



Action for Healthy Kids' School Health Index

District Questions

To complete the School Health Index online, please visit
[https://afhkschoolportal.force.com/AFHK Communities Login](https://afhkschoolportal.force.com/AFHK_Communities_Login).

6. All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards

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 a 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).

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.

7. 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 a 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).

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.



8. Breakfast and lunch programs

Does your school offer school meals (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 that is fully accessible, but there are plans to add a breakfast program.

0 = Our school offers only a lunch program that is not fully accessible and there are no plans to add a breakfast program, or the school does not offer a breakfast or a lunch program.

10. 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 3 vegetable subgroups (dark green, red and orange, dry beans and peas)
- ✓ Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week)
- ✓ Offer fresh fruit at least 1 day per week
- ✓ Offer foods that address the cultural practices of the student population
- ✓ Offer an alternative entrée option at least one time per week that is legume-based, reduced-fat dairy or fish-based (including tuna)
- ✓ Offer at least 3 different types of whole grain-rich food items each week

Breakfast

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

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.

13. 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?

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 staff 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.

16. 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 beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.

18. Food and beverage marketing

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?

- 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 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.

21. Health education taught in all grades

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.



22. Sequential health education curriculum consistent with standards

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

3 = Yes.

2 = **Some** teachers use a sequential health education curriculum, **and** it is consistent with state or national standards and district requirements.

1 = **Some** teachers use a sequential health education curriculum, **but** it is not consistent with state or national standards or district requirements.

0 = None do, **or** the curriculum is not sequential, **or** there is no health education curriculum.

24. Professional development in health education

Do all teachers of health education participate at least once a year in **professional development** in health education?

3 = Yes, **all** do.

2 = **Most** do.

1 = **Some** do.

0 = **None** do, **or** no one teaches health education.

25. 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, hypothermia, and sunburn while physically active
- ✓ Social influences on physical activity, including media, family, peers, and culture
- ✓ How to find valid information or services related to physical activity and fitness
- ✓ How to take steps to achieve the personal goal to be physically active
- ✓ How to influence, support, or advocate for others to engage in physical activity
- ✓ How to resist peer pressure that discourages physical activity

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.

26. Essential topics on healthy eating

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 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
- ✓ Social influences on healthy eating, including media, family, peers, and culture
- ✓ How to find valid information or services related to nutrition and dietary behavior
- ✓ How to take steps to achieve the personal goal to eat healthfully
- ✓ Resisting peer pressure related to unhealthy dietary behavior
- ✓ Influencing, supporting, or advocating for others' healthy dietary behavior

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.

27. 150 minutes of physical education per week

Do all students in each grade receive **physical education** for at least 150 minutes per week throughout the school year?

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.

28. Sequential physical education curriculum consistent with standards



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 and the district's requirements for physical education?

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.

30. Health-related physical fitness

Does the **physical education** program **integrate the components of the Presidential Youth Fitness Program (PYFP)**?

- ✓ Fitness assessment using Fitnessgram®
- ✓ Professional development for physical education teachers on proper use and integration of fitness education, fitness assessment, and recognition.
- ✓ Recognition of students meeting Healthy Fitness Zones or their physical activity goals.

3 = Yes, all 3 components of the PYFP are integrated.

2 = 2 of the PYFP components are integrated.

1 = 1 of the PYFP components is integrated.

0 = **None** of the PYFP components are integrated.

31. 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.

32. Address special health care needs

Does the **physical education** program consistently use all or most of the following practices as appropriate to include students with **special health care needs**?

- ✓ Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans, chronic health condition action plans, or **504 plans**
- ✓ Offering adapted physical education classes
- ✓ Making necessary accommodations for students with special health care needs for participation in recess (e.g., game modifications)
- ✓ Using modified equipment and facilities



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

3 = Yes, the physical education program uses **all or most** of these instructional practices consistently.

2 = The physical education program uses **some** of these instructional practices consistently.

1 = The physical education program uses **some** of these instructional practices, **but** not consistently (that is, not by all teachers or not in all classes that include students with special health care needs).

0 = The program uses **none** of these practices, **or** there is no physical education program.

33. Professional development for physical education teachers

Are teachers of physical **education** 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.

37. 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.