Healthy Schools Assessment Guide

The Alliance for a Healthier Generation (Healthier Generation) Healthy Schools Framework of Best Practices identifies specific criteria for a healthy school environment and serves as a guide for policy and practice change. The Healthy Schools Assessment is a subset of questions from the Centers for Disease Control and Prevention's School Health Index that allows schools and districts to assess their health policies and programs in the areas of: Policy & Environment, Nutrition Services, Smart Snacks, Health & Physical Education, Physical Activity and Employee Wellness.

This guide will help schools and districts navigate the Healthy Schools Assessment as a tool for continuous quality improvement.

1. Use this guide to gather answers to the assessment questions. Reference the "people who may know" column to identify the people at the school or district level who can help to complete the assessment.

2. Enter responses in the online assessment tool at www.healthiergeneration.org/app.

3. Continuously share information with the school wellness committee and create an action plan.

NOTES:
- Questions marked with "FR" are components of the federal requirement for local school wellness policies (LWP).
- Questions marked with an * are in the Healthy Districts Assessment. District staff can suggest an answer to these questions for their schools to select. While district staff can provide guidance on these questions, each school should accurately represent what is being implemented in their building.

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Topic Area: Policy and Environment

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
PO-1	<u>Representative school health committee or team</u>: Does your school have a **representative** committee or team that meets at least four times a year and oversees school health and safety **policies** and programs?	3 = Yes. 2 = There is a committee or team that does this, **but** it could be more representative of the school and include more individuals from across the school community. 1 = There is a committee or team, but it is **not** representative of the school community, **or** it meets less often than four times a year. 0 = No.	Principal School wellness lead National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org	Verify that the committee meets regularly and has at least six members from the school and community, including parents and students (CDC recommendation). List and publicize meetings date and times to encourage participation. List and publicize committee members and their roles to support increasing participation and involvement.	School Wellness Committee Toolkit Building a Successful School Wellness Committee "TEAM" School Wellness Committee Meeting Schedule
PO-2*	<u>Written school health and safety policies</u>: Does your school or district have written health and safety **policies** that include the following components? ▪ Rationale for developing and implementing the policies ▪ Population for which the policies apply (e.g., students, staff, visitors) ▪ Where the policies apply (e.g., on and/or off school property) ▪ When the policies apply ▪ Programs supported by the policies ▪ Designation of person(s) responsible	3 = **All** of our health and safety policies include all of these components. 2 = **Most** of our health and safety policies include **all** of these components. 1 = **Some** of our health and safety policies include **some** of these components. 0 = **Few** of our health and safety policies include	Principal District food service director District wellness lead School wellness lead National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org	Verify that the required components are included in written policy (these components may also be included in local school wellness policy or other district policies). The school or district safety policy must be a comprehensive safety plan including the following; emergency evacuation procedures, air quality management, post COVID-19 regulations, campus safety, and gang and bullying prevention.	Model Wellness Policy

		only a **few** of these components, **or** our school or district does **not** have any health and safety policies.			
	- (e.g., school administrator(s), teachers) for implementing the policies - Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policies - Communication procedures (e.g., through staff meetings, **professional development**, website, staff handbook, parent handbook) of the policies - Procedures for addressing policy infractions - Definitions of terms				
PO-3	Local school wellness policy: Has your school **implemented** the following components of the local education agency's (LEA) or district's local school wellness policy? - Specific goals for nutrition education and promotion activities - Specific goals for physical activity opportunities - Specific goals for other school-based activities that promote student wellness - 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 - 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) - 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 - Permit parents, students, representatives of the school food	3 = Yes, our school has implemented **all** of these components. 2 = Our school has implemented **most** of these components. 1 = Our school has implemented a **few** of these components. 0 = No, we have **not** implemented any of these components, **or** our policy does not include any of these components, **or** our district does not have a local school wellness policy.	Principal District food service director District wellness lead School wellness lead National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org	Verify that the local school wellness policy includes all required components of the USDA final rule.	10 Essential Components of Local School Wellness Policy Checklist Model Wellness Policy Putting Policy Into Practice

	- 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 - Identified one or more school district and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy - 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 school wellness policy compares to model local school wellness policies, and - the progress made in attaining the goals of the local school wellness policy and made this assessment available to the public. By the start of the 2006-2007 school year, every school district participating in the Federal meal program was required to establish a local school wellness policy for all schools under its jurisdiction. In addition, beginning July 1, 2104, USDA's Smart Snacks in School nutrition standards, required by the Healthy, Hunger-Free Kids Act of 2010, allowed schools to offer healthier snack foods to children, while limiting junk food. (See https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks). 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 team should review your district's local school			

	wellness policy before completing this question.				
PO-4	School start times (middle and high schools only): Does your school day start at 8:30 a.m. or later to promote sufficient sleep and improved health and academic performance? NOTE: The American Academy of Pediatrics recommends that middle schools and high schools start classes no earlier than 8:30 a.m. in order to permit students to get adequate sleep.	3 = Yes. 2 = School starts between 8:00 a.m. and 8:29 a.m. 1 = School starts between 7:30 a.m. and 7:59 a.m. 0 = School starts before 7:30 a.m.	Principal School wellness lead National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org	Verify that middle and high schools start at 8:30 a.m. or later. *Note: Serving breakfast is a part of the school schedule and must begin 8:30am or later.	Start School Later
PO-5	Health services provided by a full-time school nurse: Does your school have a **full-time**, registered school nurse r**esponsible** for **health services** all day, every day? Are an adequate number of full-time school nurses provided, based on the recommendation of at least one nurse per school? NOTE: More nurses are recommended if students have extensive nursing needs.	3 = Yes, we have a registered school nurse present all day every day. 2 = We have a registered school nurse present **most** of the time each week. 1 = We have a registered school nurse present **some** of the time each week, **or** we have an LPN or UAP (supervised by a school nurse) who is present at least **some** of the time each week. 0 = No, we do **not** have a registered school nurse, LPN, or UAP present in our school, **or** we have an **unsupervised** LPN or UAP in our school.	Principal School wellness lead National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org	Verify that a registered school nurse is present all day, every day. The school nurse's schedule should be publicized on the school website.	Resources and Practices to Support the School Nurse Role in Building a Healthier School Environment NASN The Role of the 21st Century School Nurse
PO-6	Counseling, psychological, and social services provided by a full-time counselor, social worker, and	3 = Yes, we have a full-time counselor, social worker, and	Principal School wellness lead	Verify that your school has a full-time counselor, social worker and/or psychologist	

	psychologist: Does your school have access to a **full-time** counselor, social worker, or psychologist for providing **counseling, psychological, and social services**? Is an adequate number of these staff members provided based on the following recommended ratios? ▪ One counselor for every 250 students ▪ One social worker for every 400 students ▪ One psychologist for every 1,000 students	psychologist, **and** the recommended ratios are present. 2 = We have a full-time counselor, social worker, and psychologist, but **fewer** than the recommended ratios. 1 = We have a full-time counselor, social worker **or** psychologist, but not all three. 0 = No, we do **not** have even one full-time counselor, social worker or psychologist.	National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org	and the recommended student to professional ratios are present.	
PO-7	Parenting strategies: Does your school provide educational resources for families that address all of the following parenting strategies? ▪ Praising and rewarding desirable behavior ▪ Staying actively involved with children in fun activities ▪ Making time to listen and talk with their children ▪ Setting expectations for appropriate behavior and academic performance ▪ Sharing parental values ▪ Communicating with children about health-related risks and behaviors ▪ Making a small number of clear, understandable rules designed to increase level of self-management (e.g., routine household chores,	3 = Yes, addresses **all** of these topics. 2 = Addresses **most** of these topics. 1 = Addresses **some** of these topics. 0 = Addresses **none** of these topics or does not provide educational resources that address parenting strategies.	Principal School wellness lead National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org	Verify that information about specific parenting strategies is included in the parent/student handbook, newsletters, websites, emails, bulletin boards and/or events. Note: Most of the listed strategies should be addressed.	Parent, Family, and Community Involvement in Education Involving Parents as Partners for Youth Development

	homework, time spent using TV and computer) ▪ Consistently enforcing family rules with consequences (e.g., an additional chore, restricting TV/computer use for the evening) ▪ Monitoring children's daily activities (knowing child's whereabouts and friends) ▪ Modeling nonviolent responses to conflict ▪ Modeling healthy behaviors ▪ Emphasizing the importance of children getting enough sleep ▪ Providing a supportive learning environment in the home				
PO-8	Family engagement in school decision making: Do families have opportunities to be involved in **school decision making** for health and safety policies and programs? NOTE: This question only applies to decision making around health and wellness addressing areas outlined in the Healthy Schools Program Framework of Best Practices.	3 = Yes, families have opportunities to be involved in **all** school decision-making processes for health and safety policies and programs. 2 = Families have opportunities to be involved in **most** school decision-making processes for health and safety policies and programs. 1 = Families have opportunities to be involved in **some** school decision-making processes for health and safety policies and programs. 0 = No, families do **not** have opportunities to be involved in school decision-making processes for health	Principal School wellness lead PTA lead National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org	Verify ways families are involved with decision-making, such as: serving on school committees, suggestion/feedback boxes and/or organizing events.	CDC Parents for Healthy Schools CDC Parent Engagement: Strategies for Involving Parents in School Health Involving Parents as Partners for Youth Development CDC Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development .

		and safety policies and programs.			
PO-9	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?	3 = Yes, our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for **all** school health initiatives. 2 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for **most** school health initiatives. 1 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for **some** school health initiatives. 0 = No, our school does **not** partner with local community organizations, businesses, or local hospitals to promote and engage students and their families in	School wellness lead PTA lead National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org	Verify ways that your school partners with local community organizations, businesses or local hospitals to engage students and their families in health promotion activities, such as mobile clinics, health screening/ awareness fairs and/or local school health-related events.	Act for Youth - Positive Youth Development Innovative Examples of Community Involvement in Schools

		health promotion activities for school health initiatives.			
PO-10	Out-of-school programs: Does your school work with community-based, out-of-school time (OST) 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? *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.	3 = Yes, our school works with out-of-school programs to develop and implement **routine** activities that promote health for **all** participating students. 2 = Our school works with out-of-school programs to develop and implement **routine** activities that promote health for **select** participating students. 1 = Our school work with out-of-school programs to develop and implement **occasional** activities that promote health for participating students. 0 = No, our school **does not** work with out-of-school programs to develop or implement activities that promote health for participating students.	Before/ after school staff National Advisor: Michelle.Owens@healthiergeneration.org	Verify your school's work with community-based, out-of-school time programs that develop and implement routine activities that promote health* for all participating students. OR OST provider representatives serve on school health-related committees and provide input on school wellness community events.	Healthy Out-of-School Time Roadmaps Healthy Out-of-School Time Wellness Policy Implementation Guide for Parks and Recreation Agencies CDC Out of School Time

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Topic Area: Nutrition Services

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
NS-1*	Breakfast and lunch programs: Does the school offer school meals (both breakfast and lunch) programs that are fully accessible to all students?	3 = Yes. 2 = Our school offers breakfast and lunch programs, but they are not fully accessible to all students. 1 = Our school offers only a lunch program, but there are plans to add a breakfast program. 0 = Our school offers only a lunch program and there are no plans to add a breakfast program, or the school does not offer a breakfast or a lunch program.	Principal School food service manager District food service director National Advisor: Nancy.Katz@healthiergeneration.org	Satisfactory administrative review by the state department valid for current three-year period.	Group Purchasing for Healthier School Meals Student School Food Survey Recipes for Schools
NS-2*	School breakfast: Does your school use strategies to maximize participation in the school breakfast program? *Generally, universal free breakfast is ideal for schools with ≥70% of students eligible for free or reduced-price meals, but may still be feasible for schools with a lower percentage of eligible students depending on state and local policies and programs. Universal free breakfast refers to any program that offers breakfast to all students free of charge, regardless of their free, reduced or paid lunch status.	3 = Our school offers **universal free breakfast*** after the bell, such as **breakfast in the classroom**, **grab and go to the classroom**, or **second chance breakfast** models. 2 = Our school offers breakfast after the bell, such as **breakfast in the classroom**, **grab and go to the classroom**, or **second chance breakfast** models. 1 = Our school offers a traditional breakfast	Principal School food service manager District food service director National Advisor: Nancy.Katz@healthiergeneration.org	Communication sent to families, students and/or staff indicating that the school serves breakfast after the bell to all students, or if not, a student that comes in after the bell can get a breakfast to bring to class. OR The local school wellness policy states that all schools in the district offer universal free breakfast after the bell and maximize participation in the	Healthier Breakfasts for Students .

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		program served and consumed in the cafeteria. 0 = Our school does not offer a breakfast program.		school breakfast program through strategies such as breakfast in the classroom, grab and go to the classroom, or second chance breakfast models, or that students arriving after the bell will receive a breakfast to bring to class.	
NS-3*	School lunch: 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?	3 = Our school provides multiple alternative points of sale at lunch. 2 = Our school provides one alternative point of sale at lunch. 1 = Our school offers a traditional lunch program served and consumed in the cafeteria. 0 = Our school does not offer a lunch program.	Principal School food service manager District food service director National Advisor: Nancy.Katz@healthiergeneration.org	Communication sent to families and students promoting at least two separate points of sale for reimbursable meals such as outside lines, kiosks, grab and go options, or reimbursable vending options to maximize participation in the National School Lunch Program. OR The local school wellness policy states that schools must provide at least two separate points of sale for reimbursable meals, such as outside lines, kiosks, grab and go	Healthy Lunches To Go

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				options or reimbursable vending options, to maximize participation in the National School Lunch Program. **Note: Each point of sale must have a unique point of sale system where students can enter/provide their ID number	
NS-4*	Variety of offerings in school meals: Do **school meals*** include a variety of offerings that meet the following criteria? Lunch ▪ Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the three 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 one 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)	3 = Yes, meets **six to eight** of these criteria for variety. 2 = Meets **three to five** of these criteria for variety. 1 = Meets **one to two** of these criteria for variety. 0 = Meets **none** of these criteria for variety.	School food service manager District food service director National Advisor: Nancy.Katz@healthiergeneration.org	Satisfactory administrative review by the state department valid for current three-year period.	Simple Tips to Eat More Fruits & Veggies

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	▪ Offer at least three different types of whole grain-rich food items each week Breakfast ▪ Offer at least three different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week) ▪ Offer fresh fruit at least one day per week *NOTE: A school meal is a set of foods that meets school meal program regulations. This does not include **à la carte offerings**.				
NS-5* FR	Promote healthy food and beverage choices and school meals using marketing and merchandising techniques: Are healthy food and beverage choices promoted through the following techniques? ▪ A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless-steel pans) ▪ Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS) ▪ Vegetables are offered on all serving lines ▪ 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 if available in a high traffic area	3 = Yes, healthy food and beverage choices are promoted through **ten or more** of these techniques. 2 = Healthy food and beverage choices are promoted through **five to nine** of these techniques. 1 = Healthy food and beverage choices are promoted through **one to four** of these techniques. 0 = Healthy food and beverage choices are promoted through **none** of these techniques.	School food service manager District food service director National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that schools must promote healthy food and beverage choices using at least ten of the marketing and merchandising techniques. OR Evidence that the school nutrition services staff promote healthy food and beverage choices using at least ten or more of the marketing and merchandising techniques such as photographs or examples of marketing and merchandising techniques used.	Food & Beverage Marketing Assessment CDC Smart Food Choices: How to Implement Food Service Guidelines in Public Facilities

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	• 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				

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	▪ Conduct a taste test of a new entrée at least once a year				
NS-6*	Annual continuing education and training requirements for school nutrition services staff: 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, 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)	3 = Yes, **all** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements. 2 = **Most** food and nutrition services meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements. 1 = **Some** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements. 0 = No, **no** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.	School food service manager District food service director National Advisor: Nancy.Katz@healthiergeneration.org	Satisfactory administrative review by the state department valid for current three-year period.	USDA Professional Standards for Child Nutrition Professionals A Pinch, Dash, Spoonful...Heap. Why Does it Matter What I Use? Nuts, Shrimp, and Milk: What Do They Have In Common?

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
NS-7*	Venues outside the cafeteria offer fruits and vegetables: Do **venues outside the cafeteria** (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) where food is available offer fruits and non-fried vegetables*? *NOTE: If your school does not have any food venue outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), select 3].	3 = Yes, **most or all** venues outside the cafeteria do. [NOTE: If your school does not have any food venue outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), select 3]. 2 = **About half** of the venues do. 1 = **Fewer than half** of the venues do. 0 = **None** of the venues do.	Principal School food service manager District food service director National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that food venues outside of the cafeteria (vending machines, school stores, canteens, snack bars or snack or food carts) must offer fruits and non-fried vegetables. OR Evidence that most or all food venues outside the cafeteria (vending machines, school stores, canteens, snack bars or snack or food carts) include fruits and non-fried vegetables such as photographs, menus or communications sent to students and/or families.	USDA Tools for Schools: Focusing on Smart Snacks .
NS-8*	Collaboration between nutrition services staff members and teachers: Do school nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom? ▪ Participate in design and implementation of nutrition education programs	3 = Yes, use **three or more** methods. 2 = Use **two** of these methods. 1 = Use **one** of these methods. 0 = Use **none** of these methods.	Principal School wellness lead School food service manager District food service director National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that school nutrition services staff members use three or more methods to collaborate with teachers to reinforce nutrition education lessons. OR	Promoting and Integrating Healthy Messages in Your Classroom Nutrition Education Resources

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	▪ Display educational and informational materials that reinforce classroom lessons ▪ Provide food for use in classroom nutrition education lessons ▪ Provide ideas for classroom nutrition education lessons ▪ Teach lessons or give presentations to students ▪ Tasting party in collaboration with classroom teacher ▪ Presentation on nutrition and food services to PTA/PTSA/PTO ▪ Sports nutrition – collaboration with coaches ▪ Classroom tour of cafeteria or meet and greet with School Nutrition staff			Evidence that nutrition services staff communicate with teachers to collaborate on reinforcing nutrition education lessons taught in the classroom such as photographs or email or other communications between nutrition services staff and teaching staff.	
NS-9*	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**?	3 = Yes, **both** students and family members have opportunities to provide suggestions and feedback. 2 = Yes, **both** students and family members have opportunities to provide **either** suggestions for school meals or feedback on the meal program. 1 = **Either** students or family members have opportunities, **but** not both. 0 = **Neither** students nor family members have these opportunities.	Principal School wellness lead School food service manager District food service director PTA lead National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy describes the opportunities for provide suggestions and feedback on the school meal programs and other foods and beverages sold, served, and offered. OR Evidence that students and families have opportunities to provide feedback on the school meal programs and other foods and beverages sold, served and offered through taste tests, school food surveys, etc. such as	Student and Family Engagement in School Meals Student School Food Survey Taste Testing Guide

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				photographs, surveys or data collected from surveys, or communication sent to students and families indicating how they can provide feedback.	
NS-10* FR	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?	3 = Yes, using food as a reward and withholding food as punishment are prohibited, and both prohibitions are consistently followed. 2 = One of these practices is prohibited, and this prohibition is consistently followed. 1 = One or both of these practices is prohibited, but this prohibition is not consistently followed. 0 = Neither practice is prohibited.	Principal School wellness lead National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that the use of food as a reward or punishment in schools is prohibited OR A school handbook or school-level policy states that the use of food as a reward or punishment in schools in prohibited.	Healthy Ways to Reward Kids Nutrition in Schools Videos A Candy Here, A Candy There: Proposing Alternatives to Foods as Rewards But, It's Just a Cupcake
NS-11*	Adequate time to eat school meals: Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated? NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments). If the school does not have a breakfast program, but does provide at	3 = Yes. [NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, select 3]. 2 = Have adequate time for breakfast or lunch, but not for both. 1 = No, but there are plans to	Principal School food service manager District food service director National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that students must have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have their food and are seated.	CDC School Nutrition

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	least 20 minutes for lunch, select 3].	increase the time. 0 = No.		OR A school handbook or school policy states that students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have their food and are seated.	
NS-12* FR	Farm to School activities: Is your school implementing any Farm to School activities? ▪ Local and/or regional products are incorporated into the school meal programs ▪ Messages about agriculture and nutrition are reinforced throughout the learning environment ▪ School hosts a fruit or vegetable garden ▪ School hosts field trips to local farms ▪ School utilizes promotions or special events, such as tastings, that highlight the local/regional products ▪ School hosts a farmer's market (student and parent involvement) ▪ Menu states local product(s) being served ▪ Local farmers/producers participate in career day activities	3 = Yes, our school is implementing **four to five** of these activities. 2 = Our school is implementing **two to three** of these activities. 1 = Our school is implementing at least **one** of these activities. 0 = No, our school is **not implementing any** of these activities.	Principal School food service manager District food service director School wellness lead National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that the district is implementing at least four farm to school activities at all schools in the district. OR Evidence that the school is implementing at least of four or more farm to school activities such as photographs, communications sent to students and/or families or documentation of lessons utilized to integrate farm to school concepts into the curriculum.	Farm to School Activities USDA Farm to Child Nutrition Programs Planning Guide Farmers MarKids

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Topic Area: Smart Snacks

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources

SS-1*
FR
	<u>All foods sold during the school day meet the USDA's Smart Snacks in School* nutrition standards:</u>
	
	Do all competitive foods **sold** to students during the school day meet or exceed the USDA's nutrition standards for all foods sold to students (commonly called **Smart Snacks in School**)? This includes à la carte, vending, school stores, snack or food carts, and any food-based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal **Smart Snacks in School** nutrition standards).
	
	Smart Snacks in School – Nutrition Standards for Foods
	
	Any food sold in schools must:
	• Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or
	• Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
	• Be a combination food that contains at least ¼ cup of fruit and/or vegetable
	
	Foods must also meet several nutrient requirements:
	• Calorie limits:
	   o Snack items: ≤ 200 calories
	   o Entrée items: ≤ 350 calories
		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.
		
		2 = **Most** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.
		
		1 = **Some** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.
		
		0 = No, **no** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.
			Principal
			School food service manager
			District food service director
			
			National Advisor:
			Nancy.Katz@healthiergeneration.org
				The local school wellness policy states that all competitive foods sold to students during the school day must meet or exceed the USDA's Smart Snacks in School nutrition standards.	Smart Snacks Product Calculator
					
					Healthy Snack and Beverage Ideas
					
					Smart Snacks Memo to Administrators and Staff

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources

	• Sodium limits:
	   o Snack items: ≤ 200 mg
	   o Entrée items: ≤ 480 mg
	• Fat limits:
	   o Total fat: ≤ 35% of calories
	   o Saturated fat: < 10% of calories
	   o Trans fat: zero grams
	• Sugar limit:
	   o ≤ 35% of weight from total sugars in foods				

SS-2* FR	All beverages sold during the school day meet the USDA's Smart Snacks in School* nutrition standards: Do all competitive beverages **sold** to students during the school day meet or exceed the USDA's nutrition standards for all beverages sold to students (commonly called **Smart Snacks in School**)? This includes à la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal **Smart Snacks in School** nutrition standards). *Smart Snacks in School – Nutrition Standards for Beverages* All schools may sell: • Plain water, with or without carbonation, in any portion size • Unflavored or flavored low-fat or far-free milk and milk alternatives permitted by National School Lunch Program/ School Breakfast Program	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. 2 = **Most** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards. 1 = **Some** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards. 0 = No, **no** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.	Principal School food service manager District food service director Athletic director School store manager PTA lead National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that all competitive beverages sold to students during the school day must meet or exceed the USDA's Smart Snacks in School nutrition standards.	Healthy Snack and Beverage Ideas Make a Splash with Water 5 Tips to Drink More Water

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	• 100% fruit or vegetable juice • 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners *There is no portion size limit for* **plain** *water.* *Elementary schools may sell up to 8-ounce portions of milk and juice.* *Middle schools and high schools may sell up to 12-ounce portions of milk and juice.* Additional options for high school: • Calorie-free beverages that are labeled to contain <5 calories per 8 fluid ounces or < 10 calories per 20 fluid ounces in up to 20-ounce portions • Lower-calorie beverages with < 40 calories per 8 fluid ounces, or < 60 calories per 12 ounces in up to 12-ounce portions				
SS-3* FR	<u>Food and beverage marketing:</u> Does your school limit food and beverage marketing (e.g., contests or coupons) on **school campus** to foods and beverages that meet or exceed the USDA's **Smart Snacks in School** nutrition standards? 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	3 = Yes, **only** foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards are advertised or promoted, **or** no foods and beverages are advertised or promoted on school campus. 2 = **Most** foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School	Principal School food service manager District food service director Athletic director School store manager PTA lead National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that all foods and beverages marketed or promoted to students on the school campus must meet or exceed the USDA Smart Snacks in School nutrition standards.	Food & Beverage Marketing Assessment Smart Food Planner Swap Your Snack Campaign

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	equipment, and sports bags. Examples may include, but are not limited to, in-school media, signs, posters, and stickers.	nutrition standards. 1 = **Some** foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards. 0 = No, **no** foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.			
SS-4 FR	All foods and 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 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. 2 = **Most** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards. 1 = **Some** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards. 0 = No, **no** foods and	Principal School food service manager District food service director Classroom teachers National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that all foods and beverages served and offered to students during the school day must meet the USDA's Smart Snacks in School nutrition standards. OR A communication to staff/students/parents or a student/staff handbook states that all foods and beverages served and offered to students during the school day must meet the USDA's Smart Snacks in School nutrition standards. .	Smart Snacks Product Calculator Celebrations that Support Child Health Healthy Ways to Reward Children

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.			
SS-5	All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards: 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 *Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.* .	3 = Yes, **all** foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, **or** we do not sell foods and beverages during the extended school day at our school. 2 = **Most** foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards. 1 = **Some** foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards. 0 = No, **no** foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.	Principal School food service manager District food service director Before/ after school staff National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that all foods and beverages sold to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards. OR A communication to staff/students/parents or a student/staff handbook states that all foods and beverages sold to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards.	Smart Snacks Product Calculator USDA Tools for Schools: Focusing on Smart Snacks Swap Your Snack Campaign

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
SS-6	All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards: 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.	3 = Yes, **all** foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, **or** we do not serve or offer foods and beverages during the extended school day at our school. 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. 1 = **Some** foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards. 0 = No, **no** foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.	Principal School food service manager District food service director Before/ after school staff National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that all foods and beverages served and offered to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards. OR A communication to staff/students/parents or student/staff handbook states that all foods and beverages served and offered to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards.	Afterschool Snacks and Meals Survey Student Survey Healthy Celebrations USDA A Guide to Smart Snacks in Schools

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
SS-7 FR	Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards: Do fundraising efforts during and **outside school hours*** sell only non-food items or only foods and beverages that meet or exceed the USDA's **Smart Snacks in School** nutrition standards? This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; and market days. * ***Outside school hours***- *includes before and after school during evenings, weekends and school vacations*	3 = Yes, **all** fundraising efforts sell only non-food items, or **all** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards. 2 = **Most** fundraising efforts sell only non-food items, or **most** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards. 1 = **Some** fundraising efforts sell only non-food items, or **some** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards. 0 = No, **no** fundraising efforts sell only non-food items, or **no** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.	Principal School store manager Athletic director PTA lead National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that fundraising efforts during and outside school hours must sell only non-food items or sell foods and beverages that meet USDA's Smart Snacks in School nutrition standards. OR A communication to staff/students/parents or student/staff handbook states that fundraising efforts during and outside school hours must sell only non-food items or sell foods and beverages that meet USDA's Smart Snacks in School nutrition standards.	Healthy Fundraising Solutions Healthy Fundraising for Communities USDA Smart Snacks in School Fundraising

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Topic Area: Health & Physical Education

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
HPE-1	Minutes of physical education per week (elementary only): Do all students in each grade receive **physical education** for at least 150 minutes per week throughout the school year? NOTE: Physical education classes should be spread over at least three days per week, with daily physical education preferable.	3 = Yes. 2 = **90-149 minutes** per week for all students in each grade throughout the school year. 1 = **60-89 minutes** per week for all students in each grade throughout the school year. 0 = **Fewer than 60 minutes** per week **or** not all students receive physical education throughout the school year.	Principal Physical education teacher National Advisor: Lisa.Perry@healthiergeneration.org	The physical education teacher's schedule showing the number of minutes of physical education for each class. Verify that the schedule documents the number of minutes per week reflected in your assessment response. Note: **ALL** physical education time must appear on the master schedule and occur during the regularly scheduled instructional day.	SHAPE America Physical Education Checklist
HPE-2	Years of physical education (middle and high schools only): How many total years of **physical education** are students at this school required to take?	3 = The equivalent of all academic years of physical education. 2 = The equivalent of at least one academic year but less than all academic years of physical education. 1 = The equivalent of one-half academic year of physical education. 0 = The equivalent of less than one-half academic year of physical education or students are not required to take	Principal Physical education teacher National Advisor: Lisa.Perry@healthiergeneration.org	Middle School: Documentation (student handbook, required courses or wellness policy) that states the physical education requirements for all students. If physical education is an elective, provide evidence that 90% of all students in the school are enrolled in physical education for the required amount of time.	SHAPE America Physical Education Checklist

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		physical education at this school. Note: the equivalent of one academic year is 2 semesters or 3 trimesters.		High School: Verify that graduation requirements state the number of years of physical education instruction.	
HPE-3*	<u>Sequential physical education curriculum consistent with standards</u>: 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? NOTE: Consider using CDC's *Physical Education Curriculum Analysis Tool* (PECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written physical education curriculum. PECAT results can help districts and schools enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. The PECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential. **NATIONAL STANDARDS FOR PHYSICAL EDUCATION** A physically literate individual: 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 = Yes. 2 = **Some** use a sequential physical education curriculum, **and** it is consistent with state or national standards and the district's requirements for physical education. 1 = **Some** use a sequential physical education curriculum, **but** it is not consistent with state or national standards or the district's requirements for physical education. 0 = **None** do, **or** the curriculum is not sequential, **or** there is no physical education curriculum.	Principal Physical education teacher District curriculum specialist National Advisor: Lisa.Perry@healthiergeneration.org	Goals, objectives and expected outcomes for physical education or a chart with scope and sequence for instruction or a written physical education curriculum. If the district does not have a curriculum, the school may create its own.	<u>QPE for All: Best Practices in Physical Education</u> <u>OPEN Curriculum</u> <u>SPARK PE Standards Alignment</u>

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. *National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America & Human Kinetics, 2014)*				
HPE-4	<u>Students active at least 50% of class time:</u> 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. 2 = During **about half** the classes. 1 = During **fewer than half** the classes. 0 = During **none** of the classes, **or** there are no physical education classes.	Principal Physical education teacher National Advisor: Lisa.Perry@healthiergeneration.org	Verify that teachers use evidence-based strategies to keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions. Teachers use the following teaching strategies in each physical education class: • Classes start with an instant activity • Students warm up during roll call • Instructions are brief and concise • Existing activities are altered to increase PA (relays, team sports, elimination games) • High interest, high activity games/sports/skill practice are added • Individual or small group practice is utilized	[Creating a Quality PE Program](#) [Planning & Teaching with the OPEN Priority Outcomes](#) [SPARK PE Sample Lesson Plans](#) • •

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				• Student/equipment ratio doesn't exceed 3 to 1 during skill practice or 6 to 1 during game/activity play • Challenges to motivate students during skill practice/game play are provided • Equipment is appropriately managed to minimize students waiting to obtain equipment • There is a focus on lifetime activities • Teaching is based on a research-based curriculum	
HPE-5*	<u>Professional development for physical education teachers:</u> Are all teachers (i.e. **physical education** teachers, classroom teachers) required to participate at least once a year in **professional development** in physical education?	3 = Yes, **all** do. 2 = **Most** do. 1 = **Some** do. 0 = **None** do, **or** no one teaches physical education.	Principal Physical education teacher National Advisor: Lisa.Perry@healthiergeneration.org	Verify that all teachers who deliver physical education instruction have attended at least one professional development event during the past year that focused on physical education best practices. If teachers have completed professional development for HPE-4, the same information can be	[MVPA I: Spelling it Out](#) [MVPA II: Making It Happen](#) [MVPA III: Disguising Fitness](#)

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				provided for HPE-5. Note: This does not include CPR, First Aid or other related trainings.	
HPE-6*	Information and materials for physical education teachers: Are all teachers of **physical education** provided with the following information and materials to assist in delivering physical education? • Goals, objectives, and expected outcomes for physical education • A chart scope and sequence for instruction • A written physical education curriculum • A plan for assessing student performance • Physical activity monitoring devices, such as pedometers, heart rate monitors • Internet resources, such as SHAPE America online tools and resources or PE Central • The Presidential Youth Fitness Program • Protocols to assess or evaluate student performance in physical education • Learning activities that increase the amount of class time students are engaged in moderate-to-vigorous physical activity • Learning activities that actively	3 = Yes, all teachers of physical education are provided with **at least eight** kinds of these materials. 2 = Teachers of physical education are provided with **four to seven** kinds of these materials. 1 = Teachers of physical education are provided with **one to three** kinds of these materials. 0 = Teachers of physical education are **not** provided with these kinds of materials.	Principal Physical education teacher National Advisor: Lisa.Perry@healthiergeneration.org	Verify that physical education teachers have received information and materials regarding at least eight of the items listed.	Module 1: Getting started with the Presidential Youth Fitness Program SHAPE America Teacher's Toolbox Active Schools Survey Report: Inclusive Physical Education and Physical Activity, Meeting the Needs of Students with Disabilities

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	engage students with long-term physical, medical, or cognitive disabilities in physical education				
HPE-7*	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. 2 = **Most** classes are. 1 = **Some** classes are. 0 = **No** classes are, **or** there are no physical education classes.	Principal Physical education teacher National Advisor: Lisa.Perry@healthiergeneration.org	Verify that licensed teachers with state certifications and/or endorsements in physical education deliver all physical education instruction. Information should include license number, endorsement area and expiration date for all teachers who deliver physical education instruction.	Importance of Certified Physical Education Teachers
HPE-8	Health Education taught in all grades (elementary only): Do students receive health education* instruction in all grades? *NOTE: Health education, including nutrition education.	3 = Yes, in **all** grades. 2 = In **most** grades. 1 = In **some** grades. 0 = In **no** grades.	Principal District curriculum director Health education specialist Health education teacher Classroom teachers National Advisor: Lisa.Perry@healthiergeneration.org	Verify that health education is taught in all grades and gather the following information for each grade level: - How health education is taught - Who is teaching (classroom teacher, PE teacher, counselor etc.)	Health Education Instruction Survey Scheduling Health Education SHAPE America: The Essential Components of Health Education
HPE-9	Required health education course (middle and high schools only): Does your school or district require all students to take and pass at least one health education course?	3 = Yes. 2 = Students are required to take one course, **but** they do not have to take it again if they fail it (see note).	Principal District curriculum director Health education specialist Health education teacher National Advisor: Lisa.Perry@healthiergeneration.org	Verify that all students are required to take at least one health education course. The district or the school	SHAPE America: The Essential Components of Health Education

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	NOTE: If your school has more than four grade levels (e.g., grades 7-12), answer this question instead: "Does the school require all students to take and pass at least two health education courses?" and for answer response 2 replace "*one course*" with "*two courses.*"	1 = No, **but** there is an elective health education course. 0 = No.		determines course length.	
HPE-10	Essential topics on physical activity: Does your health education curriculum address all of these 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 ▪ 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,	3 = Yes, addresses **all** of these topics. 2 = Addresses **most** of these topics. 1 = Addresses **some** of these topics. 0 = Addresses **one or none** of these topics, **or** there is no health education curriculum.	Principal District curriculum director Health education specialist Health education teacher Classroom teacher National Advisor: Lisa.Perry@healthiergeneration.org	Verify that all topics are included in the health education curriculum.	Physical Activity Skills in Health Education Grade Level Alignment to Essential Skills in Physical Activity and Healthy Eating Health Smart

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	hypothermia, and sunburn while physically active ▪ How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity (Middle School/High School) ▪ Developing an **individualized physical activity and fitness plan** (Middle School/High School) ▪ Monitoring progress toward reaching goals in an individualized physical activity plan (Middle School/High School) ▪ 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 (Elementary School) ▪ How to influence, support, or advocate for others to engage in physical activity ▪ How to resist peer pressure that discourages physical activity NOTE: Consider using *CDC's Health Education Curriculum Analysis Tool (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				

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	determining if the curriculum being analyzed is sequential.				
HPE-11	<u>Essential topics on healthy eating:</u> Does your health education curriculum address all of these essential topics on healthy eating? ▪ The relationship between healthy eating and personal health and disease prevention ▪ Food guidance from MyPlate ▪ 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 trans fat ▪ 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 ▪ Eating disorders (Middle School/High School) ▪ The Dietary Guidelines for Americans (Middle School/High School) ▪ Reducing sodium intake (Middle School/High School)	3 = Yes, addresses **all** of these topics. 2 = Addresses **most** of these topics. 1 = Addresses **some** of these topics. 0 = Addresses **one or none** of these topics, **or** there is no health education curriculum.	Principal District curriculum director Health education specialist Health education teacher Classroom teachers National Advisor: Lisa.Perry@healthiergeneration.org	Verify that all topics are included in the health education curriculum.	Nutrition Education Resources Health Smart Grade Level Alignment to Essential Skills in Physical Activity and Healthy Eating

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	▪ 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 develop a plan and track progress toward achieving a personal goal to eat healthfully (Middle School/High School) ▪ Resisting peer pressure related to unhealthy dietary behavior ▪ Influencing, supporting, or advocating for others' healthy dietary behavior NOTE: Consider using CDC's *Health Education Curriculum Analysis Tool (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.				
HPE-12	Opportunities to practice skills: Do all teachers of health education provide opportunities for students to practice or rehearse the **skills needed to maintain and improve their health**?	3 = Yes, **all** do. 2 = **Most** do. 1 = **Some** do. 0 = **None** do, **or** no one teaches health education.	Principal Health education teacher District curriculum specialist National Advisor: Lisa.Perry@healthiergeneration.org	Verify that teachers provide opportunities for students to practice or rehearse skills to maintain and improve their health in healthy eating or in physical activity. Health Education Skills: • Accessing health information • Analyzing influences	RMC Health--change to Health Education Skills Models SHAPE America: Health Education in the 21st Century-A Skills-based Approach

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				• Interpersonal communication • Decision making • Goal setting • Self-management • Advocacy	

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Topic Area: Physical Activity

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
PA-1* FR	Recess (elementary only): Are students provided at least 20 minutes of **recess** during each school day, and do teachers or recess monitors encourage students to be active? NOTE: Recess should complement **physical education** class, not substitute for it.	3 = Yes, recess is provided for at least 20 minutes each day, **and** teachers or recess monitors encourage students to be active. 2 = Recess is provided for at least 20 minutes each day, **but** teachers or recess monitors do not encourage students to be active. 1 = Recess is provided each day but for less than 20 minutes, **or** it is provided on some days but not on all days. 0 = Recess is **not** provided on any day.	Principal School wellness lead National Advisor: Lisa.Perry@healthiergeneration.org	Schedule demonstrating that all classroom teachers have recess scheduled for 20 minutes each day of the week.	Recess for ALL! Indoor Recess Strategies Playworks
PA-2 FR	Availability of physical activity breaks in classrooms: Are all students provided opportunities to participate in **physical activity breaks in classrooms**, outside of physical education, recess, and class transition periods? NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–	3 = Yes, on **all** days during a typical school week. 2 = On **most** days during a typical school week. 1 = On **some** days during a typical school week. 0 = No, we do **not** provide students with opportunities to participate in physical activity breaks in classrooms.	Principal School wellness lead Classroom teachers National Advisor: Lisa.Perry@healthiergeneration.org	Verify that students are provided the opportunity to participate in physical activity breaks in the classroom on all days during a typical school week. These breaks can be teacher or student led.	Before, During and After School Physical Activity Fostering Belonging through Physical Activity Fit for a Healthier Generation Videos Go Noodle

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	30 minutes, and occur all at one time or several times during the school day.				
PA-3 FR	<u>Promotion or support of walking and bicycling to and/or from school:</u> Does your school promote or support walking and bicycling to and/or from school in the following ways? ▪ Designation of safe or preferred routes to school ▪ Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week ▪ Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) ▪ Instruction on walking/bicycling safety provided to students ▪ Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper ▪ Crossing guards ▪ Crosswalks on streets leading to schools ▪ Walking school buses ▪ Documentation of number of children walking and or biking to and from school ▪ Creation and distribution of maps of school environment (sidewalks,	3 = Yes, our school promotes or supports walking and bicycling to and/or from school in **six or more** of these ways. 2 = Our school promotes or supports walking and bicycling to school in **three to five** of these ways. 1 = Our school promotes or supports walking and bicycling to school **in one to two** of these ways. 0 = Our school does **not** promote or support walking and bicycling to school.	Principal School wellness lead National Advisor: Lisa.Perry@healthiergeneration.org	Verify that the school promotes and supports walking and bicycling in at least six ways.	[Walk Bike to School Alternatives](#) [Safe Routes to School](#) [Safe Routes to School Building Blocks: A Guide to Starting and Growing a Safe Routes to School Program](#)

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Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	crosswalks, roads, pathways, bike racks, etc.)				
PA-4	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)?	3 = Yes, **both** before and after the school day. 2 = We offer before school **or** after school, **but** not both. 1 = We do **not** offer opportunities for students to participate in physical activity before and after the school day, **but** there are plans to initiate it. 0 = No, we do **not** offer opportunities for students to participate in physical activity before and after the school day, and there are **no** plans to initiate it.	Principal School wellness lead Before/after school staff National Advisor: Lisa.Perry@healthiergeneration.org	Verify that the school offers organized physical activity opportunities both before and after school to all students throughout the school year.	Before, During and After School Physical Activity How to Start a Walking Club Marathon Kids
PA-5*	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?	3 = Yes, **all** do. 2 = **Most** do. 1 = **Some** do. 0 = **None** do, **or** professional development on physical activity is not available to classroom teachers.	Principal School wellness lead National Advisor: Lisa.Perry@healthiergeneration.org	Document training dates, topics and teachers attending. Training can be provided by district, physical education teachers, trained school staff and/or online opportunities.	Before, During and After School Physical Activity
PA-6*	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? NOTE: Please do not consider issues	3 = Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and **both** prohibitions are consistently followed. 2 = **One** of these practices is prohibited, **and** this prohibition is consistently	Principal School wellness lead National Advisor: Lisa.Perry@healthiergeneration.org	Staff/student/parent handbook which clearly states that the school prohibits using physical activity and withholding physical education class as punishment.	Model Wellness Policy Alternatives to Withholding Recess or Physical Activity

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	related to participation in **interscholastic sports** programs when answering this question.	followed. 1 = **One or both** of these practices is prohibited, **but** this prohibition is not consistently followed. 0 = **Neither** practice is prohibited.			
PA-7*	<u>Prohibit withholding recess as punishment (elementary only)</u>: 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. 2 = Yes, withholding recess as punishment is discouraged and this prohibition is consistently followed. 1 = Yes, withholding recess as punishment is discouraged but this prohibition is not consistently followed. 0 = This practice is not prohibited.	Principal School wellness lead National Advisor: Lisa.Perry@healthiergeneration.org	Staff/student/parent handbook that clearly states that the school prohibits withholding recess as punishment.	[Model Wellness Policy](#) [Alternatives to Withholding Recess or Physical Activity](#)
PA-8*	<u>Access to physical activity facilities outside school hours</u>: Are indoor and outdoor physical activity facilities open to students, their families, and the community **<u>outside school hours</u>**? NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school	3 = Yes, **both** indoor and outdoor facilities are available outside of school hours. 2 = Indoor or outdoor facilities, but **not both**, are available outside of school hours. 1 = Indoor or outdoor facilities are available, **but** the hours of availability are very limited. 0 = No, **neither** indoor nor outdoor facilities are available.	Principal School wellness lead Custodian Before/after school staff National Advisor: Lisa.Perry@healthiergeneration.org	Verify that the school makes facilities available to students and their families and the community outside of school hours.	[ChangeLab Solutions: What Is a Joint Use Agreement?](#) [Joint Use Agreements for Physical Activity](#)

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	facilities or community facilities to share costs and responsibilities.				

Topic Area: Employee Wellness

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
EW-1*	Health assessments for staff members: Does your school or district **offer staff members** accessible and free or low-cost **health assessments** at least once a year?	3 = Yes, health assessments are offered, and **all** staff members find them accessible and free or low-cost. 2 = Health assessments are offered, but **some** staff members find them inaccessible or high-cost. 1 = Health assessments are offered, but **many** staff members find them inaccessible or high-cost. 0 = Health assessments are **not** offered at least once a year.	Principal School wellness lead School nurse Benefits manager National Advisor: Lisa.Perry@healthiergeneration.org	Verify that the school or district offers health assessments to staff members.	Employee Wellness Baseline Assessment Sailing into Employee Wellness CDC - Workplace Health Promotion
EW-2*	Programs for staff members on physical activity/fitness: Does your school or district **offer staff members** accessible and free or low-cost **physical activity/fitness programs**?	3 = Yes. 2 = Offers physical activity/fitness programs, but **some** staff members find them inaccessible or high-cost. 1 = Offers physical activity/fitness programs, but **many** staff members find	Employee wellness lead Principal School wellness lead School nurse Benefits manager National Advisor: Lisa.Perry@healthiergeneration.org	Verify that the school or district offers physical activity programs to staff. NOTE: This does not include memberships to a local gym. This question refers to opportunities on school or district grounds.	Thriving Schools Sailing into Employee Wellness Walk the Talk - Modeling Healthy Behaviors Every Body Walk Toolkit

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		them inaccessible or high-cost. 0 = Does **not** offer physical activity/fitness programs.			Fitness Break Cards
EW-3	Programs for staff members on healthy eating/weight management: Does your school or district **offer staff members** healthy eating/weight management programs that are accessible and free or low-cost?	3 = Yes. 2 = Offers healthy eating/weight management programs, but **some** staff members find them inaccessible or high-cost. 1 = Offers healthy eating/weight management programs, but **many** staff members find them inaccessible or high-cost. 0 = Does **not** offer healthy eating/weight management programs.	Employee wellness lead Principal School wellness lead School nurse Benefits manager National Advisor: Lisa.Perry@healthiergeneration.org	Verify that the school or district offers healthy eating/weight management programs to staff. NOTE: This question refers to opportunities on school or district grounds.	Healthy Potluck Sign-up Sailing into Employee Wellness Walk the Talk - Modeling Healthy Behaviors 5 Tips to Drink More Water
EW-4*	Promote staff member participation: Does your school or district use three or more **methods to promote and encourage staff member participation** in its health promotion programs? ▪ Information at orientation for new staff members ▪ Information included with paycheck ▪ Flyers posted on school bulletin boards	3 = Yes, uses **three or more** of these methods. 2 = Uses **two** of these methods. 1 = Uses **one** of these methods. 0 = Uses **none** of these methods.	Employee wellness lead Principal School wellness lead School nurse National Advisor: Lisa.Perry@healthiergeneration.org	Verify that the school communicates opportunities to participate in employee wellness program and activities.	Employee Wellness Staff Survey Kicking Off Employee Wellness Employee Wellness Incentives CDC - Workplace Health Promotion Center for Science in the Public Interest - Healthy Meetings

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	▪ Letters mailed directly to staff ▪ Announcements at staff meetings ▪ Articles in staff newsletters ▪ Incentive/reward programs ▪ 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				
EW-5*	<u>Stress management programs for staff:</u> Does your school or district **offer staff members** accessible and free or low-cost stress management programs at least once a year?	= Yes, stress management programs are offered, and **all** staff members find them accessible and free or low-cost. 2 = Stress management programs are offered, but **some** staff members find them inaccessible or high-cost. 1 = Stress management programs are offered, but **many** staff members find them inaccessible or high-cost. 0 = Stress management programs are **not** offered at least once a year.	Employee wellness lead Principal School wellness lead School nurse National Advisor: Lisa.Perry@healthiergeneration.org	Verify that the school or district offers stress management programs to staff. Stress management programs assist adults in effectively managing stress in healthy ways, including: exercising, seeking social support, using pleasant activities, mindfulness classes and relaxation techniques.	[Connect & Recharge: Designing Your Customized Staff Relaxation Zone](#) [Teacher Stress and Health](#) [Pause for Appreciation](#)

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
EW-6	All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards: Do all foods and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA's **Smart Snacks in School** nutrition standards?	3 = Yes, all foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards. 2 = Most foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards. 1 = Some foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards. 0 = No, no foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.	Employee wellness leader Principal School wellness lead School nurse Classroom teachers National Advisors: Lisa.Perry@healthiergeneration.org Nancy.Katz@healthiergeneration.org	Verify that the district or school has a policy that addresses serving and selling food to staff that meets Smart Snacks nutrition standards.	Model Wellness Policy Sailing into Employee Wellness Healthy Potluck Sign-up Walk the Talk - Modeling Healthy Behaviors