



Healthy School Action Tool

Tips for answering the questions on the paper version of the HSAT

There are two basic types of questions in the eight Healthy School Action Tool Modules:

- Questions that provide a series of options and indicate that you check all that apply, such as the example below. Questions that allow you to give multiple answer provide a check box () for the each of the answers.

What are your favorite things to do on the weekend? (Check all that apply.)

- Shop
- Read
- Garden
- Party

- Questions for which there is only one allowable answer because the possible answers are mutually exclusive, such as the example below. Questions of this type provide a circle (O) for the answer.

What is your gender?

- Male
- Female

When you complete the question on the online version, the computer helps you out. For example, it only allows you to click one of the response options for questions with the “circle” type response options. In the example above, if you were to select male and then change your mind and click on female, the female button would fill in and the male button would blank out. Similarly, for the check box type answers, the computer allows you to “check” as many as you like by clicking on each box you want to check. If you make a mistake, you simply check again and the check mark disappears.

This explanation is provided because no such automatic assistance happens when you are using the paper version.

The *Healthy School Action Tool (HSAT)* was adapted from the *School Health Index for Physical Activity*, *Healthy Eating*, and a *Tobacco-Free Lifestyle: A Self-Assessment and Planning Guide* from Centers for Disease Control and Prevention (2002) and the *Changing the Scene Healthy School Nutrition Environment Improvement Checklist* from U.S. Department of Agriculture, Food and Nutrition Service, Team Nutrition (2000). The development of the HSAT was a collaborative effort of the Michigan Department of Community Health, the Michigan Department of Education, Michigan State University Extension, Michigan Team Nutrition and United Dairy Industry of Michigan.

Module 1: School Health Policies and Environment

School policies that promote physical activity, healthy eating and a tobacco-free lifestyle are at the heart of a school environment that supports healthy choices for students. A Coordinated School Health Team has the important role of overseeing the development of policies and recommendations for changes that offer opportunities for students to make healthy choices. The Michigan State Board of Education Policy on Coordinated School Health Programs to Support Academic Achievement and Healthy Schools states, “The Board is convinced that Coordinated School Health Programs can positively impact student academic achievement and empower students with knowledge, skills and judgment essential to help them make healthy and responsible choices in life.” Complete Module 1 to see how your school policies and environment compare to recommendations.

1.1 Coordinated School Health Team (CSHT)*

1.1a Our school has a CSHT* that oversees school health policies and programs.

Note: *If this is your first team meeting, you may check “yes”.*

- Yes (1 pt; proceed to 1.1b)
- No (0 pts for 1.1; skip to 1.2)

**For information about what a Coordinated School Health Team is and does, read the paragraph at the top of this page and refer to the [Resource Guide](#).*

1.1b Our CSHT oversees policies and programs regarding: (Check all that apply.)

	1 pt ea
Physical activity	<input type="checkbox"/>
Healthy eating	<input type="checkbox"/>
A tobacco-free lifestyle	<input type="checkbox"/>

Check here if your CSHT does not oversee policies or programs for any of these areas. (0 pts)

1.1c Not including today, how many times did the CSHT meet during the past 12 months:

- None (0 pts)
- 1 time (1 pt)
- 2-3 times (2 pts)
- 4 or more times (3 pts)

1.1d The Coordinated School Health Team (CSHT): (Check all that apply.)

	1 pt ea
Has accessed and read our school health policies	<input type="checkbox"/>
Has representation on the School Improvement Team	<input type="checkbox"/>
Works in conjunction with district-level health committees that are already in place	<input type="checkbox"/>
Has participated in professional development in the past year related to school health	<input type="checkbox"/>
Has a designated CSHT leader. This person is: _____	<input type="checkbox"/>

Check here if none of the above apply to your school. (0 pts)

1.1e The CSHT includes an active representative from each of these groups: (Check all that apply.)

School Administration (Principal, Assistant Principal or Superintendent)	<input type="checkbox"/> (3 pts)
Nutrition Services (Food Service Director or Manager)	<input type="checkbox"/> (2 pts)
Physical Education (PE Teacher)	<input type="checkbox"/> (2 pts)
Health Education (Health Teacher/Health Educator)	<input type="checkbox"/> (1 pt)
Family Involvement (Parent/Guardian)	<input type="checkbox"/> (1 pt)
Health Services Provider or School Nurse	<input type="checkbox"/> (1 pt)
School Counselor, Psychologist or Social Worker	<input type="checkbox"/> (1 pt)
Students (on the team for middle/high school; input from for elementary schools)	<input type="checkbox"/> (1 pt)
Classroom Teacher (other than PE or Health)	<input type="checkbox"/> (1 pt)
Community Involvement (Examples: Health Dept., MSU Extension, Heart Assoc., Cancer Society)	<input type="checkbox"/> (1 pt)
Others: Member of the PTSA/PTSO, Coordinated School Health Regional Coordinator, Director of before/after school care program, Athletic Director, Coach, or Playground/Recess Supervisor, Pediatrician, Dentist, Registered Dietitian	<input type="checkbox"/> (1 pt)

Check here if none of these groups are represented on your CSHT. (0 pts)

1.2 School Health Policies

See the [Resource Guide](#) for information about school health policies that help create healthy school environments.

1.2a Our school has a written policy that:	No written policy (0 pts)	Written policy exists (1 pt)	Written policy exists & is enforced (2 pts)	
Prohibits staff from withholding PE class as a punishment or to make up missed instructional time, class work or tests in other subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	This means not allowing students to attend all or part of PE class as a consequence of inappropriate behavior in other classes. This does not refer to PE teachers disciplining students during PE class by having them sit out for a period of time.
Prohibits replacement of PE class with other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Examples include allowing student to opt out of PE if they take band or participate in a sport.
Prohibits use of physical activity as punishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	An example of using physical activity as punishment is making students run laps as a consequence of inappropriate behavior.
Offers daily opportunities for unstructured physical activity for at least 20 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	These opportunities are supervised but unstructured times for physical activity offered in addition to PE class. In grades K-6 this time is commonly known as recess and in grades 7-12 it is known as break time (and does not include class passing time).
Does not withhold participation in unstructured physical activity (such as recess) as a punishment or to make up missed instructional time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	In grades K- 6 unstructured physical activity is commonly known as recess and in grades 7-12 is known as break time.
Prohibits use of food as a reward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	An example of using food as a reward is providing candy or fast-food coupons to students. For access to a fact sheet on this topic, see the Resource Guide .
Prohibits withholding food as a punishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	An example of withholding food as punishment is not giving one student food offered to others.
Offers predominantly healthy food/beverages for classroom celebrations/parties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Prohibits tobacco use on the school campus, school transportation and at all school-sponsored events (24 hrs/day; 7 days/week)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Promotes sun safety practices that minimize overexposure to UV light (radiation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Examples of sun safe practices include using sunscreen or protective clothing such as hats when students are outside for more than 30 minutes.

1.2b Our school has a written policy that:	No written policy (0 pts)	Written policy exists (1 pt)	Written policy exists & is enforced (2 pts)	Not applicable (Checking this option will result in your total possible points being adjusted)	
Prohibits the use of foods with low nutrient value in school fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" if your school does NOT do any fund raising.	Foods of low nutrient value provide calories primarily from fat and/or sugars and contain few vitamins or minerals. Examples include chips, candy, juice drinks, soda pop, and donuts.
Stipulates that predominantly healthy foods and beverages are offered at school events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" if your school serves NO foods or beverages at school events.	Examples of school events are assemblies, open houses, parent/teacher conferences or meetings.
Stipulates that predominantly healthy foods and beverages are offered in school stores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" if your school does NOT have a school store.	
Stipulates that predominantly healthy food and beverages are offered as a la carte options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" if your school does NOT offer a la carte options.	A la carte options are items students can choose that aren't usually counted as part of a reimbursable meal.
Regulates hours that vending machines containing food or beverages with low nutrient value are accessible to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" if your school does NOT have vending machines.	Recommended restrictions: no access in elementary school; no access until the end of school for middle school; no access after the end of the last lunch period for high schools.

1.2c Our school has adopted the “Michigan State Board of Education Policy on Quality Physical Education.”

- Yes (1 pt) No (0 pts)

See the [Resource Guide](#) for information on and access to this policy.

1.2d Our school has adopted the “Michigan State Board of Education Policy on Healthy Foods and Beverages.”

- Yes (1 pt) No (0 pts)

See the [Resource Guide](#) for information on and access to this policy.

1.2e School health policies are part of the student handbook which is: (Check all that apply.)

	1 pt ea
Distributed to families on a yearly basis	<input type="checkbox"/>
Available on the school/district website	<input type="checkbox"/>
Discussed with staff or covered at staff training	<input type="checkbox"/>

- Check here if none of the above apply to your school. (0 pts)

1.3 School Health Environment

1.3a Features that apply to your school **physical activity** environment. (Check all that apply.)

Our school:	1 pt ea
Has adequate facilities inside the school for use by physical activity programs and physical education (PE)	<input type="checkbox"/> Adequate facilities means PE class or other physical activity programs do not need to be cancelled due to weather extremes and facilities can be used without overcrowding.
Has adequate facilities outside of the school building for use by physical activity programs and PE classes	<input type="checkbox"/> Extracurricular means physical activity programs outside of school hours (before or after school, in evenings, on weekends or during school vacations).
Has adequate facilities inside the school for use by extracurricular programs	<input type="checkbox"/>
Has adequate facilities outside of the school building for use by extracurricular programs	<input type="checkbox"/>
Has equipment that is safe to use	<input type="checkbox"/>
Has sidewalks leading to/from the school that are safe to use	<input type="checkbox"/>
Provides extracurricular competitive and non-competitive physical activities that help to develop the skills needed to participate in lifetime physical activities.	<input type="checkbox"/> Competitive activities include intramurals; non-competitive activities include walking or jump rope programs.
Has bike racks or a safe place for students to keep bikes at school	<input type="checkbox"/>
Provides positive and consistent messages about physical activity throughout the school	<input type="checkbox"/> Examples are posters, school announcements, bulletin boards and positive role modeling.
Encourages students to wear hats or other protective clothing and/or sunscreen when outdoors for more than 30 minutes	<input type="checkbox"/> Examples are field days, marching band practice, sport team practices and PE class.

Check here if none of the above apply to your school environment. (0 pts)

1.3b Check all that apply to your school **nutrition/healthy eating environment**:

	1 pt ea
Tables/eating surfaces are cleaned between lunch periods	<input type="checkbox"/>
The physical structure of the cafeteria/eating environment does not need repair	<input type="checkbox"/>
The tables/eating surfaces and chairs are undamaged AND the appropriate size for students	<input type="checkbox"/>
There are enough tables/eating surfaces and chairs for all students to sit while eating	<input type="checkbox"/>
Adults properly supervise the cafeteria/eating environment and role model healthy eating practices	<input type="checkbox"/>
Drinking fountains are available for students to get water at meals and throughout the day	<input type="checkbox"/>
Positive and consistent messages about healthy eating are provided throughout the school	<input type="checkbox"/>
Noise level in eating areas is appropriate; students aren't required to be silent	<input type="checkbox"/>
There is an opportunity for students to wash hands before eating	<input type="checkbox"/>
The cafeteria/eating environment is attractive, appealing and inviting	<input type="checkbox"/>

Examples: posters, bulletin boards, school announcements and positive role modeling.

Check here if none of the above apply to your school environment. (0 pts)

1.3c Check all that apply to your school food and beverage choices offered to students in ways other than school meals.

Note: This item relates to *practices*; item 1.2a and 1.2 b relate to *policies*.

Our school offers healthy* food and beverage choices:	1 pt ea	*See the Resource Guide for details on how "healthy" is defined.
In vending machines (check this box if you do not have vending machines available for student use)	<input type="checkbox"/>	
As part of a la carte options (check if you do not have a la carte options for sale to students)	<input type="checkbox"/>	A la carte options are items students can choose that aren't usually counted as part of a reimbursable meal.
As options sold in the school store (check if you do not sell food or beverages in your school store or don't have a school store)	<input type="checkbox"/>	
As part of concessions sold on the school campus (check if you do not sell food concessions at your school)	<input type="checkbox"/>	
At school events (check if no food is offered at such events)	<input type="checkbox"/>	Examples of school events are assemblies, open houses, parent/teacher conferences and meetings.
As part of classroom parties or celebrations (check if no food is offered at such events)	<input type="checkbox"/>	
For fundraising events (check if no fundraising events or if no food or beverages are sold)	<input type="checkbox"/>	

Check here if none of the above apply to your school environment. (0 pts)

1.3d Check all features, related to a **tobacco-free lifestyle**, which apply to your school.

Our school:	1 pt ea.	
Has a designated person to handle and enforce tobacco use violations on the school campus and on school transportation.	<input type="checkbox"/>	Tobacco use means: cigarettes, cigars, cigarillos, spit tobacco and snuff, bidis, clove cigarettes, etc.
Has at least one tobacco-free zone sign on/near school campus	<input type="checkbox"/>	
Makes announcements at school functions about tobacco policy	<input type="checkbox"/>	For suggested wording for such announcements, see the Resource Guide .
Prohibits advertising and displaying of tobacco brand names or logos on campus, in school vehicles, at school functions, in school publications and on student clothing or school supplies	<input type="checkbox"/>	
Provides positive and consistent messages about a tobacco-free lifestyle throughout the school	<input type="checkbox"/>	Examples are tobacco prevention posters, awareness campaigns, and smoke-free environment signs.

Check here if none of the above apply to your school environment. (0 pts)

Module 2: Health Education

Health education is ideally provided through a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health. Research-based health education curricula are designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows student to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills and practices.

2.1 School Health Education Program

- 2.1a Our school offers health education.
- Yes (1 pt, proceed to 2.1b)
 - No (0 pts for 2.1; [skip to item 2.2](#))

2.1b The health education curriculum used in our school: (Check all that apply.)

Note: If the majority of your health curriculum is the Michigan Model for Comprehensive School Health, check all boxes in this item.
See the [Resource Guide](#) for information on the Michigan Model for Comprehensive School Health.

	1 pt ea	
Is the Michigan (MI) Model for Comprehensive School Health	<input type="checkbox"/>	
Is aligned with MI Health Education Standards/Benchmarks	<input type="checkbox"/>	See the Resource Guide for information on MI Health Education Standards.
Is research-based	<input type="checkbox"/>	A research-based curriculum includes instructional strategies and learning events that build on theoretical approaches demonstrated to be effective in influencing health-related risk behaviors among youth. They go beyond the cognitive level and address the social influences, values, norms and skills that have been shown to influence health-related behaviors of school-aged youth.
Is sequential and developmentally appropriate	<input type="checkbox"/>	Sequential means curriculum builds on concepts taught in preceding grades. Developmentally appropriate means curriculum teaches concepts and skills that are appropriate to the age and level of students.
Involves skill-based instruction with active learning strategies	<input type="checkbox"/>	Skill-based instruction teaches students how to put skills learned in the classroom into daily practice. Examples of active learning strategies include developing a personal plan for increased physical activity or applying a problem solving model to a real problem.
Is culturally competent	<input type="checkbox"/>	Culturally competent means that curriculum respects the values, attitudes and beliefs that differ across cultures and these differences are considered in planning, implementing and evaluating the health education program.
Involves student interaction with their families and their community	<input type="checkbox"/>	Examples: take-home assignments that involve parents and students in dialogues about tobacco use or other health issues; and service learning opportunities linked to health.

Check here if no specific health education curriculum is used. (0 pts)

2.1c If your school is an Elementary School, complete only the questions on the left marked “Elementary Schools.” If your school is a Middle School or High School, answer only the questions on the right marked “Middle School & High School.” If your school has some combination of Elementary School grades and Middle School/High School grades (such as K-12 or K-8), please answer the questions on the left for your Elementary School classrooms and the questions on the right for your Middle School/High School classes.

ELEMENTARY SCHOOLS:

In our school, health education: (Check all that apply.)	1 pt ea
Is taught in all classrooms	<input type="checkbox"/>
Is taught by someone with an endorsement in health education or that has completed grade-level appropriate Michigan Model training	<input type="checkbox"/>
<input type="checkbox"/> Check here if none of the above apply to your school. (0 pts)	

MIDDLE SCHOOLS & HIGH SCHOOLS:

In our school, health education: (Check all that apply.)	1 pt ea
Is a required class that students must pass	<input type="checkbox"/>
Is taught by someone with an endorsement in health education	<input type="checkbox"/>
<input type="checkbox"/> Check here if none of the above apply to your school. (0 pts)	

See the [Resource Guide](#) for information on the Michigan Model for Comprehensive School Health

2.1d Is health education awarded a grade that counts as much as other subjects?

- Yes (1 pt)
 No (0 pts)

2.2 Physical Activity Topics

2.2a Check all of the following physical activity topics taught to students in the past 12 months (in classrooms, PE class, health class):

	1 pt ea
Benefits and importance of physical activity	<input type="checkbox"/>
Health risks related to a non-active lifestyle	<input type="checkbox"/>
Components of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition)	<input type="checkbox"/>
Phases of a workout (warm-up, workout, and cool-down)	<input type="checkbox"/>
Injury prevention during physical activity	<input type="checkbox"/>
Factors that influence physical activity for students (peers, culture, media, weight, opportunities, smoking, support, time, cost of equipment, body image, skill level, etc.)	<input type="checkbox"/>
Use of strategies, such as goal setting, to increase physical activity	<input type="checkbox"/>
Balancing physical activity with food intake	<input type="checkbox"/>
Ways to protect skin from the sun when being physically active outdoors	<input type="checkbox"/>

Check here if none of these topics were taught in your school (0 pts)

2.2b During the past 12 months: (Check all that apply.)

	1 pt each
PE teacher(s) supported/reinforced what was being taught in health education in PE class (If your school does not offer PE, do not check)	<input type="checkbox"/>
Physical activity was integrated into classroom instruction/activities (brain breaks, stretches, movement)	<input type="checkbox"/>
Our school had resources, resources persons (such as the PE teacher) or training available to help teachers increase physical activity of students in their classrooms	<input type="checkbox"/>
Our school had sun safety education resources for teachers to use with students	<input type="checkbox"/>
PE teachers encouraged students to protect their skin from the sun when outside for > 30 minutes	<input type="checkbox"/>

Check here if none of the above apply to your school. (0 pts)

2.3 Healthy Eating Topics

2.3a Check all the following nutrition/healthy eating topics taught at your school during the past 12 months:

	1 pt ea
Benefits and importance of healthy eating	<input type="checkbox"/>
Health risks of unhealthy eating	<input type="checkbox"/>
Current nutrition/healthy eating recommendations developed by the U.S. Department of Agriculture (USDA)	<input type="checkbox"/>
Importance of eating fruits and vegetables	<input type="checkbox"/>
Importance of calcium and food sources that provide calcium	<input type="checkbox"/>
Ways to analyze factors that influence student food choices (peers, culture, media, weight, availability, cost, support, time, body image)	<input type="checkbox"/>
Food safety/sanitation practices (proper food storage/handling)	<input type="checkbox"/>
Use of strategies and goal setting to improve food choices and eat healthier	<input type="checkbox"/>
Use of strategies, such as balancing food with physical activity, to help achieve and maintain a healthy weight	<input type="checkbox"/>

See the [Resource Guide](#) for current USDA nutrition recommendations and for information about the importance of eating fruits and vegetables and calcium-rich foods.

Check here if none of these topics were taught. (0 pts)

2.3b During the past 12 months: (Check all that apply.)

	1 pt ea
Our school integrated nutrition into core curricula such as math, science, social studies and/or language arts	<input type="checkbox"/>
Our school was enrolled in Team Nutrition (TN)	<input type="checkbox"/>
Nutrition education resources were available for teachers to teach students about healthy eating	<input type="checkbox"/>

See the [Resource Guide](#) to find out more about TN--a USDA program providing resources to schools to support healthy school environments.

Check here if none of the above apply to your school. (0 pts)

2.3c During the past 12 months:	No (0 pts)	Yes (1 pt)	Not applicable (Checking this option will result in your total possible points being adjusted)	
Our food service director/manager supported/reinforced what was taught in health education in the cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Research shows that students are more likely to practice skills they learn if they are taught in environments where they will be expected to practice them.
Our food service director/manager acted as a resource person to help teachers promote healthy eating to students	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT have a food service director/manager Choose "Not Applicable" only if your school does NOT have a food service director/manager	

2.4 Tobacco-Free Lifestyle Topics

2.4a Check all topics relating to a tobacco-free lifestyle that were taught at your school in the past year.

	1 pt ea
Benefits and importance of a tobacco-free lifestyle	<input type="checkbox"/>
Negative consequences associated with tobacco use (health, social, cost, addiction, appearance)	<input type="checkbox"/>
Risks associated with second-hand smoke	<input type="checkbox"/>
Strategies to avoid second-hand smoke	<input type="checkbox"/>
Factors that influence student tobacco use (peers, culture, media, weight control, cost, availability, smokers in the home, support to follow a tobacco-free lifestyle, appearance)	<input type="checkbox"/>
Personal decision-making about adopting a tobacco-free lifestyle	<input type="checkbox"/>

Check here if none of these topics were taught at your school. (0 pts)

2.4b Our school has resources for educators to use to teach students about a tobacco-free lifestyle.

- Yes (1 pt)
 No (0 pts)

2.5 Professional Development/Continuing Education

2.5 Teachers who offered health education during the past year completed training about health education before teaching it to students.

- Yes (1 pt)
 No (0 pts)
 Not applicable – no teachers offered health education (0 pts)

Module 3: Physical Education & Other Physical Activity Programs

School-based physical activity and physical education programs help children learn and practice skills that can last a lifetime. Inadequate physical activity is correlated with unhealthy weight, chronic diseases and other health risks. Encouraging students to be more active, and giving them the opportunity to do so, is consistent with a healthy school environment. A Michigan School Board Policy states that “Quality physical education programs positively impact students’ physical, social, and mental health. It is the unique role of quality physical education programs to provide opportunities for children to understand the importance of physical activity and to acquire skills to combat a sedentary lifestyle.”

3.1 School Physical Education

- 3.1a Our school offers physical education (PE).
(*PE means structured physical education classes or lessons, not recess or activities that occur in out-of-school time.*)
- Yes (1 pt, proceed to 3.1b)
 - No (0 pts, [skip to 3.2](#))

3.1b If your school is an Elementary School, complete only the question on the left marked “Elementary Schools”. If your school is a Middle School or High School, answer only the question on the right marked “Middle Schools & High Schools.” If your school has some combination of Elementary School grades and Middle School/High School grades (such as K-12 or K-8), please answer the question on the left for your Elementary School classrooms and the question on the right for your Middle School/High School classes.

Note: *If PE is not offered for the entire school year, then your minutes per week should not be averaged. Answer “Not Applicable” as indicated below.*

ELEMENTARY SCHOOLS: (Do not include recess.)

- During the past 12 months, physical education was provided:
- 90 minutes or less every week throughout the year (0 pts)
 - 91 to 149 minutes every week throughout the year (2 pts)
 - 150 or more minutes every week throughout the year (3 pts)
 - Not applicable – PE not offered throughout the entire school year (0 pts)

MIDDLE SCHOOLS & HIGH SCHOOLS:

- During the past 12 months, physical education was provided:
- 135 minutes or less every week throughout the year (0 pts)
 - 136 to 224 minutes every week throughout the year (2 pts)
 - 225 or more minutes every week throughout the year (3 pts)
 - Not applicable – PE not offered throughout the entire school year (0 pts)

See the [Resource Guide](#) for the recently endorsed Quality Physical Education policy.

3.1c. Check all that apply to your school's physical education (PE) program.

Our PE program:	1 pt ea	
Focuses on use of motor skills in various movement forms	<input type="checkbox"/>	Examples of movement forms: dance, individual and team sports, and swimming.
Integrates instruction on health-related fitness throughout the year	<input type="checkbox"/>	Health-related fitness means cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition.
Follows safety standards	<input type="checkbox"/>	Safety standards include: adequate supervision; protective clothing and safety equipment; appropriate dress and footwear; regular inspection and repair of facilities and equipment; safe, age-appropriate equipment; minimizing exposure to sun and extreme temperatures; and adequate/safe facilities and spaces.
Keeps all students involved in purposeful activity for a majority of the class period	<input type="checkbox"/>	Examples of practices that interfere with student involvement: games that eliminate students; students standing in line or on the sidelines watching others or waiting for a turn; organizing activities with fewer than half of the students having a piece of equipment and/or a physically active role; allowing highly-skilled students to dominate activities and games.
Has enough equipment for each student to actively participate in physical activities.	<input type="checkbox"/>	
Has surveyed students, in the past year, about aspects of PE to improve it	<input type="checkbox"/>	
Involves students to design and implement individual physical activity/fitness plans	<input type="checkbox"/>	
Provides feedback to students about progress on their fitness plans	<input type="checkbox"/>	
Is appropriate for students of all abilities, including those with special health needs	<input type="checkbox"/>	Examples of special health needs include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations and medical conditions such as diabetes, asthma, and scoliosis.
Focuses on building students' confidence and competence in physical abilities	<input type="checkbox"/>	
Awards a grade that counts as much as grades from other subjects	<input type="checkbox"/>	

Has a teacher- to-student ratio comparable with other subjects	<input type="checkbox"/>	Comparable means approximately the same number of students per teacher as in other classes.
Engages students in PE curriculum choices that prepare them for a wide variety of lifetime activities	<input type="checkbox"/>	Lifetime activities are those that are readily carried into adulthood like swimming, bicycling, walking, running, racquet sports, soccer, volleyball, golf, and dancing.
Is aligned with the Michigan Physical Education Standards/Benchmarks	<input type="checkbox"/>	See the Resource Guide for MI PE standards.
Is sequential and developmentally appropriate	<input type="checkbox"/>	Sequential means curriculum builds on concepts taught in preceding grades. Developmentally appropriate means it teaches concepts and skills appropriate to students' age/level.
Promotes student participation in community physical activity opportunities	<input type="checkbox"/>	Examples include clubs, teams, recreational classes, special events, and use of playgrounds, parks and bike paths.
Involves skill-based instruction	<input type="checkbox"/>	Skill-based instruction teaches students how to put skills learned into daily practice.
Implements the Exemplary Physical Education Curriculum (EPEC)	<input type="checkbox"/>	See the Resource Guide for information about EPEC.

Check here if none of the above apply to your school. (0 pts)

3.2 Other Physical Activity Programs

3.2 In the last year, our school offered or participated in: (Check all that apply.)

	1 pt ea	
ACES Day (All Children Exercising Simultaneously)	<input type="checkbox"/>	See the Resource Guide for information about ACES, Walk-to-School Day, Safe Routes to School programs, and walking and mileage clubs.
Walk-to-School Day	<input type="checkbox"/>	
The Safe Routes to School Program	<input type="checkbox"/>	
A school walking, mileage or pedometer program	<input type="checkbox"/>	
Other physical activity events/programs Please list the events in the space below:	<input type="checkbox"/>	Examples include Jump Rope for Heart or field days in which most or all grades participate.

Check here if your school did not participate in any of these last year. (0 pts)

3.3 Professional Development/Continuing Education

3.3a During the past 12 months: (Check all that apply.)

	1 pt ea	
All PE classes were taught by certified PE teachers	<input type="checkbox"/>	
All PE teachers participated in at least one professional development activity	<input type="checkbox"/>	See the Resource Guide for information on the Exemplary Physical Education Curriculum (EPEC) developed in MI.

Check here if none apply to your school, including no PE classes offered (0 pts)

3.3b During the past 12 months, did your school or district offer training for all interscholastic sports coaches in the sport that they coached that reflected competency in the skills and knowledge outlined in the National Standards for Athletic Coaches.

See the [Resource Guide](#) for information on the National Standards for athletic coaches.

(Training means courses taught within a college/university program or by the school district, community youth sports programs or national coaching education programs. **Interscholastic sports** are school-sponsored sports teams that give students team experience by competing against other school teams. Examples include: basketball, soccer, golf, lacrosse, cross-country skiing, track and field, and volleyball.

Yes (1 pt) No (0 pts) Interscholastic sports not offered; select this option if your school is an **elementary school** (Selecting this option will result in your total possible points being adjusted)

Module 4: Nutrition Services

What we eat affects our health and performance. Healthy food options offered to students at school provide an example of healthy eating and support nutrition information learned in class. Complete this module to identify strengths and areas needing improvement in your school food service program.

4.1 School Food Service Program

4.1a Our school offers: (Check all that apply.)

Note: *Item 4.1 (a, b, c and d) relates to school meals; item 1.3c relates to food served in venues other than school meals e.g., vending, a la carte.*

	1 pt ea	
The USDA School Breakfast Program	<input type="checkbox"/>	See the Resource Guide for information about USDA criteria for school meals.
The USDA National School Lunch Program	<input type="checkbox"/>	
Low-fat (1/2 or 1%) or fat-free milk every day	<input type="checkbox"/>	For milk, low-fat means 1/2% or 1% fat. Skim or fat-free milk is 0% fat.
At least 20 minutes to eat lunch after students obtain food	<input type="checkbox"/>	
Meals are scheduled at appropriate times and do not conflict with other activities	<input type="checkbox"/>	Lunch must be offered between 10am and 2pm. Breakfast must be offered at the beginning of the school day. Meals are coordinated with class and bus schedules so all students can eat breakfast and lunch at school.

Check here if none of the above apply to your school. (0 pts)

4.1b Our school offers:	Not Offered (0 pts)	Offered (1 pt)	Not applicable (Checking this option will result in your total possible points being adjusted)	
Meals that are fully accessible to all students	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT offer school meals	Fully accessible means the school offers free and reduced-price meals for students who meet income requirements in a way that they are not identified by other students as recipients of these programs.
Meals that include a variety of foods	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT offer school meals	Variety means at least: two entrees offered for lunch daily; two choices of fruit or 100% fruit juice offered for lunch daily; two choices of vegetables offered for lunch daily; five foods containing whole grain offered weekly.
Meals that include appealing foods	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT offer school meals	Appealing means foods are acceptable to a majority of students, as indicated by some kind of evaluation.
Meals that include low-fat foods daily	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT offer school meals	Low-fat means items containing no more than 3 grams fat per serving. This usually does not include items such as fries or other fried foods, foods cooked with or covered with butter or margarine, fruit pies or cobblers, cookies, cakes and pastries.
Lower fat meats every day	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT offer school meals	
At least 10 minutes to eat breakfast after students obtain food	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT offer school breakfast	
Recess before lunch rather than after	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" if your school is a middle school or high school (no elementary grades)	See the Resource Guide for a fact sheet about recess before lunch.

4.1c In the past 12 months, has your school planned or promoted healthy food selections by:	No (0 pts)	Yes (1 pt)	Not applicable (Checking this option will result in your total possible points being adjusted)
Displaying nutritional information for foods served or having it readily available	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals
Highlighting healthy items on menus or other posted information	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals
Conducting surveys (verbal or written) with students to obtain opinions about the foodservice program or food preferences for school meals.	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals

4.1d During the past 12 months, has school food service staff consistently followed practices to reduce fat and calories in meals offered to students such as:	No (0 pts)	Yes (1 pt)	Not applicable (Checking this option will result in your total possible points being adjusted)
Baking, roasting or broiling meat more often than frying	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals
Sauces, dressings or dips offered included low-fat or non-fat options and portion size was limited to one-ounce servings	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals
Serving skinless poultry	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals
Using low-fat or non-fat real cheese	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals
Serving cooked meats in portion sizes of three ounces or less	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals
Preparing vegetables with minimal fat	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals
Thoroughly draining fat from ground meats	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals
Cooking with non-stick spray or pan liners	<input type="radio"/>	<input type="radio"/>	Choose "Not Applicable" only if your school does NOT serve school meals

4.2 Professional Development/Continuing Education

4.2 Professional Development/Continuing Education

See the [Resource Guide](#) for information about the Michigan Statewide Training Program for Food Service Staff.

	No (0 pts)	Yes (1 pt)	Not applicable (Checking this option will result in your total possible points being adjusted)	
The food service director/manager has a nutrition-related degree or certification/credentialing from the state or the School Nutrition Association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Credentialled/certification means the food service director/manager has been awarded a credential or certification by the state or national food service association.
The food service director/manager participated in professional development related to food or nutrition during the past 12 months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Module 5: School Health Services

The school health services provider, school nurse or the school-based health clinic can play a valuable role in supporting school initiatives related to healthy eating, physical activity and a tobacco-free lifestyle. They do this by providing information to students and identifying those with special health issues so that accommodations, referrals and resources can be provided.

5.1 School Health Services and Promotion

5.1a Our school has a health services provider or school nurse available to students.*

*Health services provider means a health professional from the community providing service to the school on a contracted or volunteer basis. School nurse means a licensed nurse assigned to a school or district.

- Yes, and we have a school nurse/health services provider for every 650 students (2 pts, go to 5.1b)
- Yes, but we do not have a school nurse/health services provided for every 650 students (1 pt, go to 5.1b)
- No (0 pts for Module 5; skip to Module 6)

5.1b During the past 12 months, the health services provider or school nurse offered information to students (presentations, materials, individual or group counseling, activities, events) that promoted: (Check all that apply.)

	1 pt ea
Physical activity	<input type="checkbox"/>
Healthy eating	<input type="checkbox"/>
A tobacco-free lifestyle	<input type="checkbox"/>
Sun safety practices	<input type="checkbox"/>

Check here if none of the above apply to your school. (0 pts)

5.2 Identification of Student Health Problems and Referrals

5.2 During the past 12 months, the school nurse or health services provider: (Check all that apply.)

	1 pt ea	
Collected or reviewed student data to identify students with disorders or conditions that affected participation in physical activity or related to healthy eating (special dietary needs)	<input type="checkbox"/>	Examples of disorders/conditions related to healthy eating or physical activity include: asthma, diabetes, eating disorders, food allergies and unhealthy weight.
Referred students with disorders and conditions related to physical activity or healthy eating to appropriate services	<input type="checkbox"/>	
Provided information about individual students with physical activity or eating disorders/conditions to appropriate staff member(s)	<input type="checkbox"/>	Appropriate staff members: PE teachers, recess/playground supervisors, coaches, administrators, foodservice manager, school counselors or classroom teachers.
Identified students who used tobacco and provided them with information and resources about a tobacco-free lifestyle or referred them to appropriate services	<input type="checkbox"/>	An example of an appropriate service is a smoking cessation program.
Collaborated with appropriate school staff or community agencies to implement programs or activities related to healthy eating, physical activity and a tobacco-free lifestyle	<input type="checkbox"/>	

Check here if none of the above apply to your school. (0 pts)

Module 6: School Counseling, Psychological, and Social Services

Like the school nurse or other health services providers; school counselors, psychologists or social workers can play a valuable role to support school initiatives related to healthy eating, physical activity and a tobacco-free lifestyle. They do this by offering information to students and identifying those with special needs so that accommodations, referrals and resources can be provided.

6.1 School Health Services and Promotion

6.1a Our school has a counseling, psychological or social services staff person available to students.

- Yes, and we have one counselor for every 250 students (2 pts, go to 6.1b)
- Yes, but we do not have one counselor for every 250 students (1 pt, go to 6.1b)
- No (0 pts for Module 6; skip to Module 7)

6.1b During the past 12 months, a school counseling, psychological, or social services staff person provided information to students (presentations, materials, individual or group counseling, events, activities) that promoted: (Check all that apply.)

	1 pt ea
Physical activity	<input type="checkbox"/>
Healthy eating	<input type="checkbox"/>
A tobacco-free lifestyle	<input type="checkbox"/>

Check here if none of the above apply to your school. (0 pts)

6.2 Identification of Student Health Problems and Referrals

6.2 During the past 12 months, the school counseling, psychological or social services staff: (Check all that apply.)

	1 pt ea	
Collected or reviewed student data to identify students with disorders or conditions that affected participation in physical activity or related to healthy eating (special dietary needs)	<input type="checkbox"/>	Examples of problems related to healthy eating and activity include: asthma, diabetes, eating disorders, food allergies, and unhealthy weight.
Referred students with disorders and conditions related to physical activity or healthy eating to appropriate services	<input type="checkbox"/>	
Provided information about individual students with physical activity or eating disorders/conditions to appropriate staff member(s)	<input type="checkbox"/>	
Identified students who used tobacco and provided them with information and resources about a tobacco-free lifestyle or referred them to appropriate service	<input type="checkbox"/>	
Collaborated with appropriate school staff to implement programs or activities related to healthy eating, physical activity and a tobacco-free lifestyle	<input type="checkbox"/>	

Check here if none of the above apply to your school. (0 pts)

Module 7: Health Promotion for Staff

School staff members can be important role models for students related to physical activity, healthy eating and a tobacco-free lifestyle. Offering support and encouragement for teachers to eat healthy, be physically active and adopt a tobacco-free lifestyle is important to help them model healthy behaviors and be an active part of a healthy school environment.

7.1 School Health Promotion for Staff

7.1 During the past 12 months, our school or district offered (to staff):	Not offered (0 pts)	Offered (1 pt)	Offered at school and/or offered at no cost (2 pts)	
Health screening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Examples of health screening: height and weight, blood pressure, cholesterol level, blood sugar level, or health risk assessment.
Physical activity programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Physical activity/fitness programs include classes, workshops, facilities, pedometer/walking programs and special events.
Healthy eating or healthy weight programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Healthy eating/Healthy weight programs include weight management/loss programs, guest speakers, or special events about eating healthy.
Tobacco use cessation programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cessation services can include: group support programs, counseling, self-help educational materials, or referrals.

7.2 Support for Staff Health Promotion Activities

7.2 Check any additional ways your school supported staff participation in health promotion programs during the past 12 months: (Check all that apply.)

	1 pt ea	
Formed a staff wellness team (or met as a team)	<input type="checkbox"/>	
Promoted staff participation in health promotion programs or activities	<input type="checkbox"/>	Examples of ways to promote and encourage staff participation include: information provided at staff orientations or with paychecks; information posted at school or mailed to staff or announcements at staff meetings.
Had a budget for staff health promotion	<input type="checkbox"/>	
Surveyed staff to identify interest in health screening, physical activity, healthy eating or tobacco cessation programs	<input type="checkbox"/>	
Provided incentives for staff to participate in such programs	<input type="checkbox"/>	
Provided healthy food choices during staff meetings	<input type="checkbox"/>	
	<input type="checkbox"/>	

Check here if none of the above apply to your school. (0 pts)

Module 8: Family and Community Involvement

Students spend more time away from, than at, school. Their friends, family, and people in the community influence student health-related choices and behaviors. Involving families and the community in health promotion and educational efforts is important in the effort to provide consistent messages to students.

8.1 Family and Community Involvement

8.1a During the past 12 months, our school provided families with **information/resources** about these topics or promoted participation in activities or events related to: (Check all that apply.)

	1 pt ea
Physical activity	<input type="checkbox"/>
Healthy eating/Healthy weight	<input type="checkbox"/>
A tobacco-free lifestyle or smoking cessation	<input type="checkbox"/>
Sun safety practices	<input type="checkbox"/>

Check here if none of the above apply. (0 pts)

8.1b In the past 12 months, our school **offered programs, activities or events** for families, related to: (Check all that apply.)

	1 pt ea	
Physical activity	<input type="checkbox"/>	Examples include family activity nights, field day or mileage/walking clubs
Healthy eating/Healthy weight	<input type="checkbox"/>	Examples are health fairs, food tasting, ethnic meals or classes on healthy weight for families.
A tobacco-free lifestyle or smoking cessation	<input type="checkbox"/>	

Check here if none of the above apply. (0 pts)

8.1c In the past 12 months, our school involved families in **planning** programs or activities related to: (Check all that apply.)

	1 pt ea
Physical activity	<input type="checkbox"/>
Healthy eating/Healthy weight	<input type="checkbox"/>
A tobacco-free lifestyle or smoking cessation	<input type="checkbox"/>

Check here if none of the above apply. (0 pts)

8.1d In the past 12 months, our school collected information from parents to help **evaluate/improve**: (Check all that apply.)

	1 pt ea	
The PE program and other physical activity programs at school	<input type="checkbox"/>	An example is a survey sent to parents asking them for input on school PE program, recess, or before/after school physical activity opportunities.
School meals or foods offered a la carte, in concessions, school stores or vending machines, as part of classroom celebrations/parties or at school events	<input type="checkbox"/>	An example is a survey sent to parents asking them for input about school meals.
Health education at our school	<input type="checkbox"/>	Examples are serving on a curriculum committee or helping with classroom health education activities.

Check here if none of the above apply. (0 pts)

8.1e In the past 12 months, our school reached, or involved, the **community** by: (Check all that apply.)

	1 pt ea
Inviting community members to programs activities or events related to health	<input type="checkbox"/>
Involving community members to plan and conduct health-related events/activities	<input type="checkbox"/>

Check here if none of the above apply. (0 pts)