



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**2022-23 SCHOOL YEAR**

## **SCHOOL HEALTH PROFILES FORM**

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### **Healthy Schools Act of 2010**

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Under Section 602 of the *Healthy Schools Act of 2010* (L18-0209, DC Official Code § 38–826.02), each public school and public charter school within the District of Columbia is required to:

- 1.) **Complete and submit** the online School Health Profile (SHP) form to the Office of the State Superintendent of Education (OSSE).
- 2.) **Make the completed profile available to the public** by posting it online, if the school has a website, and making the information available to parents in the school's main office.

Any public school or public charter school that fails to complete and submit its SHP form to OSSE **on or before Feb. 17** will be out of compliance with Section 602 of the Healthy Schools Act of 2010 and noted as such in OSSE's biennial report to DC Council.

## Instructions

The online SHP form must be completed by each school. For example, if your local education agency (LEA) includes five campuses, each campus must complete the SHP.

OSSE recommends that schools and LEAs work collaboratively to identify staff who are most knowledgeable about each section to answer those questions.

Complete all sections of the form with responses for the 2022-23 school year.

For definitions, clarifications, or more information on how to complete the online SHP form, please see our [Frequently Asked Questions \(FAQs\)](#) at the end of this document.

## Submission Deadline

The online form must be completed **on or before Feb. 17, 2023**. OSSE will post each completed and final SHP on the OSSE website within 30 days of receipt for public review. If your school has not completed the form by the deadline, your school will be listed on the OSSE website as out of compliance with Section 602 of the *Healthy Schools Act of 2010*. OSSE also reports compliance with the HSA to the Mayor, the DC Council, and the Healthy Youth and Schools Commission.

Once submitted, OSSE will also send an e-mail notification to all SHP points of contact when a PDF copy of the completed SHP is available for download in the application.

The SHP form must be submitted through [data.osse.dc.gov/shp](https://data.osse.dc.gov/shp)

- Log in to this URL to access the application where you can fill out the form. See more specific log in instructions for school-level and LEA-level users in the [Frequently Asked Questions \(FAQs\)](#) section at the end of this document.

## Need assistance with the online form?

Contact your LEA Data Manager or your LEA School Health Profile POC to submit an OSSE Support Tool (OST) ticket by Feb. 3 | [See FAQs](#) in this doc



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## Section 1: School Profile

This section includes your school's profile information as pulled from OSSE's authoritative database.

**Type of School\*** Pre-filled

- Public School       Public Charter School       Private School

**LEA ID\*** Pre-filled

**LEA Name\*** Pre-filled

**School Code\*** Pre-filled

**School Name\*** Pre-filled

**Ward\*** Pre-filled

**Grades Served\*** Pre-filled

- |  |                            |                             |                                |
|--|----------------------------|-----------------------------|--------------------------------|
| <input type="checkbox"/> Pre-K3 & Pre-K4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 7  | <input type="checkbox"/> 11    |
| <input type="checkbox"/> K               | <input type="checkbox"/> 4 | <input type="checkbox"/> 8  | <input type="checkbox"/> 12    |
| <input type="checkbox"/> 1               | <input type="checkbox"/> 5 | <input type="checkbox"/> 9  | <input type="checkbox"/> Adult |
| <input type="checkbox"/> 2               | <input type="checkbox"/> 6 | <input type="checkbox"/> 10 | <input type="checkbox"/> Other |



## Section 2: Health Services

**Recommended point of contact for this section:**  
*School Health Professional and School Behavioral Health Professional*

The following section asks your school to provide information on the physical and behavioral health services provided to students, parents, and staff at your school.

### **Important Definitions for this Section:**

Nursing: Registered nurses (RN) or licensed practical nurses (LPN).

Allied health professional: Nursing assistants, medical technicians, or anyone who can support a nurse; it does not refer to related service providers for purposes of special education.

Undesignated Epinephrine Injector: An epinephrine auto-injector that is not assigned to a specific student by prescription.

**2.01 Do you have nursing and/or allied health professional coverage in your school?\*** *(Please note, any nurse or allied health professional within the school building for the sole purpose of administering COVID-19 testing or vaccinations should not be included in responses to sub-questions for 2.01 below.)*

Yes

No

**If Yes, please state the coverage of nursing and/or allied health professional coverage in your school:\***

#### **Nurse**

# full time (0-10): \_\_\_\_\_

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

# part time (0-10): \_\_\_\_\_

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

#### **Allied health professional**

# full time (0-10): \_\_\_\_\_

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

# part time (0-10): \_\_\_\_\_

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

**2.02 What type(s) of health services does your school offer to students?\*** *Select all that apply.*



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- Access and/or referrals to medical providers through a systematic process
- Prevention materials and resources for chronic diseases (diabetes, obesity, asthma, etc.)
- Screening, testing, and/or treatment for chronic diseases (diabetes, obesity, asthma, etc.)
- On-site COVID-19 testing
- Prevention materials and resources for sexually transmitted diseases (HIV/AIDS, gonorrhea, chlamydia, etc.)
- Screening, testing, and/or treatment for sexually transmitted diseases (HIV/AIDS, gonorrhea, chlamydia, etc.)
- Oral health services (dental screening, cleaning, counseling, etc.)
- Vision screenings
- Hearing screenings
- On-site COVID-19 vaccinations and routine pediatric immunizations

**2.03 Does your school partner with any outside programs or organizations to provide health services to students?**

- Yes  No

**If Yes, please specify their name below (including community-based organizations, DC Health, etc.).  
Select all that apply.**

- April May  Department of Behavioral Health  Catholic Charities  
 DC Health  Hillcrest Children and Family Center  MBI Health Services  
 Paving the Way MSI  Howard University Hospital  SMILE Therapy Services  
 WISE Center – MedStar Georgetown University Hospital  Other: \_\_\_\_\_

**2.04 Does your school have at least two unexpired undesignated epinephrine auto-injectors?\***

- Yes  No

**2.05 Does your school have at least two employees or agents (outside of the school nurse) who are certified to administer both an undesignated and a designated epinephrine auto-injector during all hours of the school day in case of an anaphylactic emergency?**

- Yes  No

**Please provide the names of AOM (Administration of Medication) certified personnel at your school and when they were certified, if applicable:**



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Name 1: \_\_\_\_\_ E-mail 1: \_\_\_\_\_ Date of Certification 1: \_\_\_\_\_

Name 2: \_\_\_\_\_ E-mail 2: \_\_\_\_\_ Date of Certification 2: \_\_\_\_\_

**2.06 Does your school have an Automated External Defibrillator (AED)?**

Yes  No

**2.07 Student Access to Period Products**

**Grades: Pre-K 3 and Pre-K 4, K – grade 5**

**Does your school have a dispenser stocked with free period products in at least one student-accessible women’s and one gender-neutral bathroom (or if your school does not have a gender-neutral bathroom, then at least one men’s bathroom)?\***

- At least one women’s bathroom
- At least one gender-neutral bathroom
- At least one men’s bathroom
- None

**Does your school have a poster placed by each dispenser with information on the safe use and disposal of period products?\***

Yes  No

**2.08 Student Access to Period Products**

**Grades: 6 - 8, 9 - 12**

**Does your school have a dispenser stocked with free period products in each student-accessible women’s and gender-neutral bathroom (or if your school does not have a gender-neutral bathroom, then at least one men’s bathroom)?\***

- All women’s bathrooms
- All gender-neutral bathrooms
- At least one men’s bathroom
- None

**Does your school have a poster placed by each dispenser with information on the safe use and disposal of period products?\***

Yes  No

**2.09 How many of the following clinical staff are currently employed, work as a contractor, or volunteer at your school?\***



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**Licensed Independent Clinical Social Worker (LICSW)**

# full time (0-10): \_\_\_\_\_

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

# part time (0-10):

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

**Licensed Graduate Social Worker (LGSW)**

# full time (0-10): \_\_\_\_\_

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

# part time (0-10):

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

**Licensed Professional Counselor (LPC)**

# full time (0-10): \_\_\_\_\_

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

# part time (0-10):

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

**Licensed Graduate Professional Counselor (LGPC)**

# full time (0-10): \_\_\_\_\_

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

# part time (0-10):

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

**Psychologist**

# full time (0-10): \_\_\_\_\_

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

# part time (0-10):

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

**Psychiatrist**

# full time (0-10): \_\_\_\_\_



Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

# part time (0-10):

Funding source:  Self-Funded  Provided by DC Health  Other \_\_\_\_\_

**2.10 Please provide the contact information of your School Behavioral Health Coordinator:\***

Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

**2.11 Does your school provide access to behavioral health services to all enrolled students?** (A 'yes' response indicates that behavioral health services are available to students in the general education setting as well as those who receive services through an IEP or 504 plan).

Yes

No

**2.12 Does your school partner with any outside programs or organizations to provide behavioral/mental health services to students?**

Yes

No

**If Yes, please identify their name(s) below (including Community Based Organizations, Department of Behavioral Health, etc.). Select all that apply.**

Children's National  Department of Behavioral Health  Mary's Center

DC Health  Hillcrest Children and Family Center  Shield T3

Paving the Way MSI  Elaine Ellis Center of Health  Grassroots Project

WISE Center – MedStar Georgetown University Hospital  Other: \_\_\_\_\_

**2.13 Does your school facilitate parent engagement?** (Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. For example, PTO, PTA, Wellness Committee)

Yes

No

**2.14 Does your school offer any health and wellness education for parents?\***

Yes

No

**If Yes, which of the following health and wellness education options does your school offer to parents? Select all that apply.**





- Health risks related education (e.g. managing student asthma, importance of annual well-child visits and routine pediatric immunizations, blood pressure screenings)
- Mental/behavioral health education (e.g. stress management, warning signs of youth suicide)
- Physical health education (e.g. nutrition or cooking classes, obesity prevention)
- Physical activity education (e.g. Zumba, yoga, parent-child exercise classes)
- Personal health education (e.g. how to talk to your child about appropriate touch, puberty, healthy relationships, sexual health resources)
- COVID-19 risks related education (e.g. mitigation strategies, vaccination, etc.)
- Other: \_\_\_\_\_

**2.15 Does your school offer any health and wellness initiatives to staff that contribute to a positive school climate?\***

- Yes  No

**If Yes, what type of staff wellness initiatives does your school offer that contribute to a positive school climate?**

- Organizational structures to support staff wellness (lactation rooms, welcoming break rooms, early dismissal days, opportunities to engage teacher voice and build trusting relationships, etc.)
- Staff wellness events (retreats, wellness days, workshops, campaigns, etc.) to promote positive self-care skills like fitness, nutrition, stress management, etc.
- Professional development (Trauma informed care, self-care, grief and loss, etc.)
- Mental/Behavioral health services offered through an Employee Assistance Program or partnering community-based organization



## Section 3: Health Education Instruction

***Recommended point of contact for this section:***  
*Health Education teacher, Physical Education teacher*

### **Important Definitions for this Section:**

**Health Education:** Formal, structured health education as defined by the Centers for Disease Control and Prevention consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. Health education instruction of the District of Columbia Health Education Standards (DC Official Code § 38–821.01). The Healthy Schools Act requires an average of 75 minutes of health education per week for grades K - 8 (DC Official Code § 38–824.02).

**Health Education Minutes (Grades 1-8):** The average number of minutes per week during the school year that a student receives health education instruction. This average should only include time devoted exclusively to health education instruction that utilizes a health-specific curriculum. Do **NOT** include physical education instruction time in this figure. For this question, please indicate the average number of minutes per week that your school provides health education instruction to each grade level. Average number of minutes of health education instruction per week can range between 0 and 125 minutes.

*Note: If your school provides more than 125 minutes of health education instruction in an average week, enter 125. If a student only receives health education for one semester or one quarter, please average the total weekly minutes for the whole school year.*

*Do you have questions regarding this calculation and need support? If so, please contact OSSE's Division of Health and Wellness here: [OSSE.HYDT@dc.gov](mailto:OSSE.HYDT@dc.gov)*

*The Office of the State Superintendent of Education (OSSE) is committed to providing technical assistance to schools that do not meet the Health Education minute requirements. Schools that do not meet the required Health Education minutes will receive follow-up support from OSSE.*

**Health Education Requirement (Grades 9-12):** According to the District of Columbia Municipal Regulations, prior to graduation, all students must have one and one half (1.5) Carnegie Units in Health/Physical Education.

**Cardiopulmonary Resuscitation (CPR) Training:** Cardiopulmonary resuscitation (CPR) is a lifesaving technique that is useful in many emergencies, such as a heart attack or near drowning, in which someone's breathing or heartbeat has stopped. District of Columbia public and public charter schools that serve grades 9 through 12 shall include cardiopulmonary resuscitation (CPR) instruction in at least one health class necessary for graduation. The instruction shall be nationally recognized and based on the most current evidence-based emergency cardiovascular care guidelines for resuscitation, include appropriate use of an automated external defibrillator (AED), and incorporate hands-on practice (DC Official Code § 38–824.02).



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The following questions ask for the names and contact information for teachers who instruct 1) only health education, 2) only physical education, and 3) both health education and physical education at your school.

**3.01 How many teachers instruct only health education in your school?\*** \_\_\_\_\_ (0 – 10)

*Note: Please make sure teachers reported in questions 3.01, 3.02, and 3.03 are not counted more than one time.*

Name of Health Education Instructor 1:

E-mail of Health Education Instructor 1:

\_\_\_\_\_

\_\_\_\_\_

Name of Health Education Instructor 2:

E-mail of Health Education Instructor 2:

\_\_\_\_\_

\_\_\_\_\_

**3.02 How many teachers instruct only physical education in your school?\*** \_\_\_\_\_ (0 – 10)

Name of Physical Education Instructor 1:

E-mail of Physical Education Instructor 1:

\_\_\_\_\_

\_\_\_\_\_

Name of Physical Education Instructor 2:

E-mail of Physical Education Instructor 2:

\_\_\_\_\_

\_\_\_\_\_

**3.03 How many teachers instruct both health and physical education in your school?\*** \_\_\_\_\_ (0 – 10)

Name of Dual Instructor 1:

E-mail of Dual Instructor 1:

\_\_\_\_\_

\_\_\_\_\_

Name of Dual Instructor 2:

E-mail of Dual Instructor 2:

\_\_\_\_\_

\_\_\_\_\_

**3.04 For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that students receive health education instruction:\***

**Grades: K – 5**

Kindergarten Minutes/Week: \_\_\_\_\_

Grade 1 Minutes/Week: \_\_\_\_\_

Grade 2 Minutes/Week: \_\_\_\_\_

Grade 3 Minutes/Week: \_\_\_\_\_



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Grade 4 Minutes/Week: \_\_\_\_\_

Grade 5 Minutes/Week: \_\_\_\_\_

**Grades: 6 – 8**

Grade 6 Minutes/Week: \_\_\_\_\_

Grade 7 Minutes/Week: \_\_\_\_\_

Grade 8 Minutes/Week: \_\_\_\_\_

**3.05 Does your school partner with any outside programs or organizations to supplement the health education topical instruction (including nutrition, alcohol, tobacco and other drugs, sexual health, oral health, etc.)? \***

Yes

No

**If Yes, please specify the name(s) of the partner program or organization below.\***

DC Health

Department of Behavioral Health

Mary's Center

FoodCorps

Howard University Hospital

Martha's Table

Grassroots Project

FRESHFARM FoodPrints

Teen Promise Project

Hillcrest Children and Family Center

Other: \_\_\_\_\_

**3.06 Does your school include CPR instruction to students in grades 9 through 12 prior to graduation?**

Yes

No

**3.07 Does your school require high school students to take 0.5 or more Carnegie Units in Health Education prior to graduation?\***

Yes

No

**3.08 Does your school teach the following health education topics? Note: Please state the curriculum's full name or note the curricula/lesson plan is teacher created.**

**Grades: K – 5** (Some topics may only be taught in older elementary grades. Please still answer "yes" in that case.)

Alcohol, Tobacco, and Other Drugs Prevention Education

Yes      If Yes, what curriculum do you use? \_\_\_\_\_

No



Disease Prevention Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Human Body and Personal Health Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Nutrition Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Mental and Emotional Health Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Safety Skills Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Suicide Prevention Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

**Grades: 6 - 8**

Alcohol, Tobacco, and Other Drugs Prevention Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Disease Prevention Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Human Body and Personal Health Education



- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

HIV/STI Prevention Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Nutrition Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Mental and Emotional Health Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Safety Skills Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Suicide Prevention Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

**Grades: 9 - 12**

Alcohol, Tobacco, and Other Drugs Prevention Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Disease Prevention Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Human Body and Personal Health Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No



HIV/STI Prevention Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Nutrition Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Mental and Emotional Health Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Safety Skills Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No

Suicide Prevention Education

- Yes      If Yes, what curriculum do you use? \_\_\_\_\_
- No



## Section 4: Physical Education Instruction

*Recommended point of contact for this section: Physical Education Teacher*

### **Important Definitions for this Section:**

**Physical Activity:** Physical activity means bodily movement, including walking, dancing, or gardening (DC Official Code § 38–821.01). Physical activity promotes normal and healthy growth and development. It can help reduce the risk of chronic disease and improve general health and overall daily function in people who do it regularly.

**Moderate-to-Vigorous Physical Activity:** Movement resulting in a substantially increased heart rate and breathing (DC Official Code § 38–821.01). This number should include the time that students are participating in moderate-to-vigorous physical activity. It should NOT include time devoted to administrative tasks, transitions, or breaks.

**Physical Education:** Physical education (PE) is instruction based on the District of Columbia Physical Education Standards, of which at least 50% of the time is spent in moderate to vigorous physical activity (DC Official Code § 38–821.01). As SHAPE America explains, “physical education provides students with a planned, sequential, K through 12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.”

**Recess and Outdoor Physical Activity:** Recess and outdoor physical activity is a regularly scheduled period in the school day for physical activity and play that is monitored by trained staff or volunteers. During this time, students are encouraged to be physically active and engaged with their peers in structured physical activities or activities of their choice, at all grade levels.

### **Legislative Requirements and Instructions:**

**Physical Activity:** For students in grades K-8, it shall be the goal to provide 60 minutes of physical activity per day (DC Official Code § 38–824.01). For students in grades Pre-K3 and Pre-K4, schools shall provide an average of 60 minutes of physical activity per day, with a goal to provide 90 minutes of physical activity per day. (DC Official Code § 38–824.02). For this question, please indicate a daily average between 0 and 135 for grades Pre-K3 and Pre-K4.

**Physical Education Minutes:** The Healthy Schools Act sets requirements for physical education and physical activity by grade band. For students in grades K - 5, schools shall provide an average of 90 minutes of physical education per week, with a goal to provide an average of 150 minutes per week. For students in grades 6 - 8, schools shall provide an average of 135 minutes of physical education per week, with a goal to provide an average of 225 minutes per week. At least 50 percent of physical education time shall be spent-on-moderate to vigorous physical activity (movement resulting in substantially increased heart rate and breathing). (DC Official Code § 38–824.02).

*The Office of the State Superintendent of Education (OSSE) is committed to providing technical assistance to schools that do not meet the Physical Education minute requirements. Schools that do not meet the required Physical Education minutes will receive follow-up support from OSSE.*



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Moderate-to-Vigorous Physical Activity Minutes: For students in grades K – 8, at least 50 percent of physical education time shall be spent on moderate-to-vigorous physical activity (DC Official Code § 38–824.02). For this question, please indicate a weekly average between 0 and 225 for grades K – 5, and a weekly average between 0 and 300 for grades 6 – 8.

Recess and Outdoor Physical Activity: Schools shall provide recess and outdoor physical activity for all students on a daily basis (weather and space permitting). For students in grades K – 8, it shall be the goal to provide at least one recess of at least 20 minutes per day. For students in grades Pre-K3 and Pre-K4, schools shall be the goal to provide at least two 20-minute sessions of outdoor physical activity per day (DC Official Code § 38–824.02).

**4.01 For each grade span in your school, please indicate the average number of minutes per week during the regular instructional school week that a student receives physical education instruction. This does NOT include recess or after school activities.\***

Grades: K – 5                      Minutes/Week: \_\_\_\_\_

Grades: 6 – 8                     Minutes/Week: \_\_\_\_\_

Grades: 9 – 12                  Minutes/Week: \_\_\_\_\_

**4.02 Which physical education curriculum (or curricula) is your school currently using for physical education instruction?\***

*Note: Please state the curriculum's full official name or note if the curricula/lesson plan is teacher created.*

Grades: K – 5                     Curriculum: \_\_\_\_\_

Grades: 6 – 8                    Curriculum: \_\_\_\_\_

Grades: 9 – 12                 Curriculum: \_\_\_\_\_

**4.03 Within the physical education course during the regular instructional school week, how much time is devoted to actual moderate-to-vigorous physical activity? This does NOT include recess or after school activities.\***

Grades: K – 5                     Less than 50 percent  
    50 percent or more

Grades: 6 – 8                     Less than 50 percent  
    50 percent or more

Grades: 9 – 12                  Less than 50 percent  
    50 percent or more



**4.04 Please indicate the average number of minutes per day of physical activity offered for Pre-K3 and Pre-K4 students:**

Grades: Pre-K 3 and Pre-K 4      Minutes/Day: \_\_\_\_\_

**Please indicate the number of sessions of outdoor physical activity per day: \_\_\_\_\_**

**Please indicate the average minutes per session of outdoor physical activity per day: \_\_\_\_\_**

**4.05 How many minutes per day do students get recess on average?\***

Grades: K – 5                      Minutes/Day: \_\_\_\_\_

Grades: 6 – 8                      Minutes/Day: \_\_\_\_\_

**4.06 What strategies does your school use, during or outside of regular school hours, to promote physical activity?\* *Select all that apply.***

- Active Recess                       Movement in the Classroom                       Walk to School
- After-School Activities                       Athletic Programs                       Safe Routes to School
- Bike to School                       Playground/field on school campus                       Before-School Activities
- Playground/field off of school campus                       Reward for student achievement or good behavior
- Shared Use Agreement with organizations providing physical activity outside of normal school day
- Gardening                       Dancing or Dance Programs                       Other: \_\_\_\_\_



## Section 5: School Nutrition and Local Wellness Policy

### **Recommended points of contact for this section:**

*Food Services Director or Manager, Principal, Chair of School Wellness Council/Committee*

### **Important Definition for this Section:**

Alternative Breakfast Serving Model: An alternative breakfast serving model is a model of serving breakfast, such as breakfast in the classroom (BIC) or breakfast on grab-and-go carts, in which breakfast is offered in one or more locations with high student traffic other than the cafeteria. With alternative breakfast serving models, breakfast is also available after the start of the school day or both before and after the start of the school day. The model must be proven to increase student participation in breakfast relative to the traditional serving model, in which breakfast is served in the cafeteria before the start of the school day. Other alternative serving models may be used but may require approval by OSSE.

Local Wellness Committee: An action-oriented advisory group that focuses on the health and well-being of students, staff, and families in a school community. The local wellness committee implements the local wellness policy and leads or supports health-related initiatives.

Share Table: A location where school community members can place unopened or sealed foods to provide for other community members to take food that would otherwise be thrown away.

Good Food Purchasing Program (GFPP): Public schools, public charter schools and participating private schools are strongly encouraged to procure food in a manner consistent with the GFPP's core values established by the Center for Good Food Purchasing. (DC Official Code § 38–822.01.c) They include:

- (A) Local economics;
- (B) Nutrition;
- (C) Valued workforce;
- (D) Environmental sustainability; and
- (E) Animal welfare.

### **5.01 Does your school operate a share table?\***

- Yes  No

#### **If Yes, please indicate the type of share table.**

- Refrigerated  
 Unrefrigerated

### **5.02 Is cold, filtered water available to students during meal times?\***

- Yes  No

### **5.03 How many vending machines are available to students?\*** \_\_\_\_\_ (0 – 10)



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**If applicable, what hours are student vending machines available? *Select all that apply.***

- Before and/or after school
- During all school hours
- During school hours, excluding meal times
- During school hours, only at meal times

**If applicable, what items are sold from student vending machines? *Select all that apply.***

- 100% fruit and/or vegetable juice
- Baked chips, lower calorie and/or fat snacks
- Fresh fruits and/or non-fried vegetables
- Milk and dairy products
- Fruit snacks
- Regular chips, pretzels and snack mixes
- Sodas and/or fruit drinks
- Whole grain products
- Water

**5.04 Does your school have a school store?**

- Yes  No

**If Yes, what are the hours of operation? *Select all that apply.***

- Before and/or after school
- During all school hours
- During school hours, excluding meal times
- During school hours, only at meal times

**If Yes, what food and/or beverages are sold in the school store? *Select all that apply.***

- 100% fruit and/or vegetable juice
- Baked chips, lower calorie and/or fat snacks
- Fresh fruits and/or non-fried vegetables
- Milk and dairy products
- Fruit snacks
- Regular chips, pretzels and snack mixes
- Sodas and/or fruit drinks
- Whole grain products
- Water

**5.05 Does your school serve breakfast via an alternative serving model?\***

- Yes  No

**If Yes, select all alternative serving models in operation:**

- Breakfast in the Classroom (BIC)
- Grab n Go (in-school)



Second Chance Breakfast

**5.06 Does your school choose to procure foods in a manner consistent with the Good Food Purchasing Program’s (GFPP) five core values (local economies, nutrition, valued workforce, environmental sustainability, and animal welfare)?\***

Yes                       No                       I have never heard of GFPP

**If Yes, which of the recommended steps of the GFPP has your school completed? *Select all that apply.***

- Have not started
- Learning about GFPP
- Measuring school baseline through a baseline assessment
- Identifying goals and developing an action plan
- Improving impact and tracking progress
- Institutionalizing GFPP goals
- Celebrating success

**If Yes, please list the contact information for the School GFPP contact(s):**

Name of School GFPP Contact 1: \_\_\_\_\_ E-mail of School GFPP Contact 1: \_\_\_\_\_

Name of School GFPP Contact 2: \_\_\_\_\_ E-mail of School GFPP Contact 2: \_\_\_\_\_

**5.07 Does your school have a local wellness committee or school health council/team?\***

Yes                                       No



## Section 6: Distributing Information

**Recommended point of contact for this section:**  
*Principal, Business Manager, Director of Operations*

### **Important Definitions for this Section:**

**Sustainable Agriculture:** An integrated system of plant and animal production practices having a site-specific application that will, over the long-term: (a) Satisfy human food and fiber needs; (b) Enhance environmental quality and the natural resources base upon which the agriculture economy depends; (c) Make the most efficient use of nonrenewable resources and on-farm resources and integrate, where appropriate, natural biological cycles and controls; (d) Sustain the economic viability of farm operations and (e) Enhance the quality of life for farmers and society as a whole.

**Vegetarian Food Option:** Food or beverages that are: (a) free of meat, poultry, and seafood; and/or (b) utilize a meat alternative recognized by the United States Department of Agriculture as a meat alternate free of meat, poultry, and seafood for the purposes of the National School Lunch Program. Schools shall have a vegetarian food optional available for students as a main course for breakfasts and lunches. Schools shall clearly label vegetarian food options and rotate the main course vegetarian food option to avoid repetition (DC Official Code § 38–822.01).

### **6.01 How and to whom are following items distributed at your school?\*** *Select all that apply.*

#### ***LEA's Local Wellness Policy***

- |   |   |
|---|---|
| <input type="checkbox"/> School website                   | <input type="checkbox"/> School main office                                 |
| <input type="checkbox"/> School cafeteria or eating areas | <input type="checkbox"/> To parent/teacher organization                     |
| <input type="checkbox"/> To foodservice staff             | <input type="checkbox"/> To administrators                                  |
| <input type="checkbox"/> To students                      | <input type="checkbox"/> This information is not available for distribution |
| <input type="checkbox"/> Upon request                     | <input type="checkbox"/> School does not have a Local Wellness Policy       |

#### ***School Menu for Breakfast and Lunch***

- |   |   |
|---|---|
| <input type="checkbox"/> School website                   | <input type="checkbox"/> School main office                                 |
| <input type="checkbox"/> School cafeteria or eating areas | <input type="checkbox"/> To parent/teacher organization                     |
| <input type="checkbox"/> To foodservice staff             | <input type="checkbox"/> To administrators                                  |
| <input type="checkbox"/> To students                      | <input type="checkbox"/> This information is not available for distribution |
| <input type="checkbox"/> Upon request                     | <input type="checkbox"/> School does not have a school menu                 |



***Nutritional Content of Each Menu Item***

- School website
- School cafeteria or eating areas
- To foodservice staff
- To students
- Upon request
- School main office
- To parent/teacher organization
- To administrators
- This information is not available for distribution
- School does not have nutritional content of menu items

***Ingredients of Each Menu Item***

- School website
- School cafeteria or eating areas
- To foodservice staff
- To students
- Upon request
- School main office
- To parent/teacher organization
- To administrators
- This information is not available for distribution
- School does not have ingredients of menu items

***Information on where fruits and vegetables served in school are grown and whether growers are engaged in sustainable agriculture practices***

- School website
- School cafeteria or eating areas
- To foodservice staff
- To students
- Upon request
- School main office
- To parent/teacher organization
- To administrators
- This information is not available for distribution
- School does not have this information

**6.02 Do you offer vegetarian options at your school?\***

- Yes
- No

**If Yes, are students and parents informed about the availability of vegetarian food options at your school?\***

- Yes
- No



**If Yes, how are vegetarian food options made available to students at your school? *Select all that apply.***

- |   |  |
|---|--|
| <input type="checkbox"/> Veg food options are available at Breakfast            | <input type="checkbox"/> Veg food options are available at Lunch                             |
| <input type="checkbox"/> Veg food options are rotated daily to avoid repetition | <input type="checkbox"/> Veg food options are clearly labeled or identified                  |
|   | <input type="checkbox"/> Veg accommodations available through formal process or upon request |

**6.03 Are milk alternatives, such as soy milk, rice milk, lactose free milk, etc., available at your school?\***

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

**If Yes, are students and parents informed about the availability of milk alternatives?**

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|





## Section 7: Environment

### ***Recommended point of contact for this section:***

*Principal, Lead Science Teacher*

Data from the School Health Profile will be used to complete the Environmental Literacy Indicator Tool, a biennial survey used to determine progress on environmental literacy goals in the Chesapeake Bay Watershed Agreement. In the future, compiled results will be available on the [chesapeakebayprogress.com](http://chesapeakebayprogress.com) website.

### **Important Definitions for this Section:**

School Gardens: Outdoor spaces that engage students through hands-on lessons that enhance learning.

Meaningful Watershed Educational Experience (MWEE's): Provide students with a better understanding of the natural environment by connecting classroom learning with outdoor field investigations. MWEE's encourage students to define an environmental issue, investigate the issue by collecting data through outdoor field experiences, take action to address the environmental issue at the personal or societal level, and then analyze and evaluate the results of the investigation to communicate findings to an audience. More information about MWEE's can be found at [bit.ly/3cM1utm](http://bit.ly/3cM1utm).

Environmental Literacy: Environmental literacy is the development of knowledge, attitudes, and skills necessary to make informed decisions concerning the relationships among natural and urban systems. An environmentally literate person will ultimately understand how to take actions that respect, restore, protect, and sustain the health and well-being of human communities and environmental systems.

Outdoor Learning: Engaging in various activities outside during the school day and out of school time. Many school staff can visualize meals, recess, and physical activity taking place outdoors. Outdoor learning activities might include, but are not limited to, morning meetings, reading circles, lessons across all subject areas, and social-emotional learning.

Outdoor learning space: Any outside area where students and teachers can work together to learn, discuss, and explore. Outdoor learning spaces can be the temporary conversion of areas of school grounds, or it can be part of a larger initiative to create new outdoor teaching structures or enhance existing areas. The space can also be used for other school activities, such as meals, school-based behavioral health services, or student activity club meetings.

### **7.01 Does your school have an outdoor learning space?\***

Yes

No

**If Yes, how many students are exposed to 10 or more hours of outdoor learning per school year?**

—



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**If Yes, how is your outdoor learning space used for outdoor learning?**

***Instruction***

Yes

No

English

Art

Math

Music

Science

Physical Education

Social Studies

Health Education

Other: \_\_\_\_\_

***School Meals***

Yes

No

Breakfast

Snack

Lunch

Supper

Fresh Fruit and Vegetable Program (FFVP)

Other: \_\_\_\_\_

***Social Development***

Yes

No

Morning Meetings

Wellness Breaks

After-School Activities

Educator Wellness Programs

Student Activity Club Meetings

Other: \_\_\_\_\_

**If Yes, please list the contact information for the outdoor learning coordinator(s):**

Name of outdoor learning coordinator 1: \_\_\_\_\_

E-mail of outdoor learning coordinator 1: \_\_\_\_\_

Name of outdoor learning coordinator 2: \_\_\_\_\_

E-mail of outdoor learning coordinator 2: \_\_\_\_\_



**7.02 Does your school currently have a school garden?\***

Yes  No

**If Yes, please list the contact information for the school garden contact(s):**

Name of Garden Contact 1: \_\_\_\_\_

E-mail of Garden Contact 1: \_\_\_\_\_

Name of Garden Contact 2: \_\_\_\_\_

E-mail of Garden Contact 2: \_\_\_\_\_

**7.03 Did any of your classes or student groups attend a farm field trip this year?\***

Yes  No

**If Yes, how many students attended a farm field trip?**

Kindergarten: \_\_\_\_\_

Grade 7: \_\_\_\_\_

Grade 1: \_\_\_\_\_

Grade 8: \_\_\_\_\_

Grade 2: \_\_\_\_\_

Grade 9: \_\_\_\_\_

Grade 3: \_\_\_\_\_

Grade 10: \_\_\_\_\_

Grade 4: \_\_\_\_\_

Grade 11: \_\_\_\_\_

Grade 5: \_\_\_\_\_

Grade 12: \_\_\_\_\_

Grade 6: \_\_\_\_\_

**If Yes, what farm(s) did the students visit? *Select all that apply.***

- |   |  |
|---|--|
| <input type="checkbox"/> Alice Ferguson Foundation's Hard Bargain Farm (MD)       | <input type="checkbox"/> Common Good City Farm (DC)              |
| <input type="checkbox"/> Pierce Mill (DC)   | <input type="checkbox"/> DC Urban Greens' Fort Stanton Farm (DC) |
| <input type="checkbox"/> Arcadia Center for Sustainable Food and Agriculture (VA) | <input type="checkbox"/> Red Wiggler Farm (MD)                   |
| <input type="checkbox"/> Calleva Farm (MD)  | <input type="checkbox"/> Rocklands Farm (MD)                     |
| <input type="checkbox"/> City Blossoms Community Green Spaces (DC)                | <input type="checkbox"/> Washington Youth Garden (DC)            |
| <input type="checkbox"/> Cox Farms (VA)   | <input type="checkbox"/> Other: _____                            |



**7.04 Does your school offer an Environmental Science class?\***

Yes  No

If Yes, how many students are enrolled in this course in the 2022-23 school year? \_\_\_\_\_

If Yes, please list the contact information for the of Lead Science Teacher/Environmental Literacy Instructor(s):

Name of Lead Science Teacher/Environmental Literacy Instructor 1: \_\_\_\_\_

E-mail of Lead Science Teacher/Environmental Literacy Instructor 1: \_\_\_\_\_

Name of Lead Science Teacher/Environmental Literacy Instructor 2: \_\_\_\_\_

E-mail of Lead Science Teacher/Environmental Literacy Instructor 2: \_\_\_\_\_

**7.05 Please select the environmental literacy topics currently addressed in your school. For each selection, indicate the course in which the topic is taught and the curriculum (or curricula) that your school is currently using for instruction:**

*Note: Please state the curriculum's full name or note that the curricula/lesson plan is teacher created.*

**Grades: K – 5**

***Air (e.g., quality, climate change)***  Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

***Water (e.g., stormwater, rivers, aquatic wildlife)***  Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

***Land (e.g., plants, soil, urban planning, terrestrial wildlife)***  Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

***Resource Conservation (e.g., energy, waste, recycling)***  Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_



**Health (e.g., nutrition, gardens, food)**

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

**Other (Please share the topic)** \_\_\_\_\_

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

**Grades: 6 – 8**

**Air (e.g., quality, climate change)**

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

**Water (e.g., stormwater, rivers, aquatic wildlife)**

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

**Land (e.g., plants, soil, urban planning, terrestrial wildlife)**

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

**Resource Conservation (e.g., energy, waste, recycling)**

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

**Health (e.g., nutrition, gardens, food)**

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

**Other (Please share the topic)** \_\_\_\_\_

Yes  No

Course: \_\_\_\_\_



Curriculum: \_\_\_\_\_

**Grades: 9 – 12**

***Air (e.g., quality, climate change)***

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

***Water (e.g., stormwater, rivers, aquatic wildlife)***

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

***Land (e.g., plants, soil, urban planning, terrestrial wildlife)***

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

***Resource Conservation (e.g., energy, waste, recycling)***

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

***Health (e.g., nutrition, gardens, food)***

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

***Other (Please share the topic)*** \_\_\_\_\_

Yes  No

Course: \_\_\_\_\_

Curriculum: \_\_\_\_\_

**7.06 Which of the following groups in your school participated in environmental education (EE) learning experiences provided by outside organizations or agencies?\***

**Teachers of Grades K – 5**

Yes  No

**Who was the provider?**



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- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)
- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)
- Federal Program (e.g., Smithsonian Institution)
- Other, please list: \_\_\_\_\_

**Teachers of Grades 6 – 8**  Yes  No

**Who was the provider?**

- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)
- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)
- Federal Program (e.g., Smithsonian Institution)
- Other, please list: \_\_\_\_\_

**Teachers of Grades 9 – 12**  Yes  No

**Who was the provider?**

- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)
- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)
- Federal Program (e.g., Smithsonian Institution)
- Other, please list: \_\_\_\_\_

**Administrators**  Yes  No

**If yes, who was the provider?**

- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)
- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)
- Federal Program (e.g., Smithsonian Institution)
- Other, please list: \_\_\_\_\_

**7.07 For each grade at your school, please indicate the level of participation in Meaningful Watershed Educational Experiences (MWEE).\***

**Grades: K – 5**



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- A system wide Meaningful Watershed Educational Experience is in place. Please describe (i.e., grade, description of unit, partnerships, etc.): \_\_\_\_\_
- Some classes participated in a Meaningful Watershed Educational Experience. Please describe (i.e., grade, description of unit, partnerships, etc.): \_\_\_\_\_
- No evidence that students in this grade participated in a Meaningful Watershed Educational Experience.

**Grades: 6 – 8**

- A system wide Meaningful Watershed Educational Experience is in place. Please describe (i.e., grade, description of unit, partnerships, etc.): \_\_\_\_\_
- Some classes participated in a Meaningful Watershed Educational Experience. Please describe (i.e., grade, description of unit, partnerships, etc.): \_\_\_\_\_
- No evidence that students in this grade participated in a Meaningful Watershed Educational Experience.

**Grades: 9 – 12**

- A system wide Meaningful Watershed Educational Experience is in place. Please describe (i.e., grade, description of unit, partnerships, etc.): \_\_\_\_\_
- Some classes participated in a Meaningful Watershed Educational Experience. Please describe (i.e., grade, description of unit, partnerships, etc.): \_\_\_\_\_
- No evidence that students in this grade participated in a Meaningful Watershed Educational Experience.

**7.08 Does your school implement any practices related to sustainable, green schools?\* *Select all that apply.***

- School-wide Recycling Program
- Lead testing of water
- On-site Composting
- LEED Certification Type: \_\_\_ Silver      \_\_\_ Gold      \_\_\_ Platinum
- Project Learning Tree Green Schools
- National Wildlife Federation Eco-Schools
- Environmentally friendly cleaning products
- Landscaping with native plants
- Stormwater reduction efforts (i.e., rain barrels, cisterns, rain gardens)
- Other: \_\_\_\_\_
- None of these

**7.09 What type of recycling hauling services does your school receive?\* *Select all that apply.***

- Cardboard only
- Paper and cardboard only
- Mixed recyclables (i.e., plastic, metals, glass) only



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- Co-mingled paper, cardboard, and mixed recyclables together (“single-stream”)
- Organics
- Other: \_\_\_\_\_
- None of these

**7.10 Does your school compost?\*** *Select all that apply.*

- Yes, we participate in an organics recycling (e.g., off-site composting) program
- Yes, on-site outdoors (e.g., in garden)
- Yes, on-site indoors (e.g., worm bin in classroom)
- Other method: \_\_\_\_\_
- No, we don’t compost

**7.11 Does your school promote the Environmental Protection Agency’s Indoor Air Quality Tools for Schools Program to reduce exposure to environmental factors that impact asthma among children and adults in public schools?\***

- Yes  No

**7.12 Does your school purchase environmentally friendly cleaning supplies?\***

- Yes  No

**7.13 Does your school cleaning/maintenance staff follow green cleaning procedures?\***

- Yes  No



## Healthy Schools Act School Health Profiles Frequently Asked Questions (FAQs)

### GENERAL INFORMATION

**1. What is the *Healthy Schools Act* School Health Profiles?**

The School Health Profiles (SHP) is an online questionnaire that must be completed by each District of Columbia public and public charter school according to Section 602 of the *Healthy Schools Act of 2010* (HSA). Upon completion of the annual profile, the SHP points of contact will receive a PDF copy of the profile that is required to be made available online if the school has a website and available to parents or guardians in the main office. The HSA designates the Office of the State Superintendent of Education (OSSE) as the administrator of the SHP.

**2. How is the information in the SHP used?**

Information collected in the SHP is used to inform OSSE, the mayor, DC Council and the Healthy Youth and Schools Commission on the extent to which the District’s schools are achieving the goals of the HSA. A biennial report is required by Section 405 of the HSA and is submitted by OSSE to the mayor, DC Council and Healthy Youth and Schools Commission. Previous HSA Reports can be found at the [OSSE Healthy Schools Act webpage](#).

**3. When is the SHP due?**

The SHP must be submitted electronically no later than 11:59 p.m. EST on Feb. 16, 2023. The LEA Head of School will certify the data on Feb. 17, 2023 by 5 p.m. EST. Schools that do not complete the SHP by this date will be listed on the OSSE website as out of compliance with Section 602 of the *Healthy Schools Act of 2010*.

**4. Who should complete the SHP?**

The principal and those listed as SHP points of contact are automatically given access and can enter responses into the SHP online form. LEA-level points of contact including LEA Data Manager and LEA Head of School can also enter responses on behalf of their school. OSSE recommends that schools and LEAs work collaboratively to identify school staff who are most knowledgeable about each section (see chart below for suggestions).

Section	Recommended to be completed by
1: School Profile	Principal, Administrative Assistant
2: Health Services	School Health Providers
3: Health Education Instruction	Health Education Teacher
4: Physical Education Instruction	Physical Education Teacher
5: School Nutrition and Local Wellness Policy	Principal, Food Services Director or Manager, Chair of School Wellness Council/Committee
6: Distributing Information	Principal
7: Environment	Principal, Lead Science Teacher

**5. How do I complete the SHP online form?**



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Log in to this URL ([data.osse.dc.gov/shp](https://data.osse.dc.gov/shp)) to access the application where you can fill out the form. See more specific log in instructions for school-level and LEA-level users in the sections below.

**6. Can I see all SHP questions in one document?**

Yes, a printable version of the SHP is available in the online application and the [OSSE SHP webpage](#).

**7. What if I have other questions beyond those included in the FAQ?**

- a. A recording of the webinar will be made available in the online application and the [OSSE SHP webpage](#).
- b. If this FAQ and the webinar recording do not answer your question, please contact your LEA Data Manager or your LEA School Health Profile POC to submit an OSSE Support Tool ticket.

## SCHOOL-LEVEL USER

**1. Where must the School Health Profiles (SHP) be submitted?**

The 2022-23 school year marks the release of a new, enhanced application outside of Quickbase which includes a more user-friendly formatting, automated pre-fill responses when appropriate and a one-stop platform for both school data submission and LEA data review and validation. The new platform is housed at [data.osse.dc.gov/shp](https://data.osse.dc.gov/shp).

**2. What are the login steps for a new user?**

- a. Once your LEA Data Manager has assigned you an appropriate role (“Principal” or “School Health Profile POC”) in OSSE’s Integrated Data Submission (IDS) System, please wait one business day for access to be configured to your email address on file.
- b. On the next business day, type in the application URL in your browser (Chrome is the preferred browser).
- c. Click “Sign Up” at the bottom of the page to create your user account for the application. Please note, *all* users will need to create a new account.
- d. When creating your user account, use the same email address that OSSE has on file (i.e., the email address entered by your LEA Data Manager when they assigned the role to you).
- e. Once you have created your account, the application will verify your credentials and you will be able to log in to the application.

**3. The application denied me access. What should I do?**

- a. First, ensure that your LEA Data Manager has assigned to you the “School Health Profile POC” or “Principal” role in the IDS application.
- b. Second, ensure that you are logging in one business day after your LEA Data Manager has assigned the role to you.
- c. Third, ensure that you are using the same email address that your LEA Data Manager entered in IDS when assigning the role to you. If you think the email address is incorrect, reach out to your LEA Data Manager to get it corrected in IDS.
- d. If you still are unable to access the application, reach out to your LEA Data Manager or your LEA point of contact to raise a support ticket with OSSE.

**4. How do I request access for another individual?**

Please reach out to your LEA data manager or your LEA point of contact to request that they add the user into OSSE’s IDS system as a “School Health Profile POC” role for your school. Please allow one business day for the user to be granted access to the application. The next business day, the



user should be able to access the application; however, you will need to share the SHP survey URL with the new user(s).

**5. Where do I find the contact details for LEA representatives?**

Click on the link to SHP survey. Once you are on the survey page, click on the “Points of Contact” tab at the top of the page. The application will take you to a page that displays the name and email of LEA representatives (e.g., LEA Data Manager, LEA Head of School and School Health Profile POC).

**6. When does the progress bar for a section change to 100 percent?**

Once the user has answered all required questions (marked with \*) and checked the “Section Complete” checkbox at the bottom of the section, the progress for that section will change to 100 percent. Please ensure that you hit “Save” before exiting the page to ensure no data are lost.

**7. Why is the “Section Complete” checkbox grayed out even when all the required questions are answered?**

The “Section Complete” checkbox will only be enabled when all required questions are answered and there are no outstanding errors in the answer formatting or allowable numerical range.

**8. What happens when I click the “Submit for Certification” button?**

The “Submit for Certification” button will be enabled once all the sections are 100 percent complete. Upon clicking the button, the survey becomes locked for the school-level user, and only the LEA-level user will still be able to edit. If the school-level user would like to make changes after submitting for certification, they will need to reach out to the LEA data manager or “School Health Profile – LEA Level point of contact” to make the necessary changes.

**9. Who certifies the SHP data?**

The LEA Head of School certifies the SHP data.

**10. Who at my school will be notified once the SHP data is certified by the LEA Head of School?**

All individuals with active user accounts in the SHP survey tool will receive an email notification once the LEA Head of School has certified the data.

**11. What happens after the data are certified?**

After the data are certified, the survey is locked for all users, including LEA-level users. All school-level users will receive an email notification once the SHP data have been certified and your school’s PDF is ready for download.

**12. As I complete the SHP, I am finding terms with which I am unfamiliar. Where can I find the definitions for those terms?**

Certain questions will have an “i” icon at the end of the sentence. Click the icon to find relevant definitions. After reading the definitions provided, if you have further questions, please contact OSSE.SchoolHealth@dc.gov.

**13. Who should I contact in case I encounter an error in the app and need technical assistance?**

Reach out to your LEA data manager or “School Health Profile – LEA Level point of contact” to raise a help desk ticket. Upon receiving the ticket, the OSSE team will reach out to you to provide needed support. All OSSE Support Tool (OST) tickets must be submitted by the OST deadline on Feb. 3, 2023.

**14. What should I do with the School Health Profile PDF?**



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Once received, the School Health Profile PDF is required to be posted online if the school has a website and available to parents or guardians in the main office.

**15. Can I view submissions for prior school years?**

Yes. Click the “Historical Submissions” link on the home page.

LEA-LEVEL USER

**1. How do I request access for a new user at either the school or LEA-level?**

- a. Step 1: Reach out to your LEA Data Manager to add users in All Staff Integrated Data Submission (IDS) Collection. Let them know that the user needs to be assigned to the “School Health Profile POC” role.
  - i. If the user needs school-level access, select the appropriate school in the “School Name” field in IDS template
  - ii. If the user needs LEA-level access, select “Not Applicable” in “School Name” field.
- b. Step 2: Notify the user once assignment is complete. Allow one business day for the user to be granted access to the application. Please ensure the user attempts to log in using the same email address submitted to IDS.

**2. Where can I find the information on who is assigned to the “School Health Profile POC” role?**

The list of users who are assigned to “School Health Profile POC” role can be accessed two ways:

- a. From the Entity Management Qlik Application: Log in to Qlik application. Go to “OSSE Stream.” Locate the “Entity Management” application for current school year. Click the “All Staff Points of Contact.” Filter for “School Health Profile POC” in the LEA Data Contact Type column.
- b. From the School Health Profile Application: Log in to the application. Go to a particular school’s survey page. Click the “Points of Contact” tab.

**3. Are there users who will get automatic access to the application?**

Yes. Any individual from your LEA or school(s) who is listed in IDS as School Principal, LEA Data Manager, or LEA Head of School will get automatic access to the application. These users will need to create an account when they first log in.

**4. How do I review the progress of each school?**

Click on “School Health Profile for Current School Year” on the homepage. You will be taken to a status page that displays the progress of each school. You can filter by the school’s name and survey status fields.

**5. How do I navigate to a school’s survey page?**

Click on the “School Health Profile for Current School Year” on the home page. You will be taken to a status page that displays the progress of each school. Click on the name of the school and you will be taken to their survey page.

**6. Can I update a survey on behalf of a school-level user?**

Yes. LEA-level points of contact including LEA Data Manager and LEA Head of School can enter responses on behalf of their school.

**7. Why do I see certain questions pre-populated?**

OSSE has identified a subset of questions for which the value will be pre-populated from the prior year’s response. Please review the responses and update them accordingly, if needed.



**8. Can I submit a survey for certification on behalf of a school-level user?**

- a. Yes. LEAs may consider submitting a survey for certification on behalf of a school if the school is unable to submit by the deadline.
- b. The “Submit for Certification” button will be enabled once all the sections are 100 percent complete. The user will need to click the button to submit the profile for certification of the data by the LEA. Upon clicking the button, the survey becomes locked for the school-level user, and only the LEA-level user will still be able to edit. If the school-level user would like to make changes after submitting for certification, they will need to reach out to the LEA data manager or “School Health Profile – LEA level” point of contact to make the necessary changes.

**9. What are the various values for “Survey Status”?**

In the beginning of data collection, all schools will have a survey status of “Not started.” Once the user starts to make an update and saves it, the status will change to “In Progress.” Once the user submits the survey for certification, the status will change to “Submitted for Certification” and to “Certified” once the LEA Head of School certifies the data.

**10. What are the requirements for certification?**

The LEA Head of School will only be able to certify data for those schools that have submitted for certification.

**11. When is certification?**

Certification is the last day of data collection window. The certification tab will be available for the LEA Head of School only on the certification day on Feb. 17, 2023 between 9 a.m. and 5 p.m.

**12. What happens if the LEA Head of School does not certify?**

- a. If LEA Head of School does not certify by 5 p.m. on the certification date, the data will be auto-certified (i.e., all schools with “Submitted for Certification” status will automatically change to “Certified”).
- b. If you would like to change any data post certification, please follow the standard appeals process as laid out in the [OSSE Data Validation Policy](#) document.

