

Module	Number	Headline	Content	Your Response Value	Your Response
School Health and Safety Policies and Environment	101	Representative school health committee or team	<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>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 activities</li> <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</li> </ul>	3	Yes.
School Health and Safety Policies and Environment	102	Local wellness policies		3	Yes, our school has implemented all of these components.

with the policy

- \* Informed and updated the public (including parents, students, and others in the community) about the local school wellness policy on an annual basis

- \* At least once every three years, measure:

- \* the extent to which schools are in compliance with the local school wellness policy,

- \* the extent to which the local education agency's local wellness policy compares to model local school wellness policies, and

- \* the progress made in attaining the goals of the local wellness policy, and made this assessment available to the public.

NOTE: 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, 2014, 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

[http://www.fns.usda.gov/sites/default/files/allfoods\\_flyer.pdf](http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf)

). USDA's Smart Snacks in School nutrition standards are practical,

science-based nutrition 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

School Health and Safety Policies and Environment	103	Recess	team should review your district's local wellness policy before completing this question. Are students provided at least 20 minutes of recess during each school day? Do teachers or recess monitors encourage students to be active?	3	Yes, recess is provided for at least 20 minutes each day, and teachers or recess monitors encourage students to be active. Yes, students can access water fountains or water filling stations throughout the school day, and they are allowed to bring filled containers to class.
			NOTE: Recess should complement physical education class, not substitute for it.		
School Health and Safety Policies and Environment	104	Access to free drinking water	Does your school make safe, unflavored, drinking water available throughout the school day at no cost to students? Do all competitive foods sold to students during the school day meet or exceed the USDA's nutrition standards <a href="https://schools.healthiergeneration.org/{{internal_page_link_5216}}">https://schools.healthiergeneration.org/{{internal_page_link_5216}}</a> for all foods sold to students (commonly called Smart Snacks in School)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows exemptions and guidance set by their State agency, which also must adhere to the federal Smart Snacks in School requirements).	3	Yes, all competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not sell competitive foods at our school.
			Do all competitive beverages sold to students during the school day meet or exceed the USDA's nutrition standards <a href="https://schools.healthiergeneration.org/{{internal_page_link_5218}}">https://schools.healthiergeneration.org/{{internal_page_link_5218}}</a> for all beverages sold to students (commonly called Smart Snacks in School)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows exemptions and guidance set by their State agency, which also must adhere to the federal Smart Snacks in School requirements).		
School Health and Safety Policies and Environment	105	All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards	Does your school make safe, unflavored, drinking water available throughout the school day at no cost to students? Do all competitive foods sold to students during the school day meet or exceed the USDA's nutrition standards <a href="https://schools.healthiergeneration.org/{{internal_page_link_5216}}">https://schools.healthiergeneration.org/{{internal_page_link_5216}}</a> for all foods sold to students (commonly called Smart Snacks in School)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows exemptions and guidance set by their State agency, which also must adhere to the federal Smart Snacks in School requirements).	3	Yes, all competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not sell competitive foods at our school.
			Do all competitive beverages sold to students during the school day meet or exceed the USDA's nutrition standards <a href="https://schools.healthiergeneration.org/{{internal_page_link_5218}}">https://schools.healthiergeneration.org/{{internal_page_link_5218}}</a> for all beverages sold to students (commonly called Smart Snacks in School)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows exemptions and guidance set by their State agency, which also must adhere to the federal Smart Snacks in School requirements).		
School Health and Safety Policies and Environment	106	All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards	Does your school make safe, unflavored, drinking water available throughout the school day at no cost to students? Do all competitive foods sold to students during the school day meet or exceed the USDA's nutrition standards <a href="https://schools.healthiergeneration.org/{{internal_page_link_5216}}">https://schools.healthiergeneration.org/{{internal_page_link_5216}}</a> for all foods sold to students (commonly called Smart Snacks in School)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows exemptions and guidance set by their State agency, which also must adhere to the federal Smart Snacks in School requirements).	3	Yes, all 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.
			Do all competitive beverages sold to students during the school day meet or exceed the USDA's nutrition standards <a href="https://schools.healthiergeneration.org/{{internal_page_link_5218}}">https://schools.healthiergeneration.org/{{internal_page_link_5218}}</a> for all beverages sold to students (commonly called Smart Snacks in School)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows exemptions and guidance set by their State agency, which also must adhere to the federal Smart Snacks in School requirements).		

School Health and Safety Policies and Environment	107	Prohibit using physical activity as punishment	Does your school prohibit using physical activity and withholding physical education class as punishment? Is this prohibition consistently followed?  Please do not consider issues related to participation in interscholastic sports programs when answering this question.	3	Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and both prohibitions are consistently followed.
School Health and Safety Policies and Environment	108	Prohibit withholding recess as punishment	Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed?	3	Yes, withholding recess as punishment is a written policy and this prohibition is consistently followed
School Health and Safety Policies and Environment	109	Prohibit using food as reward or punishment	Does your school prohibit giving students food as a reward and withholding food as punishment? Is this prohibition consistently followed? Do all foods and beverages served and offered to students during the	3	Yes, using food as a reward and withholding food as punishment are prohibited, and both prohibitions are consistently followed.
School Health and Safety Policies and Environment	110	All foods & beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards	Do all foods and beverages served and offered to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes snacks that are not part of a federally reimbursed child nutrition program, birthday parties, holiday parties and school-wide celebrations.	3	Yes, all foods and beverages served and offered to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not serve or offer additional foods or beverages at our school.
School Health and Safety Policies and Environment	111	All foods & beverages sold during the extended school day meet the	Nutrition Standards for Foods <a href="https://schools.healthiergeneration.org/{{internal_page_link_5216}}">https://schools.healthiergeneration.org/{{internal_page_link_5216}}</a> / Nutrition Standards for Beverages <a href="https://schools.healthiergeneration.org/{{internal_page_link_5218}}">https://schools.healthiergeneration.org/{{internal_page_link_5218}}</a> Do all foods and beverages sold to students during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes vending machines, school stores and snack or food carts.	2	Most foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.

School Health and Safety Policies and Environment	112	USDA's Smart Snacks in School nutrition standards	<p>Nutrition Standards for Foods  <a href="https://schools.healthiergeneration.org/{{internal_page_link_5216}}">https://schools.healthiergeneration.org/{{internal_page_link_5216}}</a>  / Nutrition Standards for Beverages  <a href="https://schools.healthiergeneration.org/{{internal_page_link_5218}}">https://schools.healthiergeneration.org/{{internal_page_link_5218}}</a>  Do all foods and beverages served and offered to students during the extended school day 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 not part of a federally reimbursed child nutrition program (e.g., CACFP, NSLP Afterschool Snack Program), birthday parties, holiday parties and school-wide celebrations.</p>	2	Most foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.
		All foods & beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards	<p>Nutrition Standards for Foods  <a href="https://schools.healthiergeneration.org/{{internal_page_link_5216}}">https://schools.healthiergeneration.org/{{internal_page_link_5216}}</a>  / Nutrition Standards for Beverages  <a href="https://schools.healthiergeneration.org/{{internal_page_link_5218}}">https://schools.healthiergeneration.org/{{internal_page_link_5218}}</a>  Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours?</p>		
School Health and Safety Policies and Environment	113	Access to physical activity facilities outside school hours	<p>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>	3	Yes, both indoor and outdoor facilities are available..
School Health and	114	Fundraising efforts during	Do fundraising efforts during and outside school hours sell only non-food items or only foods and beverages that meet or exceed	2	Most fundraising efforts sell only non-food items, or most foods and beverages sold a

Safety  
Policies and  
Environment

and outside  
school hours  
meet the  
USDA's Smart  
Snacks in  
School nutrition  
standards

the  
USDA's Smart Snacks in School nutrition standards? This may  
include,  
but is not limited to, donation nights; cookie dough, candy and pizza  
sales; market days; etc.

Nutrition Standards for Foods  
[https://schools.healthiergeneration.org/{{internal\\_page\\_link\\_5216}}](https://schools.healthiergeneration.org/{{internal_page_link_5216}})  
/ Nutrition Standards for Beverages  
[https://schools.healthiergeneration.org/{{internal\\_page\\_link\\_5218}}](https://schools.healthiergeneration.org/{{internal_page_link_5218}})  
Does your school or district have written health and safety policies  
that include the following components?

- \* Rationale for developing and implementing the policy
- \* Population for which the policy applies (e.g., students, staff,  
visitors)
- \* Where the policy applies (e.g., on or off school property)
- \* When the policy applies
- \* Programs supported by the policy
- \* Designation of person(s) responsible (e.g., school administrator(s),  
teachers) for implementing the policy
- \* Designation of person(s) responsible (e.g., school administrator(s),  
teachers) for enforcing the policy
- \* Communication procedures (e.g., through staff meetings,  
professional  
development, website, staff handbook) of the policy
- \* Procedures for addressing policy infractions
- \* Definitions of terms

Does your school communicate its school or district health and  
safety  
policies in all of the following ways?

- \* Signs (e.g., tobacco-free, weapon-free)

fundraisers meet or exceed the USDA's Sn  
Snacks in School nutrition standards.

School  
Health and  
Safety  
Policies and  
Environment  
School  
Health and  
Safety  
Policies and  
Environment

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Written school  
health and  
safety policies  
Communicate  
health and  
safety policies  
to students,  
parents, staff

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Does your school communicate its school or district health and  
safety  
policies in all of the following ways?

- \* Signs (e.g., tobacco-free, weapon-free)

All of our health and  
safety policies include  
all of these  
3 components.

Yes, in all of  
3 these ways.

members, and  
visitors

- \* Staff member orientation
- \* Staff meetings
- \* Student orientation
- \* Student handbook
- \* Staff handbook or listserv
- \* Employee contracts
- \* Parent handbook, newsletters, or listserv
- \* Policies included in contracts with outside vendors and organizations that use school facilities
- \* Announcements at school events
- \* School-sponsored meetings
- \* Community meetings
- \* School or district website

Does your school foster a positive psychosocial school climate using all of the following practices?

- \* Communicate clear expectations for learning and behavior to students, and share those expectations with families to encourage them to reinforce them at home
- \* Foster pro-social behavior by engaging students in activities such as peer tutoring, classroom chores, service learning, and teacher assistance
- \* Foster an appreciation of student and family diversity and respect for all families' cultural beliefs and practices
- \* Hold school-wide activities that give students opportunities to learn about diverse cultures and experiences
- \* Use instructional materials that reflect the diversity of your student body
- \* Challenge staff members to greet each student by name
- \* Expect staff members to encourage students to ask for help when needed
- \* Expect staff members to take timely action to solve problems

School  
Health and  
Safety  
Policies and  
Environment

117 Positive school  
climate

3 Yes, our school fosters a positive psychosocial school climate by using all of these practices.

reported by students or parents

\* Expect staff members to praise positive student behavior to students and their parents

School  
Health and  
Safety  
Policies and  
Environment

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Overcome  
barriers to  
learning

Does your school offer, to all students who need them, a variety of services designed to help students overcome barriers to learning?

3 Yes.

School  
Health and  
Safety  
Policies and  
Environment

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Enrichment  
experiences

Does your school provide a broad variety of student enrichment experiences that are accessible to all students?

3 Yes.

Does your school implement a standard precautions policy that includes all of the following components?

\* Providing and requiring the use of latex or poly gloves and eye wear

when exposed to blood and body fluids

\* Providing a hard-sided container for contaminated needles/sharps in

offices where syringes may be used

\* Appropriate disinfecting of surface areas and clean-up materials after exposure to blood and body fluid

\* Instructions for appropriate disposal of contaminated materials (e.g., dressings, clothing, tissue/towels)

\* Procedures and follow-up for staff members who are exposed to blood

Yes, our school implements a standard precautions policy that includes all five of these components.

3

School  
Health and  
Safety  
Policies and  
Environment

120

Standard  
precautions  
policy

Have all teachers received professional development on meeting the

Yes, all teachers have received professional development on

3

School  
Health and  
Safety

121

Professional  
development  
on meeting



Policies and Environment		diverse needs of students	<p>diverse cognitive, emotional, and social needs of children and adolescents in the past two years?</p> <p>Has the school established a climate, in each of the following ways, that prevents harassment and bullying?</p> <ul style="list-style-type: none"> <li>* Staff members, students and parents are informed through a variety of mechanisms of policies defining harassment and bullying and explaining the consequences of such behaviors</li> <li>* Disciplinary policies are fairly and consistently implemented among all student groups</li> <li>* Staff members and students treat each other with respect and courtesy</li> <li>* Fair play and nonviolence is emphasized on the playground, on the school bus, and at school events</li> <li>* Students are encouraged to report harassment or bullying, including through anonymous reporting methods</li> <li>* Support is provided for victims of harassment or bullying</li> </ul> <p>Do staff members actively supervise students, in each of the following ways, everywhere on campus (e.g., classroom, lunchroom, playground, locker room, hallways, bathroom, and school bus)?</p> <ul style="list-style-type: none"> <li>* Observing students and being available to talk to students before, during, and after school</li> <li>* Anticipating and effectively responding to unsafe situations</li> <li>* Discouraging pushing and bullying</li> <li>* Promoting prosocial behaviors, such as cooperation, conflict resolution, and helping others</li> </ul>	ways to meet the diverse needs of children and adolescents.
School Health and Safety Policies and Environment	122	Prevent harassment and bullying	<ul style="list-style-type: none"> <li>* Support is provided for victims of harassment or bullying</li> </ul>	Yes, in each of these five ways. 3
School Health and Safety Policies and Environment	123	Active supervision	<ul style="list-style-type: none"> <li>* Observing students and being available to talk to students before, during, and after school</li> <li>* Anticipating and effectively responding to unsafe situations</li> <li>* Discouraging pushing and bullying</li> <li>* Promoting prosocial behaviors, such as cooperation, conflict resolution, and helping others</li> </ul>	Yes, in each of these four ways. 3

School Health and Safety Policies and Environment	124	Written crisis preparedness and response plan	Does your school have a written crisis preparedness and response plan that includes preparedness, response, and recovery elements? Is the plan practiced regularly and updated as necessary?	3	Yes, our school has a written crisis preparedness and response plan that includes preparedness, response, and recovery elements and it is practiced and updated regularly.
School Health and Safety Policies and Environment	125	Student involvement in decision-making	Are students actively engaged in school decision-making processes? Are your physical activity facilities adequate in all of the following ways?  * Both indoor and outdoor spaces can be used by physical education classes, intramural programs or physical activity clubs, and interscholastic sports programs * Indoor facilities exist so that physical education classes do not have to be canceled due to weather extremes (e.g., rain or temperatures extremes) * In physical education classes, all students can be physically active without overcrowding or safety risks * Facilities are accessible for persons with disabilities * For physical activity clubs and interscholastic sports, all interested students can sign up and participate without overcrowding or safety risks	3	Yes, students are actively engaged in most school decision-making processes.
School Health and Safety Policies and Environment	126	Adequate physical activity facilities	Does your high school sell only plain water, 100% juice with no added sweeteners, or low-fat or fat-free milk to students during the school day in all venues (e.g., vending machines, school stores or snack or food carts)?	3	Yes, in all five of these ways.
School Health and Safety Policies and Environment	127	At the high school level, beverages sold during the school day exceed the USDA's		3	Yes, our high school sells only plain water, 100% juice with no added sweeteners, or low-fat or fat-free milk during the school day in all venues. We do not sell beverages at our high school.

Smart Snacks in School nutrition standards			<p>Nutrition Standards for Beverages  <a href="https://schools.healthiergeneration.org/{{internal_page_link_5218}}">https://schools.healthiergeneration.org/{{internal_page_link_5218}}</a></p> <p>Does your school limit food and beverage advertising and promotion (e.g., contests or coupons) on school property 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>	
School Health and Safety Policies and Environment	128	Food and beverage advertising and promotion	<p>Nutrition Standards for Foods  <a href="https://schools.healthiergeneration.org/{{internal_page_link_5216}}">https://schools.healthiergeneration.org/{{internal_page_link_5216}}</a>  / Nutrition Standards for Beverages  <a href="https://schools.healthiergeneration.org/{{internal_page_link_5218}}">https://schools.healthiergeneration.org/{{internal_page_link_5218}}</a></p> <p>Does your school promote regular handwashing among students in each of the following ways?</p> <p>* Provide students with regular access to functional sinks and hand soap dispensers  * Make instructions on proper handwashing (e.g., posters, fact sheets) available to all students  * Communicate expectations for handwashing to students</p>	<p>Some foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1</p>
School Health and Safety Policies and Environment	129	Handwashing practices		<p>Yes, in all four ways.</p> <p>3</p>

\* Schedule time for students to wash their hands before meals and snacks

School  
Health and  
Safety  
Policies and  
Environment

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Water testing

Does your school conduct periodic testing of drinking water sources for lead and other contaminants?  
Does your school day start at 8:30 am or later to promote sufficient sleep and improved health and academic performance?

School  
Health and  
Safety  
Policies and  
Environment

131

School start  
times  
Health  
education  
taught in all  
grades

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.

Health  
Education

201

Do students receive health education\* instruction in all grades?

In most  
2 grades.

Health  
Education

202

Required health  
education  
course

NOTE: Health education, including nutrition education.  
Does your school or district require all students to take and pass at least one health education course? NOTE: If school has more than four grade levels (eg. 7-12) in same building answer this question instead:  
"Does the school require all students to take and pass at least two health education courses?"  
Does your health education curriculum address all of these topics on physical activity?

3 Yes.

Health  
Education

203

Essential topics  
on physical  
activity

\* The physical, psychological, or social benefits of physical activity  
\* How physical activity can contribute to a healthy weight  
\* How physical activity can contribute to the academic learning process  
\* How an inactive lifestyle contributes to chronic disease

Yes, addresses  
all of these  
3 topics.

- \* Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- \* Differences between physical activity, exercise, and fitness
- \* Phases of an exercise session, that is, warm up, workout, and cool down
- \* Overcoming barriers to physical activity
- \* Decreasing sedentary activities, such as TV watching
- \* Opportunities for physical activity in the community
- \* Preventing injury during physical activity
- \* Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while physically active
- \* Social influences on physical activity, including media, family, peers, and culture
- \* How to find valid information or services related to physical activity and fitness
- \* How to take steps to achieve the personal goal to be physically active
- \* How to influence, support, or advocate for others to engage in physical activity
- \* How to resist peer pressure that discourages physical activity

Consider using CDC's Health Education Curriculum Analysis Tool (HECAT),

<http://www.cdc.gov/healthyyouth/HECAT/>

which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

Health Education	204	Essential topics on healthy eating	Does your health education curriculum address all of these essential topics on healthy eating?	Yes, addresses all of these 3 topics.
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- \* The relationship between healthy eating and personal health and disease prevention

- \* Food guidance from MyPlate

<http://www.choosemyplate.gov/>

- \* Reading and using food labels

- \* Eating a variety of foods every day

- \* Balancing food intake and physical activity

- \* Eating more fruits, vegetables and whole grain products

- \* Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain transfat

- \* Choosing foods and beverages with little added sugars

- \* Eating more calcium-rich foods

- \* Preparing healthy meals and snacks

- \* Risks of unhealthy weight control practices

- \* Accepting body size differences

- \* Food safety

- \* Importance of water consumption

- \* Importance of eating breakfast

- \* Making healthy choices when eating at restaurants

- \* Social influences on healthy eating, including media, family, peers, and culture

- \* How to find valid information or services related to nutrition and dietary behavior

- \* How to take steps to achieve the personal goal to eat healthfully

- \* Resisting peer pressure related to unhealthy dietary behavior

- \* Influencing, supporting, or advocating for others' healthy dietary behavior

Consider using CDC's Health Education Curriculum Analysis Tool (HECAT),

<http://www.cdc.gov/healthyyouth/HECAT/>

which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education

curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

Do all teachers of health education use age-appropriate health education curriculum materials that are sequential and consistent with state or national standards for health education (see standards box) and the district's requirements for health education?

Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), <http://www.cdc.gov/healthyyouth/HECAT/> which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

Health Education	205	Sequential health education curriculum consistent with standards	View National Health Education Standards <a href="https://schools.healthiergeneration.org/{{internal_page_link_6429}}">https://schools.healthiergeneration.org/{{internal_page_link_6429}}</a> Do all teachers of health education provide opportunities for students	3	Yes.
Health Education	206	Opportunities to practice skills	to practice or rehearse the skills needed to maintain and improve their health?	3	Yes, all do.
Health Education	207	Professional development in health education	Do all teachers of health education participate at least once a year in professional development in health education?	0	None do, or no one teaches health education.

			Do students earn grades for required health education courses? Do the grades carry the same weight as grades for other subjects toward academic recognition (e.g., honor roll, class rank)?	
Health Education	208	Health education grading	If a student does not pass health education courses, the school should require repeating the course as with other academic subjects. Do all teachers of health education use active learning strategies and	2 Students earn grades, but the grades count less than grades for other subjects.
Health Education	209	Active learning strategies	activities that students find enjoyable and personally relevant?	
Health Education	210	Culturally appropriate activities and examples	Do all teachers of health education use a variety of culturally-appropriate activities and examples that reflect the community's cultural diversity?	
		Assignments encourage student		
Health Education	211	interaction with family and community	Do all teachers of health education use assignments or projects that encourage students to have interactions with family members and community organizations?	
		Credentialed health		
Health Education	212	education teachers	Are all health education classes taught by credentialed health education teachers?	
Health Education	213	Professional development in delivering curriculum	Have all teachers of health education received professional development in delivery of the school's health and safety curriculum in the past two years?	
Health Education	214	Professional development in classroom management techniques	Have all teachers of health education received professional development in classroom management techniques in the past two years?	



Physical Education and Other Physical Activity Programs	301	Minutes of physical education	<p>Do all students in each grade receive physical education for at least 150 minutes per week throughout the school year?</p> <p>Physical education classes should be spread over at least three days per week, with daily physical education preferable.</p>	3	Yes.
Physical Education and Other Physical Activity Programs	302	Years of physical education	<p>How many years of physical education are students at this school required to take?</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 below) and the district's requirements for physical education?</p> <p>Consider using CDC's Physical Education Curriculum Analysis Tool (PECAT), <a href="http://www.cdc.gov/healthyyouth/PECAT/">http://www.cdc.gov/healthyyouth/PECAT/</a> 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>	2	The equivalent of at least one academic year but less than all academic years of physical education.
Physical Education and Other Physical Activity Programs	303	Sequential physical education curriculum consistent with standards	<p>View National Standards for Physical Education <a href="https://schools.healthiergeneration.org/{{internal_page_link_6434}}">https://schools.healthiergeneration.org/{{internal_page_link_6434}}</a></p>	3	Yes.

Physical Education and Other Physical Activity Programs	304	Health-related fitness	<p>Does the physical education program integrate the components of the Presidential Youth Fitness Program?</p> <ul style="list-style-type: none"> <li>* Fitness assessment using Fitnessgram <a href="http://www.pyfp.org/assessment/free-materials.shtml">http://www.pyfp.org/assessment/free-materials.shtml</a></li> <li>* Professional development for physical education teachers on proper use and integration of fitness education, fitness assessment, and recognition.</li> <li>* Recognition of students meeting Healthy Fitness Zones or their physical activity goals.</li> </ul> <p>Does the physical education program use three or more of the following methods to promote student participation in a variety of community physical activity options?</p> <ul style="list-style-type: none"> <li>* Class discussions</li> <li>* Bulletin boards</li> <li>* Public address announcements</li> <li>* Guest speakers who promote community programs</li> <li>* Take-home flyers</li> <li>* Homework assignments</li> <li>* Newsletter articles</li> <li>* Academic credit for participating in community physical activities and programs</li> </ul>	<p>2 of the PYFP components are integrated.</p>
Physical Education and Other Physical Activity Programs	305	Promote community physical activities	<p>Does the physical education program consistently use all or most of the following practices as appropriate to include students with special health care needs?</p> <ul style="list-style-type: none"> <li>* Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans,</li> </ul>	<p>The program promotes participation in a variety of community physical activity options, but through only one or two methods.</p>
Physical Education and Other Physical Activity Programs	306	Address special health care needs	<p>Does the physical education program consistently use all or most of the following practices as appropriate to include students with special health care needs?</p> <ul style="list-style-type: none"> <li>* Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans,</li> </ul>	<p>Yes, the physical education program uses all or most of these instructional practices consistently.</p>

chronic health condition action plans, or 504 plans

- \* Offering adapted physical education classes
- \* Making necessary accommodations for students with special health care needs for participation in recess (e.g., game modifications)
- \* Using modified equipment and facilities
- \* Ensuring that students with chronic health conditions are fully participating in physical activity as appropriate and when able
- \* Monitoring signs and symptoms of chronic health conditions
- \* Encouraging students to carry and self-administer their medications (including pre-medicating and/or responding to chronic health condition symptoms) in the gym and on playing fields; assisting students who do not self-carry
- \* Encouraging students to actively engage in self-monitoring (i.e., using a peak flow meter, recognizing triggers) in the gym and on playing fields (if the parent/guardian, health care provider, and school nurse so advise)
- \* Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed
- \* Using peer teaching (e.g., teaming students without special health care needs with students who have such needs)

Does your school promote or support walking and bicycling to and/or from school in the following ways?

Physical Education and Other Physical Activity Programs

307

Promotion or support of walking and bicycling to and/or from school

- \* Designation of safe or preferred routes to school
- \* Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- \* Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- \* Instruction on walking/bicycling safety provided to students
- \* Promotion of safe routes program to students, staff and parents

1

Our school promotes or supports walking and bicycling to school in one to two of these ways.

via  
 newsletters, websites, local newspaper  
 \* Crossing guards  
 \* Crosswalks on streets leading to schools  
 \* Walking school buses  
 \* Documentation of number of children walking and or biking to and from school  
 \* Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)

Physical Education and Other Physical Activity Programs	308	Availability of before- and after-school physical activity opportunities	Does your school offer opportunities for all students to participate in physical activity before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)? Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods?	3	Yes. Both before and after the school day
Physical Education and Other Physical Activity Programs	309	Availability of physical activity breaks in classrooms	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 5â€“30 minutes, and occur all at one time or several times during the school day.	3	Yes, on all days during a typical school week
Physical Education and Other Physical	310	Students active at least 50% of class time	Do teachers keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions?	3	Yes, during most or all classes.

Activity  
Programs  
Physical  
Education  
and Other

Physical  
Activity  
Programs  
Physical

Education  
and Other  
Physical  
Activity  
Programs  
Physical

Education  
and Other  
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Physical  
Education  
and Other  
Physical  
Activity  
Programs  
Physical

Physical  
Education  
and Other  
Physical  
Activity  
Programs  
Physical

311 Professional  
development  
for teachers

Are teachers of physical education required to participate at least once a year in professional development in physical education?

2 Most  
do.

312 Licensed  
physical  
education  
teachers

Are all physical education classes taught by licensed teachers who are certified or endorsed to teach physical education?

3 Yes, all  
are.

313 225 minutes of  
physical  
education per  
week

Do all students in each grade receive physical education for at least 225 minutes per week throughout the school year?

Physical education classes should be spread over at least three days per week, with daily physical education preferable.

314 Time  
requirement for  
length of  
physical  
education class

Does your school have a time requirement for the length of physical education classes?

Do physical education classes and recess have student/teacher ratios comparable to that of other classes (e.g., core or academic classes)?

315 Adequate  
teacher/student  
ratio

NOTE: Aides and volunteers should not be counted as teachers in the student/teacher ratio.

Physical Education and Other Physical Activity Programs	316	Information and materials for physical education teachers	<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 online tools and resources or PE Central</li> <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>
		Physical education grading	<p>Do students earn grades for required physical education courses?</p> <p>Do the grades carry the same weight as grades for other subjects toward academic recognition (e.g., honor roll, class rank)?</p>
	318	Prohibit exemptions or waivers for physical education	<p>Does the school prohibit exemptions or waivers for physical education?</p>

Physical Education and Other Physical Activity Programs	319	Individualized physical activity and fitness plans	<p>Do students design and implement their own individualized physical activity and fitness plans as part of the physical education program?</p> <p>Do teachers of physical education provide ongoing feedback to students on progress in implementing their plans?</p> <p>Does the physical education program implement and enforce all of the following safety practices?</p> <ul style="list-style-type: none"> <li>* Practice active supervision</li> <li>* Encourage pro-social behaviors</li> <li>* Use protective clothing and safety gear that is appropriate to child's size and in good shape</li> <li>* Use safe, age-appropriate equipment</li> <li>* Minimize exposure to sun (including through use of sunscreen), smog, and extreme temperatures</li> <li>* Use infection control practices for handling blood and other body fluids</li> <li>* Monitor the environment to reduce exposure to potential allergens or irritants (e.g., pollen, bees, strong odors)</li> </ul>
Physical Education and Other Physical Activity Programs	320	Physical education safety practices	<p>Does your school or district ensure that playgrounds meet or exceed recommended safety standards for design, installation, and maintenance, in all of the following ways?</p>
Physical Education and Other Physical Activity Programs	321	Playgrounds meet safety standards	<ul style="list-style-type: none"> <li>* Using recommended safety surfaces under playground equipment</li> <li>* Using developmentally-appropriate equipment designed with spaces and angles that preclude entrapment</li> <li>* Designating boundaries around equipment (e.g., swings) so that students on foot are unlikely to be struck</li> </ul>

- \* Separating playgrounds from motor vehicle and bicycle traffic
- \* Maintaining equipment for safe use and removing unsafe equipment
- \* Ensuring that staff members are trained in developmental appropriateness of different types of playground equipment
- \* Developing, implementing, and enforcing rules for safe use of the playground (e.g., no running or pushing, no use of age-inappropriate equipment)

Please disregard any standard that is not relevant for your campus.

Physical Education and Other Physical Activity Programs	322	Participation in intramural programs or physical activity clubs	Do both boys and girls participate in school-sponsored intramural programs or physical activity clubs?
Physical Education and Other Physical Activity Programs	323	Availability of interscholastic sports	Does your school offer at least eight different interscholastic sports to both boys and girls? Does your school or district require all interscholastic sports coaches to have training in the sport(s) they coach that reflects competency in the skills and knowledge outlined in the National Standards for Sports Coaches?
Physical Education and Other Physical Activity Programs	324	Training requirements for sports coaches	National Standards for Sports Coaches The 40 standards are grouped into the following eight domains: 1. Philosophy and ethics 2. Safety and injury prevention 3. Physical conditioning 4. Growth and development 5. Teaching and communication



6. Sports skills and tactics
7. Organization and administration
8. Evaluation

National Association for Sport and Physical Education. Quality Coaches, Quality Sports: National Standards for Sports Coaches, 2nd edition, 2006.

Does the school ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation, and maintenance, in the following ways?

- \* Regular inspection and repair of indoor and outdoor playing surfaces, including those on playgrounds and sports fields
- \* Regular inspection and repair of physical activity equipment such as balls, jump ropes, nets, cardiovascular machines, weights, and weight lifting machines
- \* Padded goal posts and gym walls
- \* Breakaway bases for baseball and softball
- \* Securely anchored portable soccer goals that are stored in a locked facility when not in use
- \* Bleachers that minimize the risk for falls
- \* Slip-resistant surfaces near swimming pool use
- \* Pools designed, constructed, and retrofitted to eliminate entrapment use

Physical  
Education  
and Other  
Physical  
Activity  
Programs

325

Physical activity  
facilities meet  
safety  
standards

Does your school athletic program implement and enforce all the following safety requirements?

Physical  
Education  
and Other  
Physical

326

Athletics safety  
requirements

- \* Require physical examination by physician before participation
- \* Avoid excesses in training regime that may result in injuries (e.g.,

Activity  
Programs

heat stroke, exhaustion, dehydration, sprains, strains)  
 \* Establish criteria, including clearance by a health-care provider, before allowing further participation in practice or reentry into game  
 play after a head injury  
 \* Reward good sportsmanship, teamwork, and adherence to safety rules  
 \* Strictly enforce prohibitions against alcohol and drug use  
 \* Strictly enforce prohibitions against violence and aggression by students, spectators, coaches, and other persons during sporting events  
 \* Strictly enforce prohibitions against dangerous athletic behaviors (e.g., spearing in football, high sticking in hockey, throwing bat in baseball)  
 \* Report all sports-related injuries to the appropriate authority

Physical  
Education  
and Other

Physical  
Activity  
Programs

327

Substitutions  
for physical  
education

Does your school prohibit the substitution of other activities (e.g., interscholastic sports) for physical education class time or credit requirements?

Physical  
Education  
and Other

Physical  
Activity  
Programs

328

Professional  
development  
for classroom  
teachers

Are classroom teachers required to participate at least once a year in professional development on promoting and integrating physical activity in the classroom?

Nutrition  
Services

401

Breakfast and  
lunch programs

Does your school offer school meals (breakfast and lunch) programs that are fully accessible to all students?  
 Do school meals include a variety of foods that meet the following criteria?

3

Yes.  
 Yes, meets six to eight of these criteria for

Nutrition  
Services

402

Variety of foods  
in school meals

LUNCH

3

variety.

- \* Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the 3 vegetable subgroups (dark green, red and orange, dry beans and peas)
- \* Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week)
- \* Offer fresh fruit at least 1 day per week
- \* Offer foods that address the cultural practices of the student population
- \* Offer an alternative entrée option at least one time per week that is legume based, reduced fat dairy or fish based (including tuna)
- \* Offer at least 3 different types of whole grain-rich food items each week

#### BREAKFAST

- \* Offer at least 3 different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week)
- \* Offer fresh fruit at least 1 day per week

A school meal is a set of foods that meets school meal program regulations. This does not include À la carte offerings.

Are healthy food and beverage choices promoted through the following techniques?

Nutrition Services	403	Promote healthy food and beverage choices using Smarter Lunchroom techniques	<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> </ul>	3	Yes, healthy food and beverage choices are promoted through ten or more of these techniques.
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- \* 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
- \* Place pre-packed salads or salad bar is available in a high traffic area
- \* Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice
- \* Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items.
- \* White milk is displayed in front of other beverages in all coolers
- \* 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name
- \* Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable
- \* Signs show students how to make a reimbursable meal on any service line
- \* Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
- \* Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service
- \* Students, teachers, or administrators announce today's menu in daily announcements
- \* A monthly menu is posted in the main office
- \* Information about the benefits of school meals is provided to teachers and administration at least annually
- \* Brand, name, and decorate the lunchroom in a way that reflects the

student body.

\* Conduct a taste test of a new entrée at least once a year

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?

Topics covered may include, but are not limited to, food safety and Hazard Analysis Critical Control Point (HACCP), nutrition standards updates in school meals, food sensitivities and allergies, purchasing and procurement, meal counting and claiming, customer service or food production techniques.

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 <https://professionalstandards.fns.usda.gov/content/professional-standards-information> <https://professionalstandards.fns.usda.gov/content/professional-standards-information> )

Do most 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?

Note: If the school does not have any food venues outside the

Yes, all food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA 's Professional Standards requirements.

3

None of the venues do.

0

Nutrition  
Services

404

Annual  
continuing  
education and  
training  
requirements  
for school  
nutrition  
services staff

Nutrition  
Services

405

Venues outside  
the cafeteria  
offer fruits and  
vegetables

			<p>cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), answer "Yes".</p> <p>Do school nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?</p>	
Nutrition Services	406	Collaboration between nutrition services staff members and teachers	<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> <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> <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>Use one of these methods.</p> <p>1</p>
Nutrition Services	407	Adequate time to eat school meals	<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).</p> <p>Is your school implementing any Farm to School activities?</p>	<p>Yes. (Note: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, you can select this answer.)</p> <p>3</p>
Nutrition Services	408	Farm to School activities.	<ul style="list-style-type: none"> <li>* Local and/or regional products are incorporated into the school meal program</li> </ul>	<p>Our school is implementing two to three of these activities.</p> <p>2</p>

Nutrition Services	409	Healthy food purchasing and preparation practices	<ul style="list-style-type: none"> <li>* Messages about agriculture and nutrition are reinforced throughout the learning environment</li> <li>* School hosts a school 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 farmerâ€™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>	3	Yes, follows ten to eleven of these practices.
			<p>Does the school food service consistently follow practices that ensure healthier foods are purchased and prepared for service?</p> <ul style="list-style-type: none"> <li>* Spoon solid fat from chilled meat and poultry broth before use</li> <li>* Use specifications requiring lower sodium content in prepared foods such as hamburgers, cold cuts and cured meats, chicken nuggets, pizza, sandwiches, chicken nuggets, etc.; and canned products such as vegetables, soups, etc.</li> <li>* Use specifications requiring lower added sugar content in prepared foods such as whole grain cold cereals or cereal bars (e.g. candy or yogurt coated), breakfast items such as pancakes or waffles (e.g., infused with syrup) and canned products such as fruit (e.g., packed heavy syrup).</li> <li>* Roast, bake or broil meat rather than fry it</li> <li>* Use low-sodium or no-salt-added spices and seasonings, dressings, marinades, sauces (e.g., tomato or pasta sauces), and condiments (e.g., ketchup, barbeque sauce, ranch dressing, etc.).</li> <li>* Prepare vegetables by steaming or baking</li> </ul>		

- \* Prepare vegetables using little or no fat
- \* Cook with nonstick spray or pan liners rather than with grease or oil
- \* Use frozen or canned vegetables with little or no added sodium (e.g., low sodium, fresh frozen foods) instead of regular canned vegetables
- \* Use products that are locally grown or produced such as milk, produce and/or meats, chicken or fish
- \* Follow standardized recipes that are low in saturated fat, sodium and added sugars
- \* Use other seasonings or spices, including fresh herbs, in place of salt. Herbs could be from school gardens or local markets.

Does the school provide students with a clean, safe, and pleasant cafeteria, according to the following criteria?

- \* Physical structure (e.g., walls, floor covering) does not need repairs
- \* Tables and chairs are not damaged and are of appropriate size for all students
- \* Seating is not overcrowded (i.e., never more than 100% of capacity)
- \* Rules for safe behavior (e.g., no running, no throwing food or utensils) are enforced
- \* Tables and floors are cleaned between lunch periods or shifts, and trash is removed between each lunch period if necessary
- \* The lunchroom is branded and decorated in a way that reflects the student body
- \* Appropriate practices are used to prevent excessive noise levels (e.g., no whistles)
- \* Smells are pleasant and not offensive
- \* Appropriate eating devices are available when needed for students with special health care needs

Nutrition Services	Clean, safe, pleasant cafeteria	410	Yes, cafeteria meets all nine of these criteria. 3
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Nutrition Services	411	Preparedness for food emergencies	<p>Are school nutrition service staff members and cafeteria monitors (e.g., teachers, aides) trained to respond quickly and effectively to the following types of food emergencies?</p> <ul style="list-style-type: none"> <li>* Choking</li> <li>* Natural disasters (e.g., electrical outages affecting refrigeration)</li> <li>* Weather-related emergencies and school closures</li> <li>* Medical emergencies (e.g., severe food allergy reactions, diabetic reactions)</li> <li>* Attempts to introduce biological or other hazards into the food supply</li> <li>* Situations that require students or others to shelter in the school</li> </ul> <p>Does your school use strategies to maximize participation in the school breakfast program?</p>	3	Yes, all staff are trained for five or six types of emergencies.
Nutrition Services	412	School breakfast	<p>*Generally, universal free breakfast is ideal for schools with approximately 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>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>	1	Our school offers a traditional breakfast program served and consumed in the cafeteria.
Nutrition Services	413	School lunch	<p>Has your school established and provided training on food safety best practices (e.g., properly handling, preparing, and storing foods) for all food service staff?</p>	1	Our school offers a traditional lunch program served and consumed in the cafeteria.
Nutrition Services	414	Food safety training	Does your school have a full-time, registered school nurse responsible	3	Yes, our school has established practices and provides all food service staff with training on food safety.
Health Services	501	Health services provided by a		0	No, we do not have a school nurse, LPN, or UAP present in our

		full-time school nurse	<p>for health services all day, every day? Are an adequate number of full-time school nurses provided, based on the recommended ratio of at least one nurse for every 750 students?</p> <p>More nurses are recommended if students have extensive nursing needs.</p> <p>Does the school nurse or other health services provider promote the health and safety of students and their families, through classroom activities and otherwise, on each of these topics?</p> <ul style="list-style-type: none"> <li>* Promoting physical activity</li> <li>* Promoting healthy eating</li> <li>* Preventing tobacco or e-cigarette use</li> <li>* Quitting tobacco use</li> <li>* Preventing alcohol and other drug use</li> <li>* Preventing unintentional injuries</li> <li>* Preventing violence and suicide</li> <li>* Managing chronic health conditions</li> <li>* Preventing HIV, other STD, and unintended pregnancy</li> </ul> <p>Does the school nurse or other health services provider collaborate with other school staff members to promote student health and safety in at least six of the following ways?</p> <ul style="list-style-type: none"> <li>* Developing plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans)</li> <li>* Providing professional development</li> <li>* Developing health-related policy</li> <li>* Consulting with teachers/health educators to identify, revise or develop health-related curricula or units/lessons</li> <li>* Developing and implementing school-wide and classroom</li> </ul>	<p>school, or we have an unsupervised LPN or UAP in our school.</p> <p>Addresses four to seven of these topics.</p> <p>Yes, there is collaboration in at least six of these ways.</p>
Health Services	502	Health and safety promotion for students and families		2
Health Services	503	Collaborate with other school staff members		3

		activities	
		* Developing School Improvement Plans	
		* Establishing communication systems with other school staff	
Health Services	504	Identify and track students with chronic health conditions	3
		Does the school nurse or other health services provider have a system for identifying and tracking students with chronic health conditions? Does your school implement a systematic approach (including the following components) for referring students, as needed, to appropriate school- or community-based health services?	
		* Contact parents of students identified as potentially needing additional health services and recommend that the students be evaluated by their primary health care provider or specialist.	
		* Contact parents of students without a primary health care provider and give information about child health insurance programs and primary care providers.	
		* Referral information is distributed widely (e.g., through flyers, brochures, website, student handbook, health education class) so that students, staff, and families can learn about school and community services without having to contact school staff.	
		* Staff members are given clear guidance on referring students to school counseling, psychological and social services.	
		* Referral forms are easy for staff members to access, complete, and submit confidentially.	
Health Services	505	Implement a referral system	2
		* A designated staff person (e.g., school nurse, counselor) regularly reviews and sorts referral forms and conducts initial screening.	
		* With written parental permission, additional information (e.g.,	
		Yes, there is a system to identify and track students with chronic health conditions.	
		Our school has a referral system that includes many of these components.	

questionnaires, relevant records, brief testing) is gathered as necessary and in compliance with FERPA.

\* Written consent is obtained, in compliance with HIPAA, to gather relevant records from other professionals or agencies, if applicable.

\* A list is kept and regularly updated of youth-friendly referral providers along with basic information about each (e.g., cost, location, language, program features, previous client feedback)

\* Meetings are held with all relevant parties to discuss referral alternatives.

\* Potential barriers (e.g., cost, location, transportation, stigma) and how to overcome them are discussed.

\* Follow-up (e.g., via telephone, text messaging, email, personal contact) is conducted to evaluate the referral and gather feedback about the service.

\* A status report is provided to the person who identified the problem, if applicable and in compliance with FERPA and/or HIPAA.

\* Professional development is provided to all staff members about the referral process.

Does your school have a system for collecting student health information prior to school entry and every year thereafter? Is all pertinent information communicated in writing to all appropriate staff members?

Does your school have a system for collecting student health information prior to school entry and every year thereafter? Is all pertinent information communicated in writing to all appropriate staff members and kept confidential?

Does your school have a plan to address food allergy management and prevention (e.g., Food Allergy Management and Prevention Plan) which

All pertinent information is systematically collected and communicated to some, but not all appropriate staff members.

Yes, our school has access to a consulting school health physician and has worked with him/her within the past year.

Our school has a plan that includes 3-4 priorities needed to manage food allergies in the school setting

Health Services 506 Student health information

Health Services 507 Consulting school health physician

Health Services 508 Food allergy management plan

includes the following priorities needed to manage food allergies in the school setting?

- \* Ensure daily management of food allergies for individual children (e.g., identifying children with food allergies, a plan to manage and reduce risks of food allergy reactions)
- \* Prepare for food allergy emergencies (e.g., easy to use communication systems, easy access to epinephrine auto-injectors, plans for contacting emergency medical services, identification of staff roles in emergencies)
- \* Provide professional development on food allergies for staff (e.g., general training on food allergies for all staff, in-depth training for staff who have frequent contact with children with food allergies (including cafeteria/food service staff), specialized training for staff responsible for managing children with food allergies)
- \* Educate children and family members about food allergies (e.g., teach all children, all parents and families about food allergies)
- \* Create and maintain a healthy and safe educational environment (e.g., limit exposure to food allergens, develop food-handling policies to prevent unintentional contact, make outside groups aware of food allergy policies and rules when they use school facilities, create a positive psychosocial climate)

Does your school provide the following school-based healthcare services, delivered by a school nurse or community healthcare organization (e.g., hospital, public health department, federally qualified health center)?

Health Services Counseling, Psychological	509	School-based healthcare services Counseling, psychological,	* Pediatric healthcare	0	No, we do not provide school-based healthcare services.
			* Dental care		
	601		* Vision care	1	We have a full-time counselor, social worker
			Does your school have access to a full-time counselor, social worker, and psychologist for providing counseling, psychological, and social		

& Social Services		and social services provided by a full-time counselor, social worker, and psychologist	<p>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>Does the counseling, psychological, or social services provider promote the emotional, behavioral, and mental health of and provide treatment to students and families in the following ways?</p>	or psychologist, but not all three.
Counseling, Psychological & Social Services	602	Health and safety promotion and treatment	<ul style="list-style-type: none"> <li>* 1-on-1 counseling/sessions</li> <li>* Small group counseling/sessions</li> <li>* Classroom-based health promotion and prevention</li> <li>* School-wide health promotion and prevention</li> </ul> <p>Does the counseling, psychological, or social services provider collaborate with other school staff members to promote student health and safety in at least six of the following ways?</p> <ul style="list-style-type: none"> <li>* Developing plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans)</li> <li>* Providing professional development</li> <li>* Developing policy</li> <li>* Identifying, revising or developing curricula or units/lessons</li> <li>* Developing and implementing school-wide and classroom activities</li> <li>* Developing School Improvement Plans</li> <li>* Establishing communication systems with other school staff</li> </ul>	<p>Yes, it is provided in all four ways.</p> <p>3</p>
Counseling, Psychological & Social Services	603	Collaborate with other school staff members	<ul style="list-style-type: none"> <li>* Developing plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans)</li> <li>* Providing professional development</li> <li>* Developing policy</li> <li>* Identifying, revising or developing curricula or units/lessons</li> <li>* Developing and implementing school-wide and classroom activities</li> <li>* Developing School Improvement Plans</li> <li>* Establishing communication systems with other school staff</li> </ul>	<p>Yes, there is collaboration in at least six of these ways.</p> <p>3</p>

Counseling, Psychological & Social Services	604	Identify and track students with emotional, behavioral and mental health needs	<p>Does the counseling, psychological, or social services provider have a system for identifying and tracking students with emotional, behavioral, and mental health needs?</p> <p>Does your school implement a systematic approach (including the following components) for referring students, as needed, to appropriate school- or community-based counseling, psychological, and social services?</p> <ul style="list-style-type: none"> <li>* Case management, including assessment, referral, education, support, and monitoring, is offered.</li> <li>* Referral information is distributed widely (e.g., through flyers, brochures, website, student handbook, health education class) so that students, staff, and families can learn about school and community services without having to contact school staff.</li> <li>* Staff members are given clear guidance on referring students to school counseling, psychological, and social services.</li> <li>* Referral forms are easy for staff members to access, complete, and submit confidentially.</li> <li>* A designated staff person (e.g., school counselor, social worker, or psychologist) regularly reviews and sorts referral forms and conducts initial screening.</li> <li>* With written parental permission, additional information (e.g., questionnaires, relevant records, brief testing) is gathered as necessary and in compliance with FERPA.</li> <li>* Written consent is obtained, in compliance with HIPAA, to gather relevant records from other professionals or agencies, if applicable.</li> </ul>	3	Yes, there is a system to identify and track students with emotional, behavioral, and mental health needs.
Counseling, Psychological & Social Services	605	Establish referral system	<ul style="list-style-type: none"> <li>* With written parental permission, additional information (e.g., questionnaires, relevant records, brief testing) is gathered as necessary and in compliance with FERPA.</li> <li>* Written consent is obtained, in compliance with HIPAA, to gather relevant records from other professionals or agencies, if applicable.</li> </ul>	2	Our school has a referral system that includes some of these components.

- \* A list is kept and regularly updated of youth-friendly referral providers along with basic information about each (e.g., cost, location, language, program features, previous client feedback, types of insurance accepted)
- \* Meetings are held with all relevant parties to discuss referral alternatives.
- \* Potential barriers (e.g., cost, location, transportation, stigma), and how to overcome them, are discussed.
- \* Follow-up (e.g., via telephone, text messaging, email, personal contact) is conducted to evaluate the referral and gather feedback about the service.
- \* A status report is provided to the person who identified the problem, if applicable and in compliance with FERPA and/or HIPAA.
- \* Professional development is provided to all staff members about the referral process.

Does your school aid students during school and life transitions (such as changing schools or changes in family structure) in the following ways?

Counseling,  
Psychological  
& Social  
Services

606

Aid students  
during  
transitions

- \* Matching new students with another student or buddy
- \* Opportunities for students to check-in with a trusted adult
- \* Orientation programs that focus on adapting to transitions

2

Our school aids  
students during school  
and life transitions in  
two of these ways.

Health  
Promotion  
for Staff

701

Health  
assessments for  
staff members  
Programs for  
staff members

Does your school or district offer staff members accessible and free or low-cost health assessments at least once a year?

0

Health  
assessments are  
not offered at least  
once a year.

Health  
Promotion  
for Staff

702

Programs for  
staff members  
on physical  
activity/fitness

Does the school or district offer staff members accessible and free or low-cost physical activity/fitness programs?

0

Does not offer  
physical  
activity/fitness  
programs.



Health Promotion for Staff	703	Modeling healthy eating and physical activity behaviors	<p>Does your school support staff to model healthy eating and physical activity behaviors?</p> <ul style="list-style-type: none"> <li>* Provide staff with information about the importance of modeling healthy eating behaviors</li> <li>* Provide staff with information about the importance of engaging in physical activities with students</li> <li>* Encourage staff not to bring in or consume unhealthy foods and beverages in front of students, in classrooms, or areas common to both staff and students</li> <li>* Provide staff with examples of healthy foods and beverages to bring in or consume during the regular or extended school day</li> <li>* Provide staff with information or strategies on how to incorporate physical activity into classrooms</li> <li>* Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior</li> </ul> <p>Does your school or district use three or more methods to promote and encourage staff member participation in its health promotion programs?</p>	<p>Yes, our school uses 1-2 of the strategies to support staff to model healthy eating and physical activity behaviors</p> <p>1</p>
Health Promotion for Staff	704	Promote staff member participation	<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> <li>* Incentive/reward programs</li> </ul>	<p>Uses two of these methods.</p> <p>2</p>

- \* Public recognition
- \* Life/health insurance discounts
- \* Gym or health club discounts, such as YMCA
- \* Posting to a website or listserv
- \* E-mail messages
- \* Positive role modeling by administrators or other leaders

Health Promotion for Staff	705	Programs for staff members on healthy eating/weight management	Does the school or district offer staff members healthy eating/weight management programs that are accessible and free or low-cost? Do food and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA Smart Snacks in School nutrition standards?	0	Does not offer healthy eating/weight management programs.
Health Promotion for Staff	706	All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards	Nutrition Standards for Foods <a href="https://schools.healthiergeneration.org/{{internal_page_link_5216}}">https://schools.healthiergeneration.org/{{internal_page_link_5216}}</a> / Nutrition Standards for Beverages <a href="https://schools.healthiergeneration.org/{{internal_page_link_5218}}">https://schools.healthiergeneration.org/{{internal_page_link_5218}}</a> Does your school or district offer staff members health education and health-promoting activities that focus on skill development and behavior change and that are tailored to their needs and interests?	3	Yes, all foods and beverages served and sold meet Smart Snacks.
Health Promotion for Staff	707	Health education for staff members Stress management programs for staff	Does your school or district offer staff members accessible and free or low-cost stress management programs at least once a year? Does your school have a breastfeeding policy that includes the following components?	2	Health education is offered and it is tailored to staff members' needs and interests, but it does not focus on skill development or behavior change.
Health Promotion for Staff	708			3	Yes, stress management programs are offered, and all staff members find them accessible and free or low-cost.
Health Promotion for Staff	709	Breastfeeding policy	* Work schedule flexibility, including breaks and work patterns to provide time for expression of milk	3	Yes our breastfeeding policy includes all four of these components.

			<ul style="list-style-type: none"> <li>* Private location to breastfeed or express milk</li> <li>* Refrigerator for safe storage of expressed milk</li> <li>* Access nearby to a clean, safe water source and a sink for washing hands and rinsing out any breast-pumping equipment</li> </ul>	
			Does your school offer staff members counseling, psychological, or social services to promote the emotional, behavioral, and mental health of employees in each of the following ways?	
Health Promotion for Staff	710	Staff mental health promotion	<ul style="list-style-type: none"> <li>* 1-on-1 counseling/sessions</li> <li>* Small group counseling/sessions</li> <li>* School-wide health promotion and prevention</li> <li>* Referrals to resources or services outside of the school</li> </ul>	
			Do families and other community members help with school decision making?	
Family & Community Involvement	801	Family and community involvement in school decision making	This question only applies to decision making around health and wellness addressing areas outlined in the Healthy Schools Program Framework of Best Practices.	3
		Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus.	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?	
Family & Community Involvement	802		Do family members have access to indoor (e.g., gymnasium) and outdoor (e.g., track, sports field) school facilities outside school hours to participate in or conduct health promotion and education programs	3
Family & Community Involvement	803	Family access to school facilities		3
			Yes, families and community members are actively engaged in most school decision-making processes.	
			Yes, both students and family members have opportunities to provide suggestions and feedback	
			Yes, family members have access to indoor and outdoor school facilities at low or no cost.	

Family & Community Involvement	804	Communication with families	<p>at low or no cost?</p> <p>Does your school communicate with all families about school health activities and programs in a culturally- and linguistically-appropriate way, using a variety of communication methods? (about school-sponsored activities and opportunities to participate in school health programs and other community-based health and safety programs?)</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>	3	Yes, all families are communicated with in a culturally- and linguistically-appropriate way using a variety of communication methods.
Family & Community Involvement	805	Parenting strategies	<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>	2	Addresses most of these topics.

Family & Community Involvement	806	Family volunteers	Does your school or district have a formal process to recruit, train, and involve family members and as volunteers to support school health and safety programs?	3	Yes, our school or district has a formal process to recruit, train, and involve family members to support school health and safety programs.
Family & Community Involvement	807	Family engagement in learning at home	Does your school provide opportunities for family members to reinforce learning at home that focuses on improving health knowledge and behaviors?	3	Yes, our school provides family members with opportunities to reinforce learning at home.
Family & Community Involvement	808	Professional development on family engagement strategies	Have all school staff received professional development on strategies for family engagement in school health in the past two years?		
Family & Community Involvement	809	Professional development to assist parents seeking services	Does your school provide staff with professional development on ways to assist parents seeking mental health services for students (e.g., direct parents to appropriate mental health resources, identify steps for securing counseling or therapy services for youth)?		
Family & Community Involvement	810	School health updates for families	Does your school provide regular updates (e.g., school newsletter, school or district website, parent meetings) to families on issues related to all aspects of student health (i.e., nutrition, physical activity, chronic health condition management, social and emotional wellbeing)?	2	Our school provides regular updates to families on most aspects of student health.
Family & Community Involvement	811	Community volunteers	Does your school or district have a formal process to recruit, train, and involve community members as volunteers to enrich school health and safety programs?	0	No, our school or district does not recruit, train, or involve community members.
Family & Community Involvement	812	Community involvement in school health initiatives	Does your school partner with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities?	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 most school health initiatives.

Family & Community Involvement	813	Community-wide health promotion events	Does your school work with local community organizations, businesses, or local hospitals to plan community events that promote health and wellness for students, families, and community members? Does your school work with community-based, out-of-school programs (e.g., Boys & Girls Clubs, 21st Century Community Learning Centers, Parks and Recreation) to develop and implement routine activities that promote health* for all participating students?	1	Our school occasionally works with local community organizations, businesses, or local hospitals to plan community events that promote health and wellness.
Family & Community Involvement	814	Out-of-school programs	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.	1	Our school work with out-of-school programs to develop and implement occasional activities that promote health for participating students.
Family & Community Involvement	815	Community involvement in improving student health	Do community partners visit your school to present information and engage students from all grade levels in learning activities to improve student health?	3	Yes, community partners visit our school to present information and engage students from all grade levels in health-oriented learning activities to improve student health.
Family & Community Involvement	816	Student involvement with community organizations	Does your school connect students with community organizations to participate in events that promote and distribute information on health and wellness?	2	Yes, our school often connects students with community organizations to participate in events that promote and distribute information on health and wellness.
Family & Community Involvement	817	Partnerships with community healthcare providers	Does your school partner with community-based healthcare providers to link students and families with accessible community health services and resources?	3	Yes, our school partners with community-based healthcare providers to link students and families with accessible community health services and resources.
Family & Community Involvement	818	Agreement with community partners	Does your school have a written agreement with community partners to develop and support school health programs and activities that addresses each of the following?	0	No, our written agreement addresses none of the components or our school does not have a written agreement with community partners to develop and support school health programs and activities.

- \* Program decision-making processes
- \* Plan for the implementation of program activities
- \* Designated program responsibilities, including responsibilities for related costs, for the school and the community partner(s)