



Action for Healthy Kids' School Health Index Middle/High School Version

To complete the School Health Index online, please visit
https://afhkschoolportal.force.com/AFHK_Communities_Login.

School Health and Physical Environment

1. School health oversight

Currently, does someone at your school oversee or coordinate school health programs and activities?

3 = Yes

0 = No

2. Representative school health committee or team

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.

1 = There is a committee or team, but it is **not** representative, **or** it meets less often than four times a year.

0 = No.

3. Local 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 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 wellness policy compares to model local school wellness policies, and
 - The progress made in attaining the goals of the local wellness policy, and made this assessment available to the public.

NOTE: By the start of the 2006-2007 school year, every school district participating in the Federal meal program was required to establish a local school wellness policy for all schools under its jurisdiction. In addition, beginning July 1, 2014, USDA's Smart Snacks in School nutrition standards, required by the Healthy, Hunger-Free Kids Act of 2010, allowed schools to offer healthier snack foods to children, while limiting junk food. (See http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf). 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 wellness policy before completing this question.

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 wellness policy.

4. School health action plan

Does your school have an action plan that serves as a road map for health and wellness initiatives?

3 = Yes

0 = No

5. Positive school climate

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

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



- ✓ Expect staff members to praise positive student behavior to students and their parents

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

2 = Our school fosters a positive psychosocial school climate by using **most** of these practices.

1 = Our school fosters a positive psychosocial school climate by using **some** of these practices.

0 = Our school does **not** foster a positive psychosocial school climate by using these practices.

Nutrition Environment and Services

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). See below.

<i>Smart Snacks in School – Nutrition Standards for Foods</i>
Any food sold in schools must: <ul style="list-style-type: none">✓ 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 (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable
Foods must also meet several nutrient requirements: <ul style="list-style-type: none">✓ Calorie limits:<ul style="list-style-type: none">○ Snack items: ≤ 200 calories○ Entrée items: ≤ 350 calories✓ Sodium limits:<ul style="list-style-type: none">○ Snack items: ≤ 200 mg○ Entrée items: ≤ 480 mg✓ Fat limits:<ul style="list-style-type: none">○ Total fat: ≤35% of calories○ Saturated fat: < 10% of calories○ Trans fat: zero grams✓ Sugar limit:<ul style="list-style-type: none">○ ≤ 35% of weight from total sugars in foods

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). See below.

<i>Smart Snacks in School – Nutrition Standards for Beverages</i>
<p>All schools may sell:</p> <ul style="list-style-type: none">✓ Plain water (with or without carbonation)✓ Unflavored low fat milk✓ Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP✓ 100% fruit or vegetable juice✓ 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners <p><i>There is no portion size limit for plain water.</i></p> <p><i>Elementary schools may sell up to 8-ounce portions of milk and juice.</i></p>

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. School meal programs

Does your school offer **school meal programs** (National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program (CACFP) (at-risk meals and snacks), and Summer Food Service Program/Seamless Summer Option) that are **fully accessible** to all students?

3 = Yes, our school offers at least 3 of the 4 programs.

2 = Our school offers at least 3 of the 4 programs, but they are not fully accessible to all students.

1 = Our school offers 2 programs that are fully accessible to all students.

0 = Our school offers 2 not fully accessible programs, one fully or not fully accessible program, or no school meal programs.

9. School breakfast



Does your school use strategies to maximize participation in the school breakfast program?

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 program served and consumed in the cafeteria.

0 = Our school does not offer a breakfast program.

**Generally, universal free breakfast is ideal for schools with $\geq 70\%$ 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.*

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

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

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.

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

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.

12. 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?

3 = Yes. *(NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, you can select 3.)*

2 = Have adequate time for breakfast or lunch, but not for both.

1 = No, but there are plans to increase the time.

0 = No.

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).



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?

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

NOTE: USDA's Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See <https://professionalstandards.fns.usda.gov/content/professional-standards-information>)

- 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.

14. 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.

15. Access to free drinking water

Does your school make safe, unflavored, drinking water available throughout the school day at no cost to students?

- 3 = Yes, students can access water fountains or water filling stations throughout the school day, **and** they are allowed to bring filled containers to class.
- 2 = Students can access water fountains or water filling stations throughout the school day, but they are **not** allowed to bring filled containers to class.
- 1 = Students have **limited** access to water fountains or water filling stations throughout the school day.
- 0 = No, students do **not** have access to free, safe, unflavored, drinking water.



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.

<i>Smart Snacks in School – Nutrition Standards for Foods</i>
<p>Any food sold in schools must:</p> <ul style="list-style-type: none">✓ 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 (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable <p>Foods must also meet several nutrient requirements:</p> <ul style="list-style-type: none">✓ Calorie limits:<ul style="list-style-type: none">○ Snack items: ≤ 200 calories○ Entrée items: ≤ 350 calories✓ Sodium limits:<ul style="list-style-type: none">○ Snack items: ≤ 200 mg○ Entrée items: ≤ 480 mg✓ Fat limits:<ul style="list-style-type: none">○ Total fat: ≤35% of calories○ Saturated fat: < 10% of calories○ Trans fat: zero grams✓ Sugar limit:<ul style="list-style-type: none">○ ≤ 35% of weight from total sugars in foods

<i>Smart Snacks in School – Nutrition Standards for Beverages</i>
<p>All schools may sell:</p> <ul style="list-style-type: none">✓ Plain water (with or without carbonation)✓ Unflavored low fat milk✓ Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP✓ 100% fruit or vegetable juice✓ 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners <p><i>There is no portion size limit for plain water.</i></p> <p><i>Elementary schools may sell up to 8-ounce portions of milk and juice.</i></p>

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.

17. All food 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 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. 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.

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.

19. 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.

<i>Smart Snacks in School – Nutrition Standards for Foods</i>
<p>Any food sold in schools must:</p> <ul style="list-style-type: none">✓ 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 (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable <p>Foods must also meet several nutrient requirements:</p> <ul style="list-style-type: none">✓ Calorie limits:<ul style="list-style-type: none">○ Snack items: ≤ 200 calories○ Entrée items: ≤ 350 calories✓ Sodium limits:<ul style="list-style-type: none">○ Snack items: ≤ 200 mg○ Entrée items: ≤ 480 mg✓ Fat limits:<ul style="list-style-type: none">○ Total fat: ≤35% of calories○ Saturated fat: < 10% of calories○ Trans fat: zero grams✓ Sugar limit:<ul style="list-style-type: none">○ ≤ 35% of weight from total sugars in foods

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- 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.



20. 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?

This may include, but is not limited to, marketing and branding in cafeterias, hallways, common spaces, classrooms, staff lounges or school stores; and on snack or food carts, vending machine exteriors, display racks, food or beverage cups or containers, coolers, athletic equipment and sports bags. Examples may include, but are not limited to, in-school media, signs, posters and stickers.

<i>Smart Snacks in School – Nutrition Standards for Foods</i>
<p>Any food sold in schools must:</p> <ul style="list-style-type: none">✓ 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 (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable <p>Foods must also meet several nutrient requirements:</p> <ul style="list-style-type: none">✓ Calorie limits:<ul style="list-style-type: none">○ Snack items: ≤ 200 calories○ Entrée items: ≤ 350 calories✓ Sodium limits:<ul style="list-style-type: none">○ Snack items: ≤ 200 mg○ Entrée items: ≤ 480 mg✓ Fat limits:<ul style="list-style-type: none">○ Total fat: ≤35% of calories○ Saturated fat: < 10% of calories○ Trans fat: zero grams✓ Sugar limit:<ul style="list-style-type: none">○ ≤ 35% of weight from total sugars in foods

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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. 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?

- 3 = Yes, **most or all** venues outside the cafeteria do.
- 2 = **About half** of the venues do.
- 1 = **Fewer than half** of the venues do.
- 0 = **None** of the venues do.

22. Engaging Families in Nutrition Education and School Meals

Does your school do any of the following activities to engage families in nutrition education and school meal programs?

- ✓ Provide families with information about healthy eating and school meal programs.
- ✓ Involve families as school volunteers in nutrition education activities and/or school meal programs.
- ✓ Provide evening or weekend opportunities for students and families to be engaged in nutrition activities.
- ✓ Provide families with information about food access programs available in the community.

- 3 = Four of these activities.
- 2 = Three of these activities.
- 1 = One or two of these activities
- 0 = None of these activities

23. Nutrition Education Curriculum Implementation

Does your school implement a culturally relevant, age appropriate, evidence-based nutrition education curriculum?

- 3 = Yes, in all grades
- 2 = Yes, in half the grades
- 1 = Yes, in one grade only
- 0 = No

24. 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 school 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 **one** of these activities.

0 = No, our school is **not implementing any** of these activities.

Health Education

25. Required health education course

Does your school or district require all students to take and pass at least one health education course?

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 below replace "one course" with "two courses."

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 above).

1 = No, but there is an elective health education course.

0 = No.

26. 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 (see standards box) and the district's requirements for health education?

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.



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.

National Health Education Standards
<ul style="list-style-type: none">✓ Students will comprehend concepts related to health promotion and disease prevention to enhance health.✓ Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.✓ Students will demonstrate the ability to access valid information and products and services to enhance health.✓ Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.✓ Students will demonstrate the ability to use decision-making skills to enhance health.✓ Students will demonstrate the ability to use goal-setting skills to enhance health.✓ Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.✓ Students will demonstrate the ability to advocate for personal, family, and community health.
Joint Committee on National Health Education Standards. <i>National health education standards: achieving excellence</i> , 2 nd edition. 2007.

27. Culturally appropriate activities and examples

Do all teachers of health education use a variety of **culturally appropriate activities and examples** that reflect the diversity among students and within the community?

3 = Yes, **all** do.

2 = **Most** do.

1 = **Some** do.

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

28. Credentialed health education teachers

Are all health education classes taught by credentialed health education teachers?

3 = Yes, **all** are.

2 = **Most** classes are.

1 = **Some** classes are.

0 = **No** classes are, or there are no health education courses.



29. 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.

30. 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

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.

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.



31. 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

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.

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.

32. 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.



33. Assignments encourage student interaction with family and community

Do all teachers of health education use assignments or projects that encourage students to have **interactions with family members and community organizations?**

3 = Yes, **all** do.

2 = **Most** do.

1 = **Some** do.

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

34. Essential topics on preventing unintentional injuries and violence

Does your health education curriculum address all of these topics on preventing unintentional injuries and violence?

Unintentional injury-related topics include:

- ✓ Motor vehicle occupant safety, such as seatbelt use
- ✓ State laws related to teen driving
- ✓ Use of protective equipment for biking, skating or other sports
- ✓ Fire, water, and pedestrian safety
- ✓ Poisoning prevention
- ✓ Emergency preparedness
- ✓ First aid and cardiopulmonary resuscitation (CPR)

Violence-related topics include:

- ✓ Anger management
- ✓ Bullying and what to do if someone is being bullied (including cyberbullying or bullying through electronic technology)
- ✓ Teasing
- ✓ Personal safety, for example, dealing with strangers
- ✓ Inappropriate touching
- ✓ Techniques to resolve conflicts without fighting
- ✓ Prosocial behaviors, such as cooperation, praise, or showing support for others
- ✓ Respectful and positive relationships with dating partners
- ✓ Personal safety, for example avoiding becoming a victim of a crime
- ✓ Sexual harassment
- ✓ Dating violence
- ✓ Sexual assault and rape
- ✓ Gangs
- ✓ Recognize signs and symptoms of people who are in danger of hurting themselves or others
- ✓ What to do if someone is thinking about hurting himself or herself or others
- ✓ When to seek help for suicidal thoughts
- ✓ Short- and long-term consequences of violence
- ✓ Relationship between suicide and other types of violence
- ✓ Relationship between suicide and emotional and mental health

General injury-related topics include:



- ✓ Prejudice, discrimination, and bias
- ✓ Empathy, that is, identification with and understanding of another person's feelings, situation, or motives
- ✓ Perspective taking, that is, taking another person's point of view
- ✓ Relationship between alcohol or other drug use and injuries, violence and suicide
- ✓ Social influences on unintentional injury, violence and suicide, including media, family, peers, and culture
- ✓ How to find valid information or services to prevent injuries, violence and suicide
- ✓ How to develop a plan and track progress toward achieving a personal goal to prevent injuries, violence and suicide
- ✓ How to influence, support, or advocate for others to prevent injuries, violence and suicide
- ✓ How to resist peer pressure that would increase the risk of injuries, violence and suicide

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.

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.

35. Essential topics on preventing tobacco use

Does your health education curriculum address all these essential topics on preventing tobacco use?

- ✓ Short- and long-term health consequences of tobacco use, including cigarettes, cigars and smokeless tobacco and other tobacco products
- ✓ Benefits of abstaining from tobacco use
- ✓ Importance of quitting tobacco use
- ✓ Addictive effects of nicotine in tobacco products
- ✓ Health effects of second-hand smoke and benefits of a smoke-free and overall tobacco-free environment
- ✓ How many young people use tobacco
- ✓ Social influences on tobacco use, including media, family, peers, and culture
- ✓ Finding valid information and services related to tobacco-use prevention and cessation
- ✓ Resisting peer pressure to use tobacco
- ✓ Making a personal commitment not to use tobacco
- ✓ Supporting school and community action to support a tobacco-free environment
- ✓ Influencing, supporting, or advocating for others to prevent tobacco use
- ✓ Influencing or supporting others to quit using tobacco
- ✓ How to avoid environmental tobacco smoke or second-hand smoke

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.

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.

36. Essential topics on alcohol and other drug use

Does your health education curriculum address all of these essential topics on preventing alcohol and other drug use?

- ✓ Understanding the short- and long-term health consequences of alcohol and other drug use
- ✓ Understanding the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use
- ✓ Understanding the risks associated with using alcohol or other drugs and driving a motor vehicle
- ✓ Understanding the risks associated with medically prescribed opiate drug use and continued opiate use for non-medical purposes
- ✓ Understanding the benefits of abstaining from alcohol and other drug use
- ✓ Importance of quitting alcohol and other drug use
- ✓ Recognizing social influences on alcohol and other drug use, including media, family, peers, and culture
- ✓ Accessing valid information and services related to alcohol and other drug use prevention
- ✓ Locating valid and trustworthy alcohol- and other drug-use treatment services
- ✓ Resisting peer pressure to use alcohol and other drugs
- ✓ Seeking assistance to quit using alcohol or other drugs
- ✓ Choosing a healthy alternative when making a decision related to alcohol and other drug use.
- ✓ Making a personal commitment not to use alcohol
- ✓ Making a personal commitment to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs
- ✓ Influencing, supporting, or persuading for others to be alcohol- and other drug-free
- ✓ Persuading others to avoid driving while under the influence of alcohol or other drugs

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.

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.

37. Essential topics for preventing HIV, other STD, and pregnancy

Does your health education curriculum address all of these essential topics on preventing HIV, other STD and pregnancy?

- ✓ Human development issues, including reproductive anatomy and puberty
- ✓ How HIV and other STD are transmitted
- ✓ Signs and symptoms of HIV and other STD, and how they are diagnosed and treated
- ✓ Long-term health consequences of HIV, other STD, and AIDS
- ✓ Compassion for persons living with HIV or AIDS
- ✓ Preventing HIV, other STD, and pregnancy
- ✓ Abstinence as the most effective method to avoid HIV, other STD, and pregnancy
- ✓ Social influences on sexual behavior, including media, family, peers, sex partners, gender roles and culture
- ✓ Shared risk factors for HIV, other STD, and pregnancy (e.g., alcohol or other drug use, inconsistent or incorrect condom use)
- ✓ Establishing and maintaining healthy relationships
- ✓ Why it is wrong to harass, tease or bully others based on sexual orientation, gender identity or gender expression and ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender identity, or gender expression) differ from one's own
- ✓ Pregnancy and STD prevention methods and their efficacy
- ✓ How to obtain and correctly use pregnancy and STD prevention methods, including condoms
- ✓ Resisting pressure to engage in sexual behavior
- ✓ Effective communication skills for maintaining one's sexual health and healthy relationships
- ✓ Emotional, social, physical and financial effects of being a teen parent
- ✓ Finding valid information or services, including testing and counseling, related to HIV, STD, and pregnancy
- ✓ Influencing, supporting, or advocating for others to make healthy decisions related to sexual behavior
- ✓ The responsibility to verify that all sexual contact is consensual and how to recognize techniques that are used to sexually harass, coerce, or pressure others
- ✓ How to locate valid and reliable services, information, and products, including those related to sexual harassment, coercion, and violence

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.

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.

Physical Education and Physical Activity

38. 225 minutes of physical education per week

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

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

3 = Yes.

2 = 135-224 minutes per week for all students in each grade throughout the school year.

1 = 90-134 minutes per week for all students in each grade throughout the school year.

0 = Fewer than 90 minutes per week or not all students receive physical education throughout the school year

39. 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 (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.

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.

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.
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)

40. Students active at least 50% of class time

Do teachers keep students **moderately to vigorously active** for **at least 50% of the time** during most or all **physical education** class sessions?

3 = Yes, during **most or all** classes.

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.

41. 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.

42. 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.

43. 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.

44. 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.

45. 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 related to participation in interscholastic sports programs when answering this question.

- 3 = **Yes**, using physical activity as punishment and withholding physical education class as punishment are prohibited, and both prohibitions are consistently followed.
- 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.

46. 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.

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

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, crosswalks, roads, pathways, bike racks, etc.)

- 3 = Yes, our school promotes or supports walking and bicycling to 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.

48. 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 school.

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 or after school, but there are plans to initiate it.

0 = No, we do not offer opportunities for students to participate in physical activity before or after school, and there are no plans to initiate it.

49. 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 5–30 minutes, and occur all at one time or several times during the school day.

3 = Yes, on **all** days during a typical school week.

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.

50. Family engagement in physical activity

Does your school do any of the following activities to engage families in physical education and physical activity programs?

- ✓ Provide families with information about physical education and physical activity programs.
- ✓ Involve families as school volunteers in physical education or physical activity programs.
- ✓ Provide evening or weekend opportunities for students and families to be physically active together.
- ✓ Provide families with information about before- or after-school physical activity programs available in the community.

3 = **Four** of these activities.

2 = **Three** of these activities.

1 = **One or two** of these activities

0 = **None** of these activities

51. Access to physical activity facilities

Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours?

NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.

- 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.

52. Promote community physical activities

Does the physical education program use three or more of the following methods to promote student participation in a variety of community physical activity options?

- ✓ Class discussions
- ✓ Bulletin boards
- ✓ Public address announcements
- ✓ Guest speakers who promote community programs
- ✓ Take-home flyers
- ✓ Homework assignments
- ✓ Newsletter articles
- ✓ Academic credit for participating in community physical activities and programs

- 3 = Yes, through **three or more** methods.
- 2 = The program promotes participation in a variety of community physical activity options, but through only **one or two** methods.
- 1 = The program promotes participation in only **one** type of community physical activity option.
- 0 = The program **does not** promote participation in community physical activity options, or there is no physical education program.

Social and Emotional Climate

53. Fostering positive and nurturing relationships

Does your school take steps to foster positive, nurturing relationships between students and employees in each of the following ways?

- ✓ Encourage school staff to intentionally build individualized relationships with each student by developing classrooms as safe and supportive spaces for students that promote mutual respect and offer opportunities for mentoring, student voice, self-exploration, etc.
- ✓ Promote active staff participation in holding students accountable to standards that are both challenging and achievable by implementing practices that encourage engaging with



families/caregivers around students' successes and challenges, supporting individual learning styles, and acknowledging/ celebrating students' individual successes.

- ✓ Provide opportunities for staff to socialize and engage with students outside of the classroom or learning time (e.g. classroom breaks, lunch, recess, after school)

3= Yes, in all **three** ways.

2= In **two** ways.

1= In **one** way.

0= In **none** of these ways.

54. Positive student relationships

Does your school take steps to foster peer relationships among students in each of the following ways?

- ✓ Allow students time to socialize and engage with one another outside of classroom or learning time (e.g., before/after school programming, lunch, recess)
- ✓ Incorporate structured time for socialization during the school day (e.g., classroom breaks or group activities)
- ✓ Refrain from enforcing silent lunch

3= Yes, in all **three** ways.

2= In **two** ways.

1= In **one** way.

0= In **none** of these ways.

55. Professional development on meeting diverse needs of students

Have all teachers received professional development on meeting the diverse cognitive, emotional, and social needs of children and adolescents in the past two years?

3 = Yes, **all** teachers have received professional development on practices to meet the diverse needs of children and adolescents.

2 = **Most** teachers have received professional development on practices to meet the diverse needs of children and adolescents.

1 = **Some** teachers have received professional development on practices to meet the diverse needs of children and adolescents.

0 = **No** teachers have received professional development on practices to meet the diverse needs of children and adolescents.

56. Collaboration to promote social and emotional learning

Do teachers at your school collaborate with counseling and psychological services staff to promote social and emotional learning (e.g., providing information to students on developing self-awareness, managing emotions, or maintaining interpersonal relationships, referring students for support services) for students?



3 = **Yes**, teachers often collaborate with counseling and psychological services staff to promote social and emotional learning for students.

2 = Teachers **sometimes** collaborate with counseling and psychological services staff to promote social and emotional learning for students.

1 = Teachers **rarely** collaborate with counseling and psychological services staff to promote social and emotional learning for students.

0 = No, teachers do **not** collaborate with the counseling and psychological services staff to promote social and emotional learning for students.

57. School-wide social and emotional learning

Does your school implement social and emotional learning programs for all students?

3= Yes, our school implements socioemotional learning programs for **all** students.

2= Our school implements socioemotional learning programs for **most** students.

1= Our school implements socioemotional learning programs for **some** students.

0= No, our school does **not** implement socioemotional learning programs for students.

NOTE: Social and emotional learning programs focus on five core competencies, including self-awareness, self-management, social awareness, relationship skills and responsible decision making.

58. Prevent harassment and bullying

Has the school established a climate, in each of the following ways that prevents harassment and bullying?

- ✓ Staff members, students and parents are informed through a variety of mechanisms of policies defining harassment and bullying and explaining the consequences of such behaviors
- ✓ Disciplinary policies are fairly and consistently implemented among all student groups
- ✓ Staff members and students treat each other with respect and courtesy
- ✓ Fair play and nonviolence is emphasized on the playground, on the school bus, and at school events
- ✓ Students are encouraged to report harassment or bullying, including through anonymous reporting methods
- ✓ Support is provided for victims of harassment or bullying

3 = Yes, in each of these **six** ways.

2 = In **four or five** of these ways.

1 = In **two or three** of these ways.

0 = In **one or fewer** of these ways.

59. Active supervision

Do staff members actively supervise students, in each of the following ways, everywhere on campus (e.g., classroom, lunchroom, playground, locker room, hallways, bathroom, and school bus)?

- ✓ Observing students and being available to talk to students before, during, and after school



- ✓ Anticipating and effectively responding to unsafe situations
- ✓ Discouraging pushing and bullying
- ✓ Promoting prosocial behaviors, such as cooperation, conflict resolution, and helping others

3 = Yes, in each of these **four** ways.

2 = In **three** of these ways.

1 = In **two** of these ways.

0 = In **one** or none of these ways.

60. Engaging all students

Does your school prioritize efforts to engage all students (i.e., diverse students, including but not limited to racial/ethnic minority youth, LGBTQ youth, youth with disabilities, youth with chronic conditions, homeless youth, etc.) in extracurricular school activities to foster student sense of belonging in the following ways?

- ✓ Plan activities and events that intentionally include all members of the student body
- ✓ Provide space and time for students with similar interests to interact
- ✓ Include representations of youth from diverse backgrounds in school posters and/or advertisements
- ✓ Take measures to protect the emotional and physical safety of all students

3 = Yes, in each of these **four** ways.

2 = In **three** of these ways.

1 = In **two** of these ways.

0 = In **one or none** of these ways.

School Health Services

61. Collaboration between school 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
- ✓ 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



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.

62. Health services provided by a full-time school nurse

Does your school have a **full-time**, registered school nurse **responsible** for **health services** all day, every day? Are an adequate number of full-time school nurses provided, based on the recommendation of at least one nurse per school?

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.

63. School nurse collaborates with other school staff members

Does the school nurse or other **health services provider** collaborate with other school **staff members** to promote student health and safety in at least six of the following ways?

- ✓ Developing plans to address student health problems (e.g., individual health care plans, individual education plans, **504 plans**, school team plans)
- ✓ Providing **professional development**
- ✓ Developing health-related policy
- ✓ Consulting with teachers/health educators to identify, revise or develop health-related curricula or units/lessons
- ✓ Developing and implementing school-wide and classroom activities
- ✓ Developing School Improvement Plans
- ✓ Establishing communication systems with other school staff

3= Yes, there is collaboration in **at least six** of these ways.

2= There is collaboration in **three to five** of these ways.

1= There is collaboration in **one or two** of these ways.

0= No, there is **no** collaboration, or the school does **not** have a nurse or other health services provider.

64. Counseling, psychological, and social services provided by a full-time counselor, social worker, and 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

3 = Yes, we have a full-time counselor, social worker, and 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 work or psychologist.

65. School counselor collaborates with other school staff members

Does the counseling, psychological, or social services provider collaborate with other school staff members to promote student health and safety in at least six of the following ways?

- ✓ Developing plans to address student health problems (e.g., individual health care plans, individual education plans, **504 plans**, school team plans)
- ✓ Providing professional development on managing student health and safety concerns, a component of which educates staff on the impact of Adverse Childhood Experiences (ACEs) and the principles of a trauma-informed school
- ✓ Developing policy
- ✓ Identifying, revising or developing curricula or units/lessons
- ✓ Developing and implementing school-wide and classroom activities
- ✓ Developing School Improvement Plans
- ✓ Establishing communication systems with other school staff

3= Yes, there is collaboration in **at least six** of these ways.

2= There is collaboration in **three to five** of these ways.

1= There is collaboration in **one or two** of these ways.

0= No, there is **no** collaboration, or the school does **not** have a counseling, psychological, or social services provider.

Staff Wellness

66. Programs for staff members on physical activity/fitness

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

3 = Yes.

2 = Offers physical activity/fitness programs, but **some** staff members find them inaccessible or expensive.

1 = Offers physical activity/fitness programs, but **many** staff members find them inaccessible or expensive.

0 = Does **not** offer physical activity/fitness programs.



67. Programs for staff members on healthy eating/weight management

Does the school or district **offer staff members** healthy eating/weight management programs that are accessible and free or low-cost?

3 = Yes.

2 = Offers healthy eating/weight management programs, but **some** staff members find them inaccessible or expensive.

1 = Offers healthy eating/weight management programs, but **many** staff members find them inaccessible or expensive.

0 = Does **not** offer healthy eating/weight management programs.

68. All foods served and sold to staff meet the USDA’s Smart Snacks in School nutrition standards

Do food and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA **Smart Snacks in School** nutrition standards?

<i>Smart Snacks in School – Nutrition Standards for Foods</i>
<p>Any food sold in schools must:</p> <ul style="list-style-type: none">✓ 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 <p>Foods must also meet several nutrient requirements:</p> <ul style="list-style-type: none">✓ Calorie limits:<ul style="list-style-type: none">○ Snack items: ≤ 200 calories○ Entrée items: ≤ 350 calories✓ Sodium limits:<ul style="list-style-type: none">○ Snack items: ≤ 200 mg○ Entrée items: ≤ 480 mg✓ Fat limits:<ul style="list-style-type: none">○ Total fat: ≤35% of calories○ Saturated fat: < 10% of calories○ Trans fat: zero grams✓ Sugar limit:<ul style="list-style-type: none">○ ≤ 35% of weight from total sugars in foods

<i>Smart Snacks in School – Nutrition Standards for Beverages</i>
<p>All schools may sell:</p> <ul style="list-style-type: none">✓ Plain water (with or without carbonation)✓ Unflavored low fat milk✓ Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP✓ 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.*

- 3 = Yes, **all** foods and beverages served and sold meet Smart Snacks.
- 2 = **Most** foods and beverages served and sold meet Smart Snacks.
- 1 = **Some** foods and beverages served and sold meet Smart Snacks.
- 0 = No, **no** foods and beverages meet Smart Snacks.

69. Modeling healthy eating and physical activity behaviors

Does your school support staff to model healthy eating and physical activity behaviors?

- ✓ Provide staff with information about the importance of modeling healthy eating behaviors
- ✓ Provide staff with information about the importance of engaging in physical activities with students
- ✓ Encourage staff not to bring in or consume unhealthy foods and beverages in front of students, in classrooms, or areas common to both staff and students
- ✓ Provide staff with examples of healthy foods and beverages to bring in or consume during the regular or extended school day
- ✓ Provide staff with information or strategies on how to incorporate physical activity into classrooms
- ✓ Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior

- 3 = Yes, our school uses **5 or more** of the strategies to support staff to model healthy eating and physical activity behaviors.
- 2 = Yes, our school uses **3 to 4** of the strategies to support staff to model healthy eating and physical activity behaviors.
- 1 = Yes, our school uses **1-2** of the strategies to support staff to model healthy eating and physical activity behaviors.
- 0 = No, our school does not use any strategies to support staff to model healthy eating and physical activity behaviors.

70. Stress management programs for staff

Does your school or district **offer staff members** accessible and free or low-cost stress management programs at least once a year?

- 3 = 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.



Family Involvement

71. Communication with families

Does your school communicate with all families about school health activities and programs in a **culturally- and linguistically appropriate** way, using a variety of **communication methods**?

3= Yes, **all** families are communicated with in a culturally- and linguistically appropriate way using a variety of communication methods.

2= All families are communicated with using a variety of communication methods, **but** not in a culturally- and linguistically appropriate way.

1= Our school only uses very **few** methods to communicate about health-related activities or programs.

0= Our school does **not** communicate with families in these ways, or families receive communications solely about academic subjects **but** not about health-related activities or programs.

72. Family engagement in school decision making

Do families have opportunities to be involved in **school decision making** for health and safety policies and programs?

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 and safety policies and programs.

73. Family volunteers

Does your school or district have a formal process to recruit, train, and involve family members as **volunteers** to support school health and safety programs?

3 = Yes, our school or district has a formal process to recruit, train, and involve family members to support school health and safety programs.

2 = Our school or district has an informal process to recruit, train and involve family members to support school health and safety programs.

1 = Our school or district does **not** recruit or train family members **but** involves family members, when needed, to support school health and safety programs.

0 = No, our school or district does **not** recruit, train, or involve family members to support school health and safety programs.



74. Professional development on family engagement strategies

Have all school staff received **professional development** on **strategies for family engagement** in school health in the past two years?

- 3 = Yes, **all** school staff have received professional development on strategies for family engagement.
- 2 = **Most** school staff have received professional development on strategies for family engagement.
- 1 = **Some** school staff have received professional development on strategies for family engagement.
- 0 = **No** school staff have received professional development on strategies for family engagement.

75. 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.

76. Family involvement in learning at home

Does your school provide opportunities for family members to reinforce **learning at home**?

- 3 = Yes, our school provides family members with opportunities to reinforce learning at home.
- 2 = Our school provides family members with **limited** opportunities to reinforce learning at home.
- 1 = Our school provides family members with **very limited** opportunities to reinforce learning at home.
- 0 = No, our school does **not** provide family members with these opportunities.

77. School health updates for families

Does your school provide regular updates (e.g., school newsletter, school or district website, parent meetings) to families on issues related to all aspects of student health (i.e., nutrition, physical activity, chronic health condition management, social and emotional wellbeing)?

- 3 = Yes, our school provides regular updates to families on **all** aspects of student health.
- 2 = Our school provides regular updates to families on **most** aspects of student health.
- 1 = Our school provides updates to families on **some** aspects of student health, but the updates are not distributed regularly.
- 0 = No, our school does **not** provide student health updates for families.



Community Involvement

78. Community involvement in school decision making

Do community members (e.g., community groups, organizations) have opportunities to help with **school decision making** on health and safety policies and programs? (NOTE: Community members include individuals other than school board members)

- 3 = Yes, community members are actively engaged in **most** school decision-making on health and safety policies and programs.
- 2 = Community members are actively engaged in **some** school decision-making on health and safety policies and programs.
- 1 = Community members are offered opportunities to provide input on a few school decisions on health and safety policies and programs, **but** not consistently.
- 0 = No, community members are **not** engaged in school decision-making processes on health and safety policies and programs.

79. 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 health promotion activities for school health initiatives.