



## Healthy Schools Program Assessment Guide

This document will help you navigate the Healthy Schools Program Assessment.

Here are a few tips to get you started:

When reviewing this guide, divide it into topic areas and reference the **“People Who May Know”** column. These are the people in your school or district who may have the answers to help you accurately complete the assessment.

1

Use this guide to gather answers to the assessment and then enter or update your school’s assessment responses online at:

[schools.healthiergeneration.org](https://schools.healthiergeneration.org)

2

Questions marked with “FR” are components of the federal requirement for local wellness policies (LWP). Implementation of the LWP (district wellness policy) was required by the 2017-2018 school year. Questions marked with an \* may be answered at the district level.

3

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## Topic Area: Policy and Environment

Criteria	Question	Level of Completion	People Who May Know
PO-1	<p><u>Representative school health committee or team:</u></p> <p>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?</p>	<p>3 = Yes.</p> <p>2 = There is a committee or team that does this, but it could be more representative of the school and include more individuals from across the school community.</p> <p>1 = There is a committee or team, but it is not representative of the school community, or it meets less often than four times a year.</p> <p>0 = No.</p>	<p>Principal</p> <p>School wellness committee lead</p> <p>National Advisors:  <a href="#">Shauvon Simmons-Wright</a>  <a href="#">Eric Larson</a></p>
PO-2	<p><u>Written school health and safety policies:</u></p> <p>Does your school or district have written health and safety policies that include the following components?</p> <ul style="list-style-type: none"> <li>▪ Rationale for developing and implementing the policies</li> <li>▪ Population for which the policies apply (e.g., students, staff, visitors)</li> <li>▪ Where the policies apply (e.g., on and/or off school property)</li> <li>▪ When the policies apply</li> <li>▪ Programs supported by the policies</li> <li>▪ Designation of person(s) responsible (e.g., school administrator(s), teachers) for implementing the policies</li> <li>▪ Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policies</li> <li>▪ Communication procedures (e.g., through staff meetings, professional development, website, staff handbook, parent handbook) of the policies</li> <li>▪ Procedures for addressing policy infractions</li> <li>▪ Definitions of terms</li> </ul>	<p>3 = All of our health and safety policies include all of these components.</p> <p>2 = Most of our health and safety policies include all of these components.</p> <p>1 = Some of our health and safety policies include some of these components.</p> <p>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.</p>	<p>Principal</p> <p>District food service director</p> <p>District wellness committee lead</p> <p>School wellness committee lead</p> <p>National Advisors:  <a href="#">Shauvon Simmons-Wright</a>  <a href="#">Eric Larson</a></p>
PO-3	<p><u>Local school wellness policy:</u></p> <p>Has your school implemented the following components of the local education agency's (LEA) or district's local school wellness policy?</p> <ul style="list-style-type: none"> <li>▪ Specific goals for nutrition education and promotion</li> </ul>	<p>3 = Yes, our school has implemented all of these components.</p> <p>2 = Our school has implemented most of these components.</p> <p>1 = Our school has implemented a few of these</p>	<p>Principal</p> <p>District food service director</p> <p>District wellness committee lead</p> <p>School wellness committee lead</p> <p>National Advisors:</p>

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	<p>activities</p> <ul style="list-style-type: none"> <li>▪ Specific goals for physical activity opportunities</li> <li>▪ Specific goals for other school-based activities that promote student wellness</li> <li>▪ Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and Smart Snacks in School</li> <li>▪ Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties or classroom snacks brought by parents)</li> <li>▪ Policies for marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on the school campus during the school day</li> <li>▪ 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</li> <li>▪ Identified one or more school district and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy</li> <li>▪ Informed and updated the public (including parents, students, and others in the community) about the local school wellness policy on an annual basis</li> <li>▪ At least once every three years, measure:               <ul style="list-style-type: none"> <li>- the extent to which schools are in compliance with the local school wellness policy,</li> <li>- the extent to which the local education agency's local wellness policy compares to model local school wellness policies, and</li> <li>- the progress made in attaining the goals of the local wellness policy and made this assessment available to the public.</li> </ul> </li> </ul> <p>By the start of the 2006-2007 school year, every school district participating in the Federal meal program was required to establish a local school wellness policy for all schools under its jurisdiction. In addition, beginning July 1, 2104, USDA's Smart Snacks in School nutrition standards, required by the Healthy, Hunger-Free Kids Act of 2010, allowed schools to offer healthier snack foods to children, while limiting junk food. (See <a href="https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks">https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks</a>). USDA's Smart Snacks in School nutrition standards are practical, science-based nutrition</p>	<p>components.</p> <p>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.</p>	<p><a href="#">Shauvon Simmons-Wright</a> <a href="#">Eric Larson</a></p>

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	standards for snack foods and beverages sold to children at school during the school day. The Smart Snacks in School nutrition standards were updated in 2016. Your school health team should review your district's local wellness policy before completing this question.		
PO-4	<p><u>School start times (middle and high schools only):</u></p> <p>Does your school day start at 8:30 am or later to promote sufficient sleep and improved health and academic performance?</p> <p>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.</p>	<p>3 = Yes.</p> <p>2 = School starts between 8:00 a.m. and 8:29 a.m.</p> <p>1 = School starts between 7:30 a.m. and 7:59 a.m.</p> <p>0 = School starts before 7:30 a.m.</p>	<p>Principal School wellness committee lead</p> <p>National Advisors: <a href="#">Shauvon Simmons-Wright</a> <a href="#">Eric Larson</a></p>
PO-5	<p><u>Health services provided by a full-time school nurse:</u></p> <p>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?</p> <p>NOTE: More nurses are recommended if students have extensive nursing needs.</p>	<p>3 = Yes, we have a registered school nurse present all day every day.</p> <p>2 = We have a registered school nurse present <b>most</b> of the time each week.</p> <p>1 = We have a registered school nurse present <b>some</b> of the time each week, <b>or</b> we have an LPN or UAP (supervised by a school nurse) who is present at least <b>some</b> of the time each week.</p> <p>0 = No, we do <b>not</b> have a registered school nurse, LPN, or UAP present in our school, <b>or</b> we have an unsupervised LPN or UAP in our school.</p>	<p>Principal School wellness committee lead</p> <p>National Advisors: <a href="#">Shauvon Simmons-Wright</a> <a href="#">Eric Larson</a></p>
PO-6	<p><u>Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist:</u></p> <p>Does your school have access to a full-time counselor, social worker, or psychologist for providing counseling, psychological, and social services? Is an adequate number of these staff members provided based on the following recommended ratios?</p> <ul style="list-style-type: none"> <li>▪ One counselor for every 250 students</li> <li>▪ One social worker for every 400 students</li> <li>▪ One psychologist for every 1,000 students</li> </ul>	<p>3 = Yes, we have a full-time counselor, social worker, and psychologist, <b>and</b> the recommended ratios are present.</p> <p>2 = We have a full-time counselor, social worker, and psychologist, but <b>fewer</b> than the recommended ratios.</p> <p>1 = We have a full-time counselor, social worker <b>or</b> psychologist, <b>but</b> not all three.</p> <p>0 = No, we do <b>not</b> have even one full-time counselor, social worker or psychologist.</p>	<p>Principal School wellness committee lead</p> <p>National Advisors: <a href="#">Shauvon Simmons-Wright</a> <a href="#">Eric Larson</a></p>

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Criteria	Question	Level of Completion	People Who May Know
PO-7	<p><u>Parenting strategies:</u></p> <p>Does your school provide educational resources for families that address all of the following parenting strategies?</p> <ul style="list-style-type: none"> <li>▪ Praising and rewarding desirable behavior</li> <li>▪ Staying actively involved with children in fun activities</li> <li>▪ Making time to listen and talk with their children</li> <li>▪ Setting expectations for appropriate behavior and academic performance</li> <li>▪ Sharing parental values</li> <li>▪ Communicating with children about health-related risks and behaviors</li> <li>▪ Making a small number of clear, understandable rules designed to increase level of self-management (e.g., routine household chores, homework, time spent using TV and computer)</li> <li>▪ Consistently enforcing family rules with consequences (e.g., an additional chore, restricting TV/computer use for the evening)</li> <li>▪ Monitoring children’s daily activities (knowing child’s whereabouts and friends)</li> <li>▪ Modeling nonviolent responses to conflict</li> <li>▪ Modeling healthy behaviors</li> <li>▪ Emphasizing the importance of children getting enough sleep</li> <li>▪ Providing a supportive learning environment in the home</li> </ul>	<p>3 = Yes, addresses <b>all</b> of these topics.</p> <p>2 = Addresses <b>most</b> of these topics.</p> <p>1 = Addresses <b>some</b> of these topics.</p> <p>0 = Addresses <b>none</b> of these topics or does not provide educational resources that address parenting strategies.</p>	<p>Principal School wellness committee lead</p> <p>National Advisors: <a href="#">Shauvon Simmons-Wright</a> <a href="#">Eric Larson</a></p>
PO-8	<p><u>Family engagement in school decision making:</u></p> <p>Do families have opportunities to be involved in school decision making for health and safety policies and programs?</p> <p>NOTE: This question only applies to decision making around health and wellness addressing areas outlined in the Healthy Schools Program Framework of Best Practices.</p>	<p>3 = Yes, families have opportunities to be involved in <b>all</b> school decision-making processes for health and safety policies and programs.</p> <p>2 = Families have opportunities to be involved in <b>most</b> school decision-making processes for health and safety policies and programs.</p> <p>1 = Families have opportunities to be involved in <b>some</b> school decision-making processes for health and safety policies and programs.</p> <p>0 = No, families do not have opportunities to be</p>	<p>Principal School wellness committee lead PTA lead</p> <p>National Advisor: <a href="#">Michelle Owens</a></p>

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Criteria	Question	Level of Completion	People Who May Know
		involved in school decision-making processes for health and safety policies and programs.	
PO-9	<p><u>Community involvement in school health initiatives:</u></p> <p>Does your school partner with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities?</p>	<p>3 = 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 <b>all</b> school health initiatives.</p> <p>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 <b>most</b> school health initiatives.</p> <p>1 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for <b>some</b> school health initiatives.</p> <p>0 = No, our school does <b>not</b> 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.</p>	<p>School wellness committee lead PTA lead</p> <p>National Advisor: <a href="#">Michelle Owens</a></p>
PO-10	<p><u>Out-of-school programs:</u></p> <p>Does your school work with community-based, out-of-school programs (e.g., Boys &amp; Girls Clubs, 21<sup>st</sup> Century Community Learning Centers, Parks and Recreation) to develop and implement routine activities that promote health* for all participating students?</p> <p>*NOTE: Routine activities that promote health refer to activities that are intended to improve student health status, such as health assessments, health education, and physical activity/physical education.</p>	<p>3 = Yes, our school works with out-of-school programs to develop and implement routine activities that promote health for all participating students.</p> <p>2 = Our school works with out-of-school programs to develop and implement routine activities that promote health for select participating students.</p> <p>1 = Our school work with out-of-school programs to develop and implement occasional activities that promote health for participating students.</p> <p>0 = No, our school does not work with out-of-school programs to develop or implement activities that promote health for participating students.</p>	<p>Before/ after school program staff</p> <p>National Advisor: <a href="#">Michelle Owens</a></p>

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## Topic Area: **Nutrition Services**

Criteria	Question	Level of Completion	People Who May Know
*NS-1	<p><u>Breakfast and lunch programs:</u></p> <p>Does the school offer school meals_(both breakfast and lunch) programs that are fully accessible to all students?</p>	<p>3 = Yes.</p> <p>2 = Our school offers breakfast and lunch programs, but they are not fully accessible to all students.</p> <p>1 = Our school offers only a lunch program, but there are plans to add a breakfast program.</p> <p>0 = 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 a lunch program.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="#">Carol Chong</a></p>
NS-2	<p><u>School breakfast:</u></p> <p>Does your school use strategies to maximize participation in the school breakfast program?</p> <p>*Generally, universal free breakfast is ideal for schools with ≥70% of students eligible for free or reduced-price meals, but may still be feasible for schools with a lower percentage of eligible students depending on state and local policies and programs. Universal free breakfast refers to any program that offers breakfast to all students free of charge, regardless of their free, reduced or paid lunch status.</p>	<p>3 = 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.</p> <p>2 = Our school offers breakfast after the bell, such as breakfast in the classroom, grab and go to the classroom, or second chance breakfast models.</p> <p>1 = Our school offers a traditional breakfast program served and consumed in the cafeteria.</p> <p>0 = Our school does not offer a breakfast program.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="#">Carol Chong</a></p>
NS-3	<p><u>School lunch:</u></p> <p>Does your school provide multiple alternative points of sale for reimbursable meals, such as outside lines, kiosks, grab and go options, reimbursable vending options, to maximize participation in the National School Lunch Program?</p>	<p>3 = Our school provides multiple alternative points of sale at lunch.</p> <p>2 = Our school provides one alternative point of sale at lunch.</p> <p>1 = Our school offers a traditional lunch program served and consumed in the cafeteria.</p> <p>0 = Our school does not offer a lunch program.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="#">Carol Chong</a></p>
*NS-4	<p><u>Variety of offerings in school meals:</u></p> <p>Do school meals* include a variety of offerings that meet the following criteria?</p> <p><u>Lunch</u></p>	<p>3 = Yes, meets six to eight of these criteria for variety.</p> <p>2 = Meets three to five of these criteria for variety.</p> <p>1 = Meets one to two of these criteria for variety.</p> <p>0 = Meets none of these criteria for variety.</p>	<p>School food service manager District food service director</p> <p>National Advisor: <a href="#">Carol Chong</a></p>



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Criteria	Question	Level of Completion	People Who May Know
	<ul style="list-style-type: none"> <li>▪ Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the three vegetable subgroups (dark green, red and orange, dry beans and peas)</li> <li>▪ Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week)</li> <li>▪ Offer fresh fruit at least one day per week</li> <li>▪ Offer foods that address the cultural practices of the student population</li> <li>▪ Offer an alternative entrée option at least one time per week that is legume-based, reduced-fat dairy, or fish-based (including tuna)</li> <li>▪ Offer at least three different types of whole grain-rich food items each week</li> </ul> <p><u>Breakfast</u></p> <ul style="list-style-type: none"> <li>▪ Offer at least three different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week)</li> <li>▪ Offer fresh fruit at least one day per week</li> </ul> <p>*NOTE: A school meal is a set of foods that meets school meal program regulations. This does not include à la carte offerings.</p>		
*NS-5 FR	<p><u>Promote healthy food and beverage choices and school meals using Smarter Lunchroom techniques:</u></p> <p>Are healthy food and beverage choices promoted through the following techniques?</p> <ul style="list-style-type: none"> <li>▪ A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless steel pans)</li> <li>▪ Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS)</li> <li>▪ Vegetables are offered on all serving lines</li> <li>▪ At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection</li> <li>▪ Place pre-packed salads or salad bar if available in a high traffic area</li> </ul>	<p>3 = Yes, healthy food and beverage choices are promoted through <b>ten or more</b> of these techniques.</p> <p>2 = Healthy food and beverage choices are promoted through <b>five to nine</b> of these techniques.</p> <p>1 = Healthy food and beverage choices are promoted through <b>one to four</b> of these techniques.</p> <p>0 = Healthy food and beverage choices are promoted through <b>none</b> of these techniques.</p>	<p>School food service manager District food service director</p> <p>National Advisor: <a href="#">Carol Chong</a></p>



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	<ul style="list-style-type: none"> <li>▪ Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice</li> <li>▪ Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items</li> <li>▪ White milk is displayed in front of other beverages in all coolers</li> <li>▪ 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name</li> <li>▪ Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable</li> <li>▪ Signs show students how to make a reimbursable meal on any service line</li> <li>▪ Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas</li> <li>▪ Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service</li> <li>▪ Students, teachers, or administrators announce today's menu in daily announcements</li> <li>▪ A monthly menu is posted in the main office</li> <li>▪ Information about the benefits of school meals is provided to teachers and administration at least annually</li> <li>▪ Brand, name, and decorate the lunchroom in a way that reflects the student body</li> <li>▪ Conduct a taste test of a new entrée at least once a year</li> </ul>		
*NS-6	<p><u>Annual continuing education and training requirements for school nutrition services staff:</u></p> <p>Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements*?</p> <p>Topics covered may include, but are not limited to,</p>	<p>3 = Yes, <b>all</b> food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p> <p>2 = <b>Most</b> food and nutrition services meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p>	<p>School food service manager District food service director</p> <p>National Advisor: <a href="#">Carol Chong</a></p>

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Criteria	Question	Level of Completion	People Who May Know
	<p>food safety and HACCP, nutrition standards updates in school meals, food sensitivities and allergies, meal counting and claiming, customer service, or food production techniques.</p> <p>*NOTE: USDA's Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See <a href="https://professionalstandards.fns.usda.gov/content/professional-standards-information">https://professionalstandards.fns.usda.gov/content/professional-standards-information</a>)</p>	<p>1 = <b>Some</b> food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p> <p>0 = No, <b>no</b> food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p>	
*NS-7	<p><u>Venues outside the cafeteria offer fruits and vegetables:</u></p> <p>Do venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) where food is available offer fruits and non-fried vegetables*?</p> <p>*NOTE: If your school does not have <u>any</u> food venue outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), select 3].</p>	<p>3 = Yes, <b>most or all</b> venues outside the cafeteria do. [NOTE: If your school does not have <u>any</u> food venue outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), select 3].</p> <p>2 = About <b>half</b> of the venues do.</p> <p>1 = <b>Fewer than half</b> of the venues do.</p> <p>0 = <b>None</b> of the venues do.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="#">Carol Chong</a></p>
*NS-8	<p><u>Collaboration between nutrition services staff members and teachers:</u></p> <p>Do 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?</p> <ul style="list-style-type: none"> <li>▪ Participate in design and implementation of nutrition education programs</li> <li>▪ Display educational and informational materials that reinforce classroom lessons</li> <li>▪ Provide food for use in classroom nutrition education lessons</li> <li>▪ Provide ideas for classroom nutrition education lessons</li> <li>▪ Teach lessons or give presentations to students</li> <li>▪ Tasting party in collaboration with classroom teacher</li> </ul>	<p>3 = Yes, use <b>three or more</b> methods.</p> <p>2 = Use <b>two</b> of these methods.</p> <p>1 = Use <b>one</b> of these methods.</p> <p>0 = Use <b>none</b> of these methods.</p>	<p>Principal School wellness committee lead School food service manager District food service director</p> <p>National Advisor: <a href="#">Carol Chong</a></p>

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	<ul style="list-style-type: none"> <li>▪ Presentation on nutrition and food services to PTA/PTSA/PTO</li> <li>▪ Sports nutrition – collaboration with coaches</li> <li>▪ Classroom tour of cafeteria or meet and greet with School Nutrition staff</li> </ul>		
NS-9	<p><u>Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus:</u></p> <p>Do students and family members have opportunities to provide both suggestions for school meals and other foods and beverages sold, served, and offered on school campus and feedback on the meal programs and other foods and beverages sold, served, and offered on school campus?</p>	<p>3 = Yes, <b>both</b> students and family members have opportunities to provide suggestions and feedback.</p> <p>2 = Yes, <b>both</b> students and family members have opportunities to provide <b>either</b> suggestions for school meals or feedback on the meal program.</p> <p>1 = <b>Either</b> students or family members have opportunities, <b>but</b> not both.</p> <p>0 = <b>Neither</b> students nor family members have these opportunities.</p>	<p>Principal School wellness committee lead School food service manager District food service director PTA lead</p> <p>National Advisor: <a href="#">Carol Chong</a></p>
NS-10 FR	<p><u>Prohibit using food as reward or punishment:</u></p> <p>Does your school prohibit giving students food as a reward and withholding food as punishment? Is this prohibition consistently followed?</p>	<p>3 = Yes, using food as a reward and withholding food as punishment are prohibited, and both prohibitions are consistently followed.</p> <p>2 = One of these practices is prohibited, and this prohibition is consistently followed.</p> <p>1 = One or both of these practices is prohibited, but this prohibition is not consistently followed.</p> <p>0 = Neither practice is prohibited.</p>	<p>Principal School wellness committee lead</p> <p>National Advisor: <a href="#">Carol Chong</a></p>
*NS-11	<p><u>Adequate time to eat school meals:</u></p> <p>Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?</p> <p>NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments). If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, select 3].</p>	<p>3 = Yes. [NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, select 3].</p> <p>2 = Have adequate time for breakfast or lunch, but not for both.</p> <p>1 = No, but there are plans to increase the time.</p> <p>0 = No.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="#">Carol Chong</a></p>
*NS-12 FR	<p><u>Farm to School activities:</u></p> <p>Is your school implementing any Farm to School</p>	<p>3 = Yes, our school is implementing <b>four to five</b> of these activities.</p> <p>2 = Our school is implementing <b>two to three</b> of these</p>	<p>Principal School food service manager District food service director</p>

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	<p>activities?</p> <ul style="list-style-type: none"> <li>Local and/or regional products are incorporated into the school meal programs</li> <li>Messages about agriculture and nutrition are reinforced throughout the learning environment</li> <li>School hosts a fruit or vegetable garden</li> <li>School hosts field trips to local farms</li> <li>School utilizes promotions or special events, such as tastings, that highlight the local/regional products</li> <li>School hosts a farmer's market (student and parent involvement)</li> <li>Menu states local product(s) being served</li> <li>Local farmers/producers participate in career day activities</li> </ul>	<p>activities.</p> <p>1 = Our school is implementing at least <b>one</b> of these activities.</p> <p>0 = No, our school is <b>not</b> implementing any of these activities.</p>	<p>School wellness committee lead</p> <p>National Advisor: <a href="#">Carol Chong</a></p>

### Topic Area: **Smart Snacks**

Criteria	Question	Level of Completion	People Who May Know
SS-1 FR	<p><u>All foods sold during the school day meet the USDA's Smart Snacks in School* nutrition standards:</u></p> <p>Do all competitive foods <b>sold</b> to students during the school day meet or exceed the USDA's nutrition standards for all foods sold to students (commonly called Smart Snacks in School)? This includes à la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).</p> <p><i>*Smart Snacks in School – Nutrition Standards for Foods</i></p> <p>Any food sold in schools must:</p>	<p>3 = Yes, <b>all</b> competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards, <b>or</b> we do not sell competitive foods at our school.</p> <p>2 = <b>Most</b> competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: <a href="#">Carol Chong</a></p>

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Criteria	Question	Level of Completion	People Who May Know
	<ul style="list-style-type: none"> <li>• Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or</li> <li>• Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or</li> <li>• Be a combination food that contains at least ¼ cup of fruit and/or vegetable</li> </ul> <p><b>Foods must also meet several nutrient requirements:</b></p> <ul style="list-style-type: none"> <li>• Calorie limits:               <ul style="list-style-type: none"> <li>○ Snack items: ≤ 200 calories</li> <li>○ Entrée items: ≤ 350 calories</li> </ul> </li> <li>• Sodium limits:               <ul style="list-style-type: none"> <li>○ Snack items: ≤ 200 mg</li> <li>○ Entrée items: ≤ 480 mg</li> </ul> </li> <li>• Fat limits:               <ul style="list-style-type: none"> <li>○ Total fat: ≤ 35% of calories</li> <li>○ Saturated fat: &lt; 10% of calories</li> <li>○ Trans fat: zero grams</li> </ul> </li> <li>• Sugar limit:               <ul style="list-style-type: none"> <li>○ ≤ 35% of weight from total sugars in foods</li> </ul> </li> </ul>		
SS-2 FR	<p><u>All beverages sold during the school day meet the USDA's Smart Snacks in School* nutrition standards:</u></p> <p>Do all competitive beverages <b>sold</b> to students during the school day meet or exceed the USDA's nutrition standards for all beverages sold to students (commonly called Smart Snacks in School)? This includes à la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).</p> <p><i>*Smart Snacks in School – Nutrition Standards for Beverages</i></p> <p>All schools may sell:</p> <ul style="list-style-type: none"> <li>• Plain water, with or without carbonation, in any portion size</li> </ul>	<p>3 = Yes, <b>all</b> competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not sell competitive beverages at our school.</p> <p>2 = <b>Most</b> competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Athletic director School store manager PTA lead</p> <p>National Advisor: <a href="#">Carol Chong</a></p>

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Criteria	Question	Level of Completion	People Who May Know
	<ul style="list-style-type: none"> <li>• Unflavored or flavored low-fat or fat-free milk and milk alternatives permitted by National School Lunch Program/ School Breakfast Program</li> <li>• 100% fruit or vegetable juice</li> <li>• 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners</li> </ul> <p><i>There is no portion size limit for <b>plain</b> water.</i></p> <p><i>Middle schools and high schools may sell up to 12-ounce portions of milk and juice.</i></p> <p>Additional options for high school:</p> <ul style="list-style-type: none"> <li>• Calorie-free beverages that are labeled to contain &lt;5 calories per 8 fluid ounces or &lt; 10 calories per 20 fluid ounces in up to 20 ounce portions</li> <li>• Lower-calorie beverages with &lt; 40 calories per 8 fluid ounces, or &lt; 60 calories per 12 ounces in up to 12 ounce portions</li> </ul>		
SS-3 FR	<p><u>Food and beverage marketing:</u></p> <p>Does your school limit food and beverage marketing (e.g., contests or coupons) on school campus to foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards?</p> <p>This may include, but is not limited to, marketing and branding in cafeterias, hallways, common spaces, classrooms, staff lounges or school stores; and on snack or food carts, vending machine exteriors, display racks, food or beverage cups or containers, coolers, athletic equipment, and sports bags. Examples may include, but are not limited to, in-school media, signs, posters, and stickers.</p>	<p>3 = Yes, <b>only</b> foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards are advertised or promoted, <b>or</b> no foods and beverages are advertised or promoted on school campus.</p> <p>2 = <b>Most</b> foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Athletic director School store manager PTA lead</p> <p>National Advisor: <a href="#">Carol Chong</a></p>

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Criteria	Question	Level of Completion	People Who May Know
SS-4 FR	<p><u>All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages <b>served and offered</b> to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes snacks that are <b>not</b> part of a federally-reimbursed child nutrition program, birthday parties, holiday parties, and school-wide celebrations.</p>	<p>3 = Yes, <b>all</b> foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards, <b>or</b> we do not serve or offer additional foods or beverages at our school.</p> <p>2 = <b>Most</b> foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Classroom teachers</p> <p>National Advisor: <a href="#">Carol Chong</a></p>
SS-5	<p><u>All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages <b>sold</b> to students during the <b>extended school day</b> meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes vending machines, school stores, and snack or food carts.</p>	<p>3 = Yes, <b>all</b> foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, <b>or</b> we do not sell foods and beverages during the extended school day at our school.</p> <p>2 = <b>Most</b> foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Before/ after school program staff</p> <p>National Advisor: <a href="#">Carol Chong</a></p>



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Criteria	Question	Level of Completion	People Who May Know
SS-6	<p><u>All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages <b>served and offered</b> to students during the <b>extended school day</b> meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes snacks and meals served in the extended school day that are <b>not</b> part of a federally reimbursed child nutrition program (e.g., CACFP, NSLP Afterschool Snack Program), birthday parties, holiday parties, and school-wide celebrations.</p>	<p>3 = Yes, <b>all</b> foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, <b>or</b> we do not sell foods and beverages during the extended school day at our school.</p> <p>2 = <b>Most</b> foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Before/ after school program staff</p> <p>National Advisor: <a href="#">Carol Chong</a></p>
SS-7 FR	<p><u>Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do fundraising efforts during and outside school hours sell only non-food items or only foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards?</p> <p>This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; and market days.</p>	<p>3 = Yes, <b>all</b> fundraising efforts sell only non-food items, or <b>all</b> foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>2 = <b>Most</b> fundraising efforts sell only non-food items, or <b>most</b> foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = <b>Some</b> fundraising efforts sell only non-food items, or <b>some</b> foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, <b>no</b> fundraising efforts sell only non-food items, or <b>no</b> foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School store manager Athletic director PTA lead</p> <p>National Advisor: <a href="#">Carol Chong</a></p>

### Topic Area: **Health & Physical Education**

## Healthy Schools Program Assessment Guide

Criteria	Question	Level of Completion	People Who May Know
HPE-1	<p><u>Minutes of physical education per week (elementary only):</u></p> <p>Do all students in each grade receive physical education for at least 150 minutes per week throughout the school year?</p> <p>NOTE: Physical education classes should be spread over at least three days per week, with daily physical education preferable.</p>	<p>3 = Yes.</p> <p>2 = <b>90-149 minutes</b> per week for all students in each grade throughout the school year.</p> <p>1 = <b>60-89 minutes</b> per week for all students in each grade throughout the school year.</p> <p>0 = <b>Fewer than 60 minutes</b> per week or not all students receive physical education throughout the school year.</p>	<p>Principal Physical education teacher</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>
HPE-2	<p><u>Years of physical education (middle and high schools only):</u></p> <p>How many total years of physical education are students at this school required to take?</p>	<p>3 = The equivalent of all academic years of physical education.</p> <p>2 = The equivalent of at least one academic year but less than all academic years of physical education.</p> <p>1 = The equivalent of one-half academic year of physical education.</p> <p>0 = The equivalent of less than one-half academic year of physical education or students are not required to take physical education at this school.</p>	<p>Principal Physical education teacher</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>
*HPE-3	<p><u>Sequential physical education curriculum consistent with standards:</u></p> <p>Do all teachers of physical education use an age-appropriate, sequential physical education curriculum that is consistent with national or state standards for physical education (see national standards) and the district's requirements for physical education?</p> <p>NOTE: Consider using CDC's <i>Physical Education Curriculum Analysis Tool</i> (PECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written physical education curriculum. PECAT results can help districts and schools enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. The PECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.</p> <p><b>NATIONAL STANDARDS FOR PHYSICAL EDUCATION</b> A physically literate individual:</p>	<p>3 = Yes.</p> <p>2 = <b>Some</b> use a sequential physical education curriculum, <b>and</b> it is consistent with state or national standards and the district's requirements for physical education.</p> <p>1 = <b>Some</b> use a sequential physical education curriculum, <b>but</b> it is not consistent with state or national standards or the district's requirements for physical education.</p> <p>0 = <b>None</b> do, <b>or</b> the curriculum is not sequential, <b>or</b> there is no physical education curriculum.</p>	<p>Principal Physical education teacher District curriculum specialist</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>

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Criteria	Question	Level of Completion	People Who May Know
	<ol style="list-style-type: none"> <li>1. Demonstrates competency in a variety of motor skills and movement patterns.</li> <li>2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</li> <li>3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>4. Exhibits responsible personal and social behavior that respects self and others.</li> <li>5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</li> </ol> <p><i>National Standards &amp; Grade-Level Outcomes for K-12 Physical Education (SHAPE America &amp; Human Kinetics, 2014)</i></p>		
HPE-4	<p><u>Students active at least 50% of class time:</u></p> <p>Do teachers keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions?</p>	<p>3 = Yes, during most or all classes.</p> <p>2 = During about half the classes.</p> <p>1 = During fewer than half the classes.</p> <p>0 = During none of the classes, or there are no physical education classes.</p>	<p>Principal Physical education teacher</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>
*HPE-5	<p><u>Professional development for physical education teachers:</u></p> <p>Are all teachers of physical education required to participate at least once a year in professional development in physical education?</p>	<p>3 = Yes, <b>all</b> do.</p> <p>2 = <b>Most</b> do.</p> <p>1 = <b>Some</b> do.</p> <p>0 = <b>None</b> do, <b>or</b> no one teaches physical education.</p>	<p>Principal Physical education teacher</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>
*HPE-6	<p><u>Information and materials for physical education teachers:</u></p> <p>Are all teachers of physical education provided with the following information and materials to assist in delivering physical education?</p> <ul style="list-style-type: none"> <li>• Goals, objectives, and expected outcomes for physical education</li> <li>• A chart scope and sequence for instruction</li> <li>• A written physical education curriculum</li> <li>• A plan for assessing student performance</li> <li>• Physical activity monitoring devices, such as pedometers, heart rate monitors</li> <li>• Internet resources, such as SHAPE America</li> </ul>	<p>3 = Yes, all teachers of physical education are provided with <b>at least eight</b> kinds of these materials.</p> <p>2 = Teachers of physical education are provided with <b>four to seven</b> kinds of these materials.</p> <p>1 = Teachers of physical education are provided with <b>one to three</b> kinds of these materials.</p> <p>0 = Teachers of physical education are <b>not</b> provided with these kinds of materials.</p>	<p>Principal Physical education teacher</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>

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Criteria	Question	Level of Completion	People Who May Know
	<p>online tools and resources or PE Central</p> <ul style="list-style-type: none"> <li>• The Presidential Youth Fitness Program</li> <li>• Protocols to assess or evaluate student performance in physical education</li> <li>• Learning activities that increase the amount of class time students are engaged in moderate-to-vigorous physical activity</li> <li>• Learning activities that actively engage students with long-term physical, medical, or cognitive disabilities in physical education</li> </ul>		
*HPE-7	<p><u>Licensed physical education teachers:</u></p> <p>Are all physical education classes taught by licensed teachers who are certified or endorsed to teach physical education?</p>	<p>3 = Yes, <b>all</b> are.</p> <p>2 = <b>Most</b> classes are.</p> <p>1 = <b>Some</b> classes are.</p> <p>0 = <b>No</b> classes are, <b>or</b> there are no physical education classes.</p>	<p>Principal Physical education teacher</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>
HPE-8	<p><u>Health Education taught in all grades (elementary only):</u></p> <p>Do students receive health education* instruction in all grades?</p> <p>*NOTE: Health education, including nutrition education.</p>	<p>3 = Yes, in <b>all</b> grades.</p> <p>2 = In <b>most</b> grades.</p> <p>1 = In <b>some</b> grades.</p> <p>0 = In <b>no</b> grades.</p>	<p>Principal District curriculum director Health education specialist Health education teacher Classroom teachers</p> <p>National Advisor: <a href="#">Lisa Perry</a></p>
HPE-9	<p><u>Required health education course (middle and high schools only):</u></p> <p>Does the school or district require all students to take and pass at least one health education course?</p> <p>NOTE: If your school has more than four grade levels (e.g., grades 7-12), answer this question instead: "Does the school require all students to take and pass at least two health education courses?" and for answer response 2 replace "one course" with "two courses."</p>	<p>3 = Yes.</p> <p>2 = Students are required to take one course, <b>but</b> they do not have to take it again if they fail it (see note).</p> <p>1 = No, <b>but</b> there is an elective health education course.</p> <p>0 = No.</p>	<p>Principal District curriculum director Health education specialist Health education teacher</p> <p>National Advisor: <a href="#">Lisa Perry</a></p>
HPE-10	<p><u>Essential topics on physical activity:</u></p> <p>Does your health education curriculum address all of these topics on physical activity?</p> <ul style="list-style-type: none"> <li>▪ The physical, psychological, or social benefits of physical activity</li> </ul>	<p>3 = Yes, addresses <b>all</b> of these topics.</p> <p>2 = Addresses <b>most</b> of these topics.</p> <p>1 = Addresses <b>some</b> of these topics.</p> <p>0 = Addresses <b>one or none</b> of these topics, <b>or</b> there</p>	<p>Principal District curriculum director Health education specialist Health education teacher Classroom teacher</p>

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Criteria	Question	Level of Completion	People Who May Know
	<ul style="list-style-type: none"> <li>▪ How physical activity can contribute to a healthy weight</li> <li>▪ How physical activity can contribute to the academic learning process</li> <li>▪ How an inactive lifestyle contributes to chronic disease</li> <li>▪ Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition</li> <li>▪ Differences between physical activity, exercise, and fitness</li> <li>▪ Phases of an exercise session, that is, warm up, workout, and cool down</li> <li>▪ Overcoming barriers to physical activity</li> <li>▪ Decreasing sedentary activities, such as TV watching</li> <li>▪ Opportunities for physical activity in the community</li> <li>▪ Preventing injury during physical activity</li> <li>▪ Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while physically active</li> <li>▪ Social influences on physical activity, including media, family, peers, and culture</li> <li>▪ How to find valid information or services related to physical activity and fitness</li> <li>▪ How to take steps to achieve the personal goal to be physically active</li> <li>▪ How to influence, support, or advocate for others to engage in physical activity</li> <li>▪ How to resist peer pressure that discourages physical activity</li> </ul> <p data-bbox="212 1203 842 1398">NOTE: Consider using <i>CDC's Health Education Curriculum Analysis Tool (HECAT)</i>, which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.</p>	<p data-bbox="926 196 1325 228">is no health education curriculum.</p>	<p data-bbox="1545 196 1755 261">National Advisor: <a href="#">Lisa Perry</a></p>

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Criteria	Question	Level of Completion	People Who May Know
HPE-11	<p><u>Essential topics on healthy eating:</u></p> <p>Does your health education curriculum address all of these essential topics on healthy eating?</p> <ul style="list-style-type: none"> <li>▪ The relationship between healthy eating and personal health and disease prevention</li> <li>▪ Food guidance from MyPlate</li> <li>▪ Reading and using food labels</li> <li>▪ Eating a variety of foods every day</li> <li>▪ Balancing food intake and physical activity</li> <li>▪ Eating more fruits, vegetables, and whole grain products</li> <li>▪ Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat</li> <li>▪ Choosing foods and beverages with little added sugars</li> <li>▪ Eating more calcium-rich foods</li> <li>▪ Preparing healthy meals and snacks</li> <li>▪ Risks of unhealthy weight control practices</li> <li>▪ Accepting body size differences</li> <li>▪ Food safety</li> <li>▪ Importance of water consumption</li> <li>▪ Importance of eating breakfast</li> <li>▪ Making healthy choices when eating at restaurants</li> <li>▪ Social influences on healthy eating, including media, family, peers, and culture</li> <li>▪ How to find valid information or services related to nutrition and dietary behavior</li> <li>▪ How to take steps to achieve the personal goal to eat healthfully</li> <li>▪ Resisting peer pressure related to unhealthy dietary behavior</li> <li>▪ Influencing, supporting, or advocating for others' healthy dietary behavior</li> </ul> <p>NOTE: Consider using CDC's <i>Health Education Curriculum Analysis Tool (HECAT)</i>, which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how</p>	<p>3 = Yes, addresses <b>all</b> of these topics.</p> <p>2 = Addresses <b>most</b> of these topics.</p> <p>1 = Addresses <b>some</b> of these topics.</p> <p>0 = Addresses <b>one or none</b> of these topics, <b>or</b> there is no health education curriculum.</p>	<p>Principal            District curriculum director            Health education specialist            Health education teacher            Classroom teachers</p> <p>National Advisor:  <a href="#">Carol Chong</a></p>

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Criteria	Question	Level of Completion	People Who May Know
	consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.		
HPE-12	<p><u>Opportunities to practice skills:</u></p> <p>Do all teachers of health education provide opportunities for students to practice or rehearse the skills needed to maintain and improve their health?</p>	<p>3 = Yes, <b>all</b> do.</p> <p>2 = <b>Most</b> do.</p> <p>1 = <b>Some</b> do.</p> <p>0 = <b>None</b> do, <b>or</b> no one teaches health education.</p>	<p>Principal Health education teacher District curriculum specialist</p> <p>National Advisor: <a href="#">Lisa Perry</a></p>

### Topic Area: **Physical Activity**

Criteria	Question	Level of Completion	People Who May Know
*PA-1 FR	<p><u>Recess (elementary only):</u></p> <p>Are students provided at least 20 minutes of recess during each school day, and do teachers or recess monitors encourage students to be active?</p> <p>NOTE: Recess should complement physical education class, not substitute for it.</p>	<p>3 = Yes, recess is provided for at least 20 minutes each day, <b>and</b> teachers or recess monitors encourage students to be active.</p> <p>2 = Recess is provided for at least 20 minutes each day, <b>but</b> teachers or recess monitors do not encourage students to be active.</p> <p>1 = Recess is provided each day but for less than 20 minutes, <b>or</b> it is provided on some days but not on all days.</p> <p>0 = Recess is <b>not</b> provided on any day.</p>	<p>Principal School wellness committee lead</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Sean Brock</a> <a href="#">Eric Larson</a></p>
PA-2 FR	<p><u>Availability of physical activity breaks in classrooms:</u></p> <p>Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods?</p> <p>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.</p>	<p>3 = Yes, on <b>all</b> days during a typical school week.</p> <p>2 = On <b>most</b> days during a typical school week.</p> <p>1 = On <b>some</b> days during a typical school week.</p> <p>0 = No, we do <b>not</b> provide students with opportunities to participate in physical activity breaks in classrooms.</p>	<p>Principal School wellness committee lead Classroom teachers</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>
PA-3 FR	<p><u>Promotion or support of walking and bicycling to and/or from school:</u></p> <p>Does your school promote or support walking and</p>	<p>3 = Yes, our school promotes or supports walking and bicycling to and/or from school in <b>six or more</b> of these ways.</p> <p>2 = Our school promotes or supports walking and</p>	<p>Principal School wellness committee lead</p> <p>National Advisors: <a href="#">Lisa Perry</a></p>



## Healthy Schools Program Assessment Guide

Criteria	Question	Level of Completion	People Who May Know
	<p>bicycling to and/or from school in the following ways?</p> <ul style="list-style-type: none"> <li>▪ Designation of safe or preferred routes to school</li> <li>▪ Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week</li> <li>▪ Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)</li> <li>▪ Instruction on walking/bicycling safety provided to students</li> <li>▪ Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper</li> <li>▪ Crossing guards</li> <li>▪ Crosswalks on streets leading to schools</li> <li>▪ Walking school buses</li> <li>▪ Documentation of number of children walking and or biking to and from school</li> <li>▪ Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)</li> </ul>	<p>bicycling to school in <b>three to five</b> of these ways.</p> <p>1 = Our school promotes or supports walking and bicycling to school <b>in one to two</b> of these ways.</p> <p>0 = Our school does <b>not</b> promote or support walking and bicycling to school.</p>	<p><a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>
PA-4	<p><u>Availability of before and after school physical activity opportunities:</u></p> <p>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)?</p>	<p>3 = Yes, <b>both</b> before and after the school day.</p> <p>2 = We offer before school <b>or</b> after school, <b>but</b> not both.</p> <p>1 = We do <b>not</b> offer opportunities for students to participate in physical activity before and after the school day, <b>but</b> there are plans to initiate it.</p> <p>0 = No, we do <b>not</b> offer opportunities for students to participate in physical activity before and after the school day, and there are <b>no</b> plans to initiate it.</p>	<p>Principal School wellness committee lead Before/after school program staff</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>
*PA-5	<p><u>Professional development for classroom teachers:</u></p> <p>Are classroom teachers required to participate at least once a year in professional development on promoting and integrating physical activity in the classroom?</p>	<p>3 = Yes, <b>all</b> do.</p> <p>2 = <b>Most</b> do.</p> <p>1 = <b>Some</b> do.</p> <p>0 = <b>None</b> do, <b>or</b> professional development on physical activity is not available to classroom teachers.</p>	<p>Principal School wellness committee lead</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Eric Larson</a> <a href="#">Sean Brock</a></p>

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*PA-6	<p><u>Prohibit using physical activity as punishment:</u></p> <p>Does your school prohibit using physical activity and withholding physical education class as punishment? Is this prohibition consistently followed?</p> <p>NOTE: Please do not consider issues related to participation in interscholastic sports programs when answering this question.</p>	<p>3 = Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and <b>both</b> prohibitions are consistently followed.</p> <p>2 = <b>One</b> of these practices is prohibited, <b>and</b> this prohibition is consistently followed.</p> <p>1 = <b>One or both</b> of these practices is prohibited, <b>but</b> this prohibition is not consistently followed.</p> <p>0 = <b>Neither</b> practice is prohibited.</p>	<p>Principal School wellness committee lead</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Sean Brock</a> <a href="#">Eric Larson</a></p>
*PA-7	<p><u>Prohibit withholding recess as punishment (elementary only):</u></p> <p>Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed?</p>	<p>3 = Yes, withholding recess as punishment is a written policy <b>and</b> this prohibition is consistently followed.</p> <p>2 = Yes, withholding recess as punishment is discouraged and this prohibition is consistently followed.</p> <p>1 = Yes, withholding recess as punishment is discouraged but this prohibition is not consistently followed.</p> <p>0 = This practice is not prohibited.</p>	<p>Principal School wellness committee lead</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Sean Brock</a> <a href="#">Eric Larson</a></p>
*PA-8	<p><u>Access to physical activity facilities outside school hours:</u></p> <p>Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours?</p> <p>NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.</p>	<p>3 = Yes, <b>both</b> indoor and outdoor facilities are available outside of school hours.</p> <p>2 = Indoor or outdoor facilities, but <b>not both</b>, are available outside of school hours.</p> <p>1 = Indoor or outdoor facilities are available, <b>but</b> the hours of availability are very limited.</p> <p>0 = No, <b>neither</b> indoor nor outdoor facilities are available.</p>	<p>Principal School wellness committee lead Custodian Before/after school program staff</p> <p>National Advisors: <a href="#">Lisa Perry</a> <a href="#">Sean Brock</a> <a href="#">Eric Larson</a></p>

### Topic Area: **Employee Wellness**

		of Completion	People Who May Know
*EW-1	<p><u>Health assessments for staff members:</u></p> <p>Does your school or district offer staff members</p>	<p>3 = Yes, health assessments are offered, and <b>all</b> staff members find them accessible and free or low-</p>	<p>Principal School wellness committee lead</p>

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		of Completion	People Who May Know
	accessible and free or low-cost health assessments at least once a year?	<p>cost.</p> <p>2 = Health assessments are offered, but <b>some</b> staff members find them inaccessible or high-cost.</p> <p>1 = Health assessments are offered, but <b>many</b> staff members find them inaccessible or high-cost.</p> <p>0 = Health assessments are <b>not</b> offered at least once a year.</p>	<p>School nurse Benefits manager</p> <p>National Advisor: <a href="#">Lisa Perry</a></p>
EW-2	<p><u>Programs for staff members on physical activity/fitness:</u></p> <p>Does your school or district offer staff members accessible and free or low-cost physical activity/fitness programs?</p>	<p>3 = Yes.</p> <p>2 = Offers physical activity/fitness programs, but <b>some</b> staff members find them inaccessible or high-cost.</p> <p>1 = Offers physical activity/fitness programs, but <b>many</b> staff members find them inaccessible or high-cost.</p> <p>0 = Does <b>not</b> offer physical activity/fitness programs.</p>	<p>Employee wellness lead Principal School wellness committee lead School nurse Benefits manager</p> <p>National Advisor: <a href="#">Lisa Perry</a></p>
EW-3	<p><u>Programs for staff members on healthy eating/weight management:</u></p> <p>Does your school or district offer staff members healthy eating/weight management programs that are accessible and free or low-cost?</p>	<p>3 = Yes.</p> <p>2 = Offers healthy eating/weight management programs, but <b>some</b> staff members find them inaccessible or high-cost.</p> <p>1 = Offers healthy eating/weight management programs, but <b>many</b> staff members find them inaccessible or high-cost.</p> <p>0 = Does <b>not</b> offer healthy eating/weight management programs.</p>	<p>Employee wellness lead Principal School wellness committee lead School nurse Benefits manager</p> <p>National Advisor: <a href="#">Lisa Perry</a></p>
EW-4	<p><u>Promote staff member participation:</u></p> <p>Does your school or district use three or more methods to promote and encourage staff member participation in its health promotion programs?</p> <ul style="list-style-type: none"> <li>▪ Information at orientation for new staff members</li> <li>▪ Information included with paycheck</li> <li>▪ Flyers posted on school bulletin boards</li> <li>▪ Letters mailed directly to staff</li> <li>▪ Announcements at staff meetings</li> <li>▪ Articles in staff newsletters</li> </ul>	<p>3 = Yes, uses <b>three or more</b> of these methods.</p> <p>2 = Uses <b>two</b> of these methods.</p> <p>1 = Uses <b>one</b> of these methods.</p> <p>0 = Uses <b>none</b> of these methods.</p>	<p>Employee wellness lead Principal School wellness committee lead School nurse</p> <p>National Advisor: <a href="#">Lisa Perry</a></p>

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		of Completion	People Who May Know
	<ul style="list-style-type: none"> <li>▪ Incentive/reward programs</li> <li>▪ Public recognition</li> <li>▪ Life/health insurance discounts</li> <li>▪ Gym or health club discounts, such as YMCA</li> <li>▪ Posting to a website or listserv</li> <li>▪ E-mail messages</li> <li>▪ Positive role modeling by administrators or other leaders</li> </ul>		
EW-5	<p><u>Stress management programs for staff:</u></p> <p>Does your school or district offer staff members accessible and free or low-cost stress management programs at least once a year?</p>	<p>3 = Yes, stress management programs are offered, and <b>all</b> staff members find them accessible and free or low-cost.</p> <p>2 = Stress management programs are offered, but <b>some</b> staff members find them inaccessible or high-cost.</p> <p>1 = Stress management programs are offered, but <b>many</b> staff members find them inaccessible or high-cost.</p> <p>0 = Stress management programs are <b>not</b> offered at least once a year.</p>	<p>Employee wellness lead Principal School wellness committee lead School nurse</p> <p>National Advisor: <a href="#">Lisa Perry</a></p>
EW-6	<p><u>All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA's Smart Snacks in School nutrition standards?</p>	<p>3 = Yes, all foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>2 = Most foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p>	<p>Employee wellness leader Principal School wellness committee lead School nurse Classroom teachers</p> <p>National Advisor: <a href="#">Carol Chong</a></p>