE: Community members include individuals other than school board members) 4 = Yes, community members are actively engaged in most school decision-making on health and safety policies and programs. 3 =Community members are actively engaged in some school decision-making on health and safety policies and programs. 2 = Community members are offered opportunities to provide input on a few school decisions on health and safety policies and programs, but not consistently. 1 = No, community members are not engaged in school decision-making on health and safety policies and programs. 0 = Unable to score \*

4

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Community involvement in school health initiatives: Does your school partner with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities? 4= Yes, our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for all school health initiatives. 3 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for most school health initiatives. 2 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for some school health initiatives. 1 = No, our school does not partner with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities for school health initiatives. 0 = Unable to score \*

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Community involvement in improving student health: Do community partners visit your school to present information and engage students from all grade levels in learning activities to improve student health? 4 = Yes, community partners visit our school to present information and engage students from all grade levels in health-oriented learning activities to improve student health. 3 = Community partners visit our school to present information and engage students from most grade levels in health-oriented learning activities to improve student health. 2 = Community partners visit our school to present information and engage students from some grade levels in health-oriented learning activities to improve student health. 1 = No, community partners do not visit our school to present information or engage students in learning activities to improve student health. 0 = Unable to score \*

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Student involvement with community organizations: Does your school connect students with community organizations to participate in events that promote and distribute information on health and wellness? 4= Yes, our school frequently connects students with community organizations to participate in events that promote and distribute information on health and wellness. 3= Yes, our school often connects students with community organizations to participate in events that promote and distribute information on health and wellness. 2= Yes, our school sometimes connects students with community organizations to participate in events that promote and distribute information on health and wellness. 1= No, our school does not connect students with community organizations to participate in events that promote and distribute information on health and wellness. 0 = Unable to score \*

4

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