Whole School, Whole Community, Whole Child

Modified School Health Index Instrument and Guide

For Elementary Schools

Version 1.0

NJ SNAP-Ed
Whole School, Whole Community, Whole Child
Modified School Health Index Instrument and Guide
For Elementary Schools

Table of Contents

Note: This tool is based on the School Health Index: A Self-Assessment and Planning Guide, Elementary School Version. It has been adapted to better align with the NJ SNAP-Ed program and focuses only nutrition and physical activity components of school health.

School Health Index Instructions – Elementary School

Instructions for Site Coordinator:

There is no single way to implement the School Health Index (SHI). Schools have developed many approaches and you need to find the approach that meets your school's needs. The most essential thing to remember is that completing the SHI should be a group effort: the strength of the process comes from having individuals from different parts of the school community sit down together and plan ways to work towards improving school policies and programs. The connections that develop among SHI participants are among the most important outcomes of the process. You can complete this modified SHI by following the step-by-step instructions below.

Step-by-Step Instructions:

Review the modified module. Habits and practices related to healthy eating and active living are influenced by the entire school environment. This modified module is composed from modules corresponding with the Whole School, Whole Community, Whole Child approach that are directly related to healthy eating and active living.

Assemble the School Health Index team. Identify a team of people who will be responsible for completing the SHI. You may choose to create a new team; use an existing team, such as the school health council; or create a new subcommittee of the school management council. Broad and diverse participation is important for meaningful assessment and successful planning and implementation. Below are key people who you may want to invite to join the SHI team. Choose people you think are appropriate to represent your school and community. The following list is not exhaustive, but instead provides examples of individuals you can include on the SHI team.

- Principal, Assistant Principal
- Physical education teacher
- Health education teacher
- Recess monitor
- Classroom teacher
- Student
- School nutrition services manager
- Athletic coach
- School counselor, psychologist, or social worker
- School nurse or health care provider
- School security personnel
- Bus driver
- Janitor or custodial worker
- Facility and maintenance staff
- Parent or other family member
- Community-based health care and social services provider
- Community health organization representative, e.g., American Cancer Society
- Local health department staff member

Getting support for the use of the SHI from school administrators greatly improves overall commitment to completing the SHI and implementing the School Health Improvement Plan. School and district-level administrators can give the SHI team the power to implement identified changes.

Identify a coordinator for the School Health Index team. The identity of the SHI coordinator varies from school to school. Some schools may decide not to identify a SHI coordinator and instead take a team approach to organizing and facilitating the SHI team. Others may identify one member of the SHI team to serve as the facilitator. Many schools have found that it is best to have someone from outside the school facilitate the SHI process. This person might be, for example, a retired health educator, a community-based dietitian, a professor at a local university, a graduate student, or a volunteer at a community-based health organization. Because they are removed from school politics, these individuals are neutral and can help the staff deal with internal conflicts. A SHI coordinator should be:

- a skilled group facilitator who can keep meeting participants on task while making them feel good about their participation
- an excellent listener who does not attempt to impose his or her own opinions on the group
- an individual who is highly respected by all participants and by the school administration

Meet with all members of the SHI team.

- Encourage team members to answer all questions as accurately as possible. Team members should understand that results will not be used for punishing schools or comparing your school to other schools.
- Make sure that all team members understand that their work on the SHI can make a great difference in the lives of your school's students. Completing the SHI is not an academic exercise or a bureaucratic man date; it is a process for bringing people together to improve a school's policies and programs

Complete the self-assessment process. Decide how you want to complete the SHI self-assessment process. Some schools have their entire SHI team stay together to do the entire self-assessment, sometimes in just one meeting. Others form sub-teams of two or more people to work on parts of the module. It is very important to have at least two people work on this module, because having more than one person involved will increase accuracy and elicit a variety of creative insights for improving school policies and programs.

Answer the discussion questions. Read through the questions carefully and select the answer that best describes your school. Words and phrases that are **underlined and bolded** are further defined in Appendix B. If you are not sure or need more information before you can answer the question, you can skip it and return to it at another time.

School Health Index Score Card – Elementary School

Instructions

1. Carefully read and discuss the Discussion Questions, which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Healthy Eating and Active Living Score and complete the Planning Questions located at the end of this module.

		Fully in Place	Partially in Place	Under Development	Not in Place
HE.1	Prohibit using food as reward or punishment	3	2	1	0
HE.2	Access to free drinking water throughout the school day	3	2	1	0
HE.3	Access to free drinking water throughout the extended school day	3	2	1	0
HE.4	Water testing	3	2	1	0
HE.5	All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards	3	2	1	0
HE.6	All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards	3	2	1	0
HE.7	All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards	3	2	1	0
HE.8	All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards	3	2	1	0
HE.9	All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards	3	2	1	0
HE.10	Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards	3	2	1	0
HE.11	Food and beverage marketing	3	2	1	0

		Fully in Place	Partially in Place	Under Development	Not in Place
HE.12	Handwashing practices	3	2	1	0
HE.13	Essential topics on healthy eating	3	2	1	0
HE.14	Breakfast and lunch programs	3	2	1	0
HE.15	School breakfast	3	2	1	0
HE.16	School lunch	3	2	1	0
HE.17	Variety of offerings in school meals	3	2	1	0
HE.18	Healthy food purchasing and preparation practices	3	2	1	0
HE.19	Venues outside the cafeteria offer fruits and vegetables	3	2	1	0
HE.20	Promote healthy food and beverage choices and school meals using Smarter Lunchroom techniques	3	2	1	0
HE.21	Adequate time to eat school meals	3	2	1	0
HE.22	Collaboration between school nutrition services staff members and teachers	3	2	1	0
HE.23	Annual continuing education and training requirements for school nutrition services staff	3	2	1	0
HE.24	Clean, safe, pleasant cafeteria	3	2	1	0
HE.25	Food safety training	3	2	1	0
HE.26	Preparedness for food emergencies	3	2	1	0
HE.27	Farm to School activities	3	2	1	0

		Fully in Place	Partially in Place	Under Development	Not in Place
HE.28	School food allergy management plan	3	2	1	0
HE.29	Programs for staff members on healthy eating / weight management	3	2	1	0
HE.30	All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards	3	2	1	0
HE.31	Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus	3	2	1	0
AL.1	Maintain safe play environment	3	2	1	0
AL.2	Recess	3	2	1	0
AL.3	Playgrounds meet safety standards	3	2	1	0
AL.4	Access to physical activity facilities outside school hours	3	2	1	0
AL.5	Prohibit using physical activity as punishment	3	2	1	0
AL.6	Prohibit withholding recess as punishment	3	2	1	0
AL.7	Essential topics on physical activity	3	2	1	0
AL.8	150 minutes of physical education per week	3	2	1	0
AL.9	Adequate teacher / student ratio	3	2	1	0
AL.10	Sequential physical education curriculum consistent with standards	3	2	1	0
AL.11	Information and materials for physical education teachers	3	2	1	0
AL.12	Students active at least 50% of class time	3	2	1	0

		Fully in Place	Partially in Place	Under Development	Not in Place
AL.13	Individualized physical activity and fitness plans	3	2	1	0
AL.14	Prohibit exemptions or waivers for physical education	3	2	1	0
AL.15	Substitutions for physical education	3	2	1	0
AL.16	Health-related physical fitness	3	2	1	0
AL.17	Promote community physical activities	3	2	1	0
AL.18	Licensed physical education teachers	3	2	1	0
AL.19	Address special health care needs	3	2	1	0
AL.20	Physical education safety practices	3	2	1	0
AL.21	Physical activity facilities meet safety standards	3	2	1	0
AL.22	Professional development for physical education teachers	3	2	1	0
AL.23	Professional development for classroom teachers	3	2	1	0
Al.24	Participation in intramural programs or physical activity clubs	3	2	1	0
AL.25	Promotion or support of walking and bicycling to and / or from school	3	2	1	0
AL.26	Availability of before- and after-school physical activity opportunities	3	2	1	0
AL.27	Availability of physical activity breaks in classrooms	3	2	1	0
AL.28	Adequate physical activity facilities	3	2	1	0

		Fully in Place	Partially in Place	Under Development	Not in Place
AL.29	Programs for staff members on physical activity / fitness	3	2	1	0
HEAL.1	Modeling healthy eating and physical activity behaviors	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.			

TOTAL POINTS: Add the four sums above and enter the total to the right

HEAL SCORE:
(Total Points / 183) * 100

%

School Health Index Discussion Questions – Elementary School

HE.1 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.

HE.2 Access to free drinking water throughout the school day

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.

HE.3   Access to free drinking water throughout the extended school day

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

3 = Yes, students can access water fountains or water filling stations after school, and they are allowed to bring filled containers into classrooms and program environments.
2 = Students can access water fountains or water filling stations after school, but they are not allowed to bring filled containers into classrooms and program environments.
1 = Students have limited access to water fountains or water filling stations after school.
0 = No, students do not have access to free, safe, unflavored, drinking water after school.

HE.4 Water testing

Does your school conduct periodic testing of drinking water sources for lead and other contaminants?

3 = Yes, we conduct testing of all drinking water sources annually, and communicate the results to students, parents, and school staff.
2 = We conduct testing of all drinking water sources every 1-2 years, but do not make the results available to students, parents, and school staff.
1 = We conduct testing of some drinking water sources every 3-5 years.
0 = We do not conduct water testing periodically.

HE.5 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.

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.

HE.6 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.

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.

HE.7 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 schoolwide 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.

HE.8 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.

HE.9 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 during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not serve or offer foods and beverages during the extended school day at our school.

2= Most foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.

1= Some foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.

0= No, no foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.

HE.10 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.

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.

HE.11 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.

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.

HE.12 Handwashing practices

Does your school promote regular handwashing among students in each of the following ways?

✓ Provide students with regular access to functional sinks and hand soap dispensers
✓ Make instructions on proper handwashing (e.g., posters, fact sheets) available to all students
✓ Communicate expectations for handwashing to students
✓ Schedule time for students to wash their hands before meals and snacks

3 = Yes, in all four ways.
2 = In three ways.
1 = In two ways.
0 = In one or fewer ways.

HE.13 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.

HE.14 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.

HE.15 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 ≥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.

HE.16 School lunch

Does your school provide multiple alternative points of sale for reimbursable meals, such as outside lines, kiosks, grab and go options, reimbursable vending options, to maximize participation in the National School Lunch Program?

3 = Our school provides multiple alternative points of sale at lunch.

2 = Our school provides one alternative point of sale at lunch.

1 = Our school offers a traditional lunch program served and consumed in the cafeteria.

0 = Our school does not offer a lunch program.

HE.17 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.

HE.18 Healthy food purchasing and preparation practices

Does the school food service consistently follow practices that ensure healthier foods are purchased and prepared for service?

✓ Spoon solid fat from chilled meat and poultry broth before use
✓ Use specifications requiring lower sodium content in prepared foods such as hamburgers, cold cuts and cured meats, chicken nuggets, pizza, sandwiches, etc.; and canned products such as vegetables, soups etc.
✓ Use specifications requiring lower added sugar content in prepared foods such as whole grain cold cereals or cereal bars; breakfast items such as pancakes or waffles; and canned products such as fruit.
✓ Roast, bake or broil meat rather than fry it
✓ Use low-sodium or no-salt-added spices and seasonings, dressings, marinades, sauces (e.g., tomato or pasta sauces), and condiments (e.g., ketchup, barbeque sauce, ranch dressing, etc.).
✓ Prepare vegetables by steaming or baking
✓ Prepare vegetables using little or no fat
✓ Cook with nonstick spray or pan liners rather than with grease or oil
✓ Use frozen or canned vegetables with little or no added sodium (e.g., low sodium, fresh frozen foods) instead of regular canned vegetables
✓ Use products that are locally grown or produced such as milk, produce and/or meats, chicken or fish
✓ Follow standardized recipes that are low in saturated fat, sodium and added sugars
✓ Use other seasonings or spices, including fresh herbs, in place of salt. Herbs could be from school gardens or local markets.

3 = Yes, follows ten to eleven of these practices.
2 = Follows eight to nine of these practices.
1 = Follows five to six of these practices.
0 = Follows four or fewer of these practices

HE.19 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.

HE.20 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.

HE.21   Adequate time to eat school meals

Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?

NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments).

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.

HE.22   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.

HE.23 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/professionalstandards-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.

HE.24 Clean, safe, pleasant cafeteria

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

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

3 = Yes, cafeteria meets all nine of these criteria.
2 = Meets five to eight of these criteria.
1 = Meets three or four of these criteria.
0 = Meets two or fewer of these criteria.

HE.25 Food safety training

Has your school established and provided training on food safety best practices (e.g., properly handling, preparing, and storing foods) for all food service staff?

3 = Yes, our school has established practices and provides all food service staff with training on food safety.
2 = Our school has established practices and provides most food service staff with training on food safety.
1 = Our school has established practices and provides some food service staff with training on food safety.
0 = No, our school has not established practices and/or does not provide food service staff with training on food safety.

HE.26 Preparedness for food emergencies

Are school nutrition service staff members and cafeteria monitors (e.g., teachers, aides) trained to respond quickly and effectively to the following types of food emergencies?
- ✓ Choking
- ✓ Natural disasters (e.g., electrical outages affecting refrigeration)
- ✓ Weather-related emergencies and school closures
- ✓ Medical emergencies (e.g., severe food allergy reactions, diabetic reactions)
- ✓ Attempts to introduce biological or other hazards into the food supply
- ✓ Situations that require students or others to shelter in the school

3 = Yes, all staff are trained for five or six types of emergencies.

2 = Some staff are trained for three or four types of emergencies.

1 = Some staff are trained for one or two types of emergencies.

0 = No, staff are trained for none of these types of emergencies.

HE.27 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.

HE.28 School food allergy management plan

Does your school have a plan to address food allergy management and prevention (e.g., Food Allergy Management and Prevention Plan) which includes the following priorities needed to manage food allergies in the school setting?

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

3 = Yes, our school has a plan that includes all 5 priorities needed to manage food allergies in the school setting.

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

1 = Our school has a plan that includes 1-2 priorities needed to manage food allergies in the school setting.

0 = Our school does not have a plan to address food allergy management and prevention.

HE.29 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.

HE.30   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?

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.

HE.31 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.

AL.1   Maintain safe play environment

Does the school maintain a safe play environment by following all of these practices?
- ✓ Conduct annual comprehensive safety assessment and daily assessment of playgrounds and sports fields
- ✓ Each day players and coaches walk the sports field to ensure that it is free of potholes, glass, and other safety hazards
- ✓ Designate one person with the responsibility for addressing hazards
- ✓ Designate a clear procedure for reporting hazards to the responsible person
- ✓ Make repairs immediately after hazards have been identified

3 = Yes, all of these practices are followed.

2 = All the practices are followed, but assessments are done less frequently than stated.

1 = One of the maintenance practices is not followed.

0 = More than one of the maintenance practices are not followed.

AL.2   Recess

Are students provided at least 20 minutes of **recess** during each school day? Do teachers or recess monitors encourage students to be active?

NOTE: Recess should complement **physical education** class, not substitute for it.

3 = Yes, recess is provided for at least 20 minutes each day, and teachers or recess monitors encourage students to be active.

2 = Recess is provided for at least 20 minutes each day, but teachers or recess monitors do not encourage students to be active.

1 = Recess is provided each day but for less than 20 minutes, or it is provided on some days but not on all days.

0 = Recess is not provided on any day.

AL.3 Playgrounds meet safety standards

Does your school or district ensure that playgrounds meet or exceed recommended safety standards for design, installation, and maintenance, in all of the following ways?

- ✓ Using recommended safety surfaces under playground equipment
- ✓ Using developmentally-appropriate equipment designed with spaces and angles that preclude entrapment
- ✓ Designating boundaries around equipment (e.g., swings) so that students on foot are unlikely to be struck
- ✓ Separating playgrounds from motor vehicle and bicycle traffic
- ✓ Maintaining equipment for safe use and removing unsafe equipment
- ✓ Ensuring that **staff members** are trained in developmental appropriateness of different types of playground equipment
- ✓ Developing, implementing, and enforcing rules for safe use of the playground (e.g., no running or pushing, no use of age-inappropriate equipment)

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

3 = Yes, all these safety standards are met.

2 = All these safety standards are met, but at times our school has temporary lapses in implementing or enforcing one of them.

1 = One of these safety standards is not met, or at times our school has temporary lapses in implementing or enforcing more than one of them.

0 = More than one of these safety standards is not met, or there are no playgrounds.

AL.4   Access to physical activity facilities outside school hours

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.

AL.5   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.

AL.6   Prohibit withholding recess as punishment

Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed?

3 = Yes, prohibit withholding recess as punishment is a written policy and this prohibition is consistently followed.

2 = Yes, prohibit withholding recess as punishment is discouraged and this prohibition is consistently followed.

1 = Yes, prohibit withholding recess as punishment is discouraged and this prohibition is not consistently followed.

0 = This practice is not prohibited.

AL.7 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.

AL.8 150 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?

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

3 = Yes.

2 = 90-149 minutes per week for all students in each grade throughout the school year.

1 = 60-89 minutes per week for all students in each grade throughout the school year.

0 = Fewer than 60 minutes per week or not all students receive physical education throughout the school year.

AL.9 Adequate teacher/student ratio

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

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

3 = Yes.

2 = The ratios are somewhat larger (up to one and a half times larger) than the ratios for most other classes.

1 = The ratios are considerably larger (more than one and a half times larger), but there are plans to reduce it.

0 = The ratios are considerably larger (more than one and a half times larger), and there are no plans to reduce it.

AL.10 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.

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)

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.

AL.11   Information and materials for physical education teachers

Are all teachers of **physical education** provided with the following information and materials to assist in delivering physical education?

✓   Goals, objectives, and expected outcomes for physical education

✓   A chart scope and sequence for instruction

✓   A written physical education curriculum

✓   A plan for assessing student performance

✓   Physical activity monitoring devices, such as pedometers, heart rate monitors

✓   Internet resources, such as SHAPE America online tools and resources or PE Central

✓   The Presidential Youth Fitness Program

✓   Protocols to assess or evaluate student performance in physical education

✓   Learning activities that increase the amount of class time students are engaged in moderate-to vigorous physical activity

✓   Learning activities that actively engage students with long-term physical medical, or cognitive disabilities in physical education

3 = Yes, all teachers of physical education are provided with at least eight kinds of materials.

2 = Teachers of physical education are provided with four to seven kinds of these materials.

1 = Teachers of physical education are provided with one to three kinds of these materials.

0 = Teachers of physical education are not provided with these kinds of materials.

AL.12   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.

AL.13 Individualized physical activity and fitness plans

Do students design and implement their own **individualized physical activity and fitness plans** as part of the **physical education** program? Do teachers of physical education provide ongoing feedback to students on progress in implementing their plans?

3 = Yes.
2 = Students design and implement their own individualized plans, but teachers provide only occasional feedback.
1 = Students design and implement their own individualized plans, but teachers provide no feedback.
0 = Students do not design and implement their own individualized plans, or there is no physical education program.

AL.14 Prohibit exemptions or waivers for physical education

Does the school **prohibit exemptions or waivers** for **physical education**?

3 = Yes, our school prohibits exemptions or waivers for physical education.
2 = Yes, but occasional exceptions or waivers are made.
1 = No, but there are plans to start prohibiting exemptions or waivers.
0 = No, or there is no physical education.

AL.15 Substitutions for physical education

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

3 = Yes, our school prohibits substitutions for physical education.
2 = Yes, but occasional substitutions are made.
1 = No, but there are plans to start prohibiting substitutions
0 = No, or there is no physical education

AL.16 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.

AL.17 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

AL.18 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.

AL.19 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

AL.20   Physical education safety practices

Does the **physical education** program implement and enforce all of the following safety practices?
- ✓ Practice **active supervision**
- ✓ Encourage pro-social behaviors
- ✓ Use protective clothing and safety gear that is appropriate to child's size and in good shape
- ✓ Use safe, age-appropriate equipment
- ✓ Minimize exposure to sun (including through use of sunscreen), smog, and extreme temperatures
- ✓ Use infection control practices for handling blood and other body fluids
- ✓ Monitor the environment to reduce exposure to potential allergens or irritants (e.g., pollen, bees, strong odors)

3 = Yes, all these safety practices are followed.

2 = All these safety practices are followed, but at times our school has temporary lapses in implementing or enforcing one of them.

1 = One of these safety practices is not followed, or at times our school has temporary lapses in implementing or enforcing more than one of them.

0 = More than one of these safety practices is not followed, or there is no physical education program.

AL.21 Physical activity facilities meet safety standards

Does the school ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation, and maintenance, in the following ways?
- ✓ Regular inspection and repair of indoor and outdoor playing surfaces, including those on playgrounds and sports fields
- ✓ Regular inspection and repair of physical activity equipment such as balls, jump ropes, nets, cardiovascular machines, weights, and weight lifting machines
- ✓ Padded goal posts and gym walls
- ✓ Breakaway bases for baseball and softball
- ✓ Securely anchored portable soccer goals that are stored in a locked facility when not in use
- ✓ Bleachers that minimize the risk for falls
- ✓ Slip-resistant surfaces near swimming pool use
- ✓ Pools designed, constructed, and retrofitted to eliminate entrapment use NOTE: Please disregard any standard that is not relevant for your campus.

3 = Yes, all these safety standards are met.

2 = All these safety standards are met, but at times the school has temporary lapses in one of them.

1 = One of these safety standards is not met, or at times the school has temporary lapses in more than one of them.

0 = More than one of these safety standards is not met, or there are no spaces or facilities for physical activity.

AL.22 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.

AL.23 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.

AL.24 Participation in intramural programs or physical activity clubs

Do both boys and girls participate in school-sponsored or community-based **intramural programs or physical activity clubs** either in school or outside of school?

3 = Yes, many boys and girls participate in school-sponsored or community-based intramural programs or physical activity clubs.
2 = For the most part, many students of only one sex participates in school-sponsored or community-based intramural programs or physical activity clubs.
1 = Very few students of either sex participate in school-sponsored or community-based intramural programs or physical activity clubs.
0 = There are no school-sponsored or community-based intramural programs or physical activity clubs.

AL.25 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.

AL.26 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.

AL.27 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.

AL.28 Adequate physical activity facilities

Are your physical activity facilities adequate in all of the following ways?
- ✓ Both indoor and outdoor spaces can be used by **physical education** classes, **intramural programs or physical activity clubs**, and **interscholastic sports** programs
- ✓ Indoor facilities exist so that physical education classes do not have to be canceled due to weather extremes (e.g., rain or temperatures extremes)
- ✓ In physical education classes, all students can be physically active without overcrowding or safety risks
- ✓ Facilities are accessible for persons with disabilities
- ✓ For physical activity clubs and interscholastic sports, all interested students can sign up and participate without overcrowding or safety risks

3 = Yes, in all five of these ways.

2 = In four of these ways.

1 = In three of these ways.

0 = In two or fewer of these ways.

AL.29   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.

HEAL.1   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.

Appendix A: USDA Smart Snacks in School Nutrition Standards

Smart Snacks in School – Nutrition Standards for Foods

Any food sold in schools must:

- ✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or
- ✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (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:

- Calorie limits:
  - o Snack items: ≤ 200 calories
  - o Entrée items: ≤ 350 calories
- Sodium limits:
  - o Snack items: ≤ 200 mg
  - o Entrée items: ≤ 480 mg
- Fat limits:
  - o Total fat: ≤ 35% of calories
  - o Saturated fat: < 10% of calories
  - o Trans fat: zero grams
- Sugar limit:
  - o ≤ 35% of weight from total sugars in foods

Smart Snacks in School – Nutrition Standards for Beverages

All schools may sell:

- • 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.

Appendix B: Glossary

504 plans are written descriptions of educational, health, and other related services or modifications needed to assist students with special needs who are in a regular educational setting.

A la carte offerings means a set of foods from which students can choose individual items that are not usually counted as part of a reimbursable meal.

Actively supervise means using practices such as observing, listening to students, anticipating and effectively responding to unsafe situations, discouraging pushing and bullying, and promoting prosocial behaviors.

At least 50% of the time means at least half of the total time scheduled for a physical education class session.

Breakfast in the classroom - breakfast is offered/served in the classroom and eaten in the classroom.

Certified or endorsed means teachers who have been awarded a certificate or license by the state, permitting them to teach physical education.

Chronic health conditions may include asthma, diabetes, overweight/obesity, food allergies, anemia, eating disorders, epilepsy, oral/dental conditions, sickle cell disease, or other health conditions.

Community physical activity options might include clubs, teams, recreational classes, special events such as community fun runs, and use of playgrounds, parks, and bike paths.

Comparable means approximately the same number of students per teacher as in other classes.

Consistent means that the curriculum addresses the key learning objectives or performance indicators identified by the standards.

Extended school day means time during, before- and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

Fully accessible means that the school (1) offers free and reduced-price meals for students who meet income requirement, in a way that ensures these students are not identified by other students as recipients of these programs and (2) coordinates class and bus transportation schedules so that all students can eat breakfast and lunch at school and (3) implements innovative practices to increase school meal program participation, such as Grab and Go options or vended reimbursable meals.

Grab and Go to the classroom - breakfast is offered/served from one or more central locations at the start of the day, and students have the option to eat it in their classroom after the bell has rung.

Individualized physical activity and fitness plan means a written plan that contains:
- assessment of fitness level (before beginning a new physical activity and fitness plan, individuals should assess their current level of fitness to help avoid injury)
- long-term and short-term personal goals for participating regularly in physical activity and maintaining or improving health-related fitness
- specific actions to achieve those goals
- timeline for taking specific actions, assessing progress, and achieving goals
- methods that will be used to record actions taken and assess progress
- rewards for achieving goals

Interscholastic sports refer to sports that a school sponsors and are competitive in nature.
Examples include:
- baseball
- basketball
- cheerleading or competitive spirits
- cross-country
- fast pitch or slow pitch softball
- field hockey
- football
- golf
- gymnastics
- ice hockey
- lacrosse
- soccer
- swimming or diving
- tennis
- track and field
- volleyball

Intramural programs or physical activity clubs are voluntary in nature (i.e., students have a choice of activities or participation), provide every student an equal opportunity to participate regardless of physical ability, and provide students the opportunity to be involved in planning, organizing, and administering the programs. Examples of intramural activities or physical activity clubs are: open gym days, hiking or walking clubs, dance activities, and tennis clubs.

Methods to promote student participation include:
- class discussions
- bulletin boards
- public address announcements
- guest speakers who promote community programs
- take-home flyers
- homework assignments
- newsletter articles
- strategies to engage English language learners
- academic credit for participating in community physical activities and programs

Moderately to vigorously active means engaging in physical activity that is equal in intensity to or more strenuous than fast walking.

Offer staff members means that the school or district has arranged for staff members to receive these services either on-site or through a community program off-site. This could be part of the employee benefits package, wellness program, employee assistance program, or through partnership with a community provider.

Outside school hours means before and after school and during evenings, weekends, and school vacations.

Physical activity breaks 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.

Physical activity/fitness programs include classes, workshops, and special events.

Physical education means structured physical education classes or lessons, not physical activity breaks or recess and not substitution of participation in a sport team, ROTC, marching band, etc., for physical education course credit. Physical education is a planned, sequential, K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas, such as basic movement skills; physical fitness; rhythm and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics. Through a variety of planned physical activities, quality physical education should promote each student's optimum physical, mental, emotional, and social development, including sports that all students enjoy and can pursue throughout their lives. Physical education is provided by qualified trained teachers.

Professional development is the systematic process used to strengthen the professional knowledge, skills, and attitudes of those who serve youth to improve the health, education and well-being of youth. It is consciously designed to actively engage learners and includes the planning, design, marketing, delivery, evaluation, and follow-up of professional development offerings (events, information sessions, and technical assistance).

Prohibit exemptions and waivers means that the school does not allow courses or activities such as interscholastic athletics, ROTC, marching band, cheerleading, or community athletics to be substituted for physical education courses and/or credits.

Punishment should not involve physical activity. Neither punishment nor reward should involve food. For example, schools should prohibit making students run laps or do push-ups as a consequence of inappropriate behavior or not giving one student a snack or meal that is offered to all other students because of inappropriate behavior. Use of food as a reward would include, for example, providing candy or fast-food coupons to students because they have behaved well or met an academic or fundraising goal. Similarly, schools should prohibit withholding of physical education class as a consequence of inappropriate behavior in another class or failure to complete an assignment in another class. (Physical education teachers can discipline students during physical education class by having them sit out for a period of time.)

Recess is an opportunity for unstructured physical activity.

Second Chance Breakfast (Grab and Go) - breakfast is offered/served from one or more central locations, and students have the option of picking it up between 1st and 2nd period to eat it in their classroom after the bell has rung.

Second Chance Breakfast (Cafeteria) - breakfast is offered/served and eaten in the cafeteria between 1st and 2nd period and students have at least 15 minutes to eat.

School campus means all areas of the property under the jurisdiction of the school that are accessible to students during the school day. It includes areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, areas adjacent to the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School meals are school-sponsored or district-sponsored programs that are designed to meet the current U.S. Department of Agriculture (USDA) School Meal Nutrition Standards. As mandated in the Healthy Hunger-Free Kids Act of 2010, the USDA established new meal patterns and nutrition standards for all school meals served in the National School Lunch Program and School Breakfast Program. Key changes include:

- ensuring students are offered both fruits and vegetables every day of the week
- requiring that whole grain-rich foods be offered each week
- offering only fat-free or low-fat milk varieties
- establishing age-appropriate calorie limits for meals
- limiting the amounts of saturated fat, trans fats and sodium

Sequential means a curriculum that builds on concepts taught in preceding years and provides opportunities to reinforce skills across topics and grade levels.

Smart Snacks in School (Appendix A) are a set of science-based nutrition standards for all foods and beverages sold to students on the school campus during the school day, which is defined as the midnight before to 30 minutes after the end of the school day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went in to effect July 1, 2014 and are required for all foods and beverages sold outside the school meals programs, including vending machines, a la carte, school stores, snack or food carts and in-school fundraising. The SHI refers to Smart Snacks in School (Appendix A) in questions regarding foods and beverages that may not fall under the scope or time frame of Smart Snacks in School; however, consistent use of these standards when and wherever foods and beverages are available to students helps ensure a consistent message about healthy eating and nutritious choices is being sent to students at all times in all places.

Special health care needs include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and chronic medical conditions such as diabetes, asthma, and scoliosis.

Staff members include administrators and clerical workers, classroom teachers, instructional assistants, physical education teachers, health education teachers, aides, nutrition services staff, school nurses, health assistants, counseling/psychological/social services providers, recess supervisors, athletic coaches, facility and maintenance staff, bus drivers, security personnel, volunteers, and before- and after-school staff.

Universal Free Breakfast – breakfast is offered to all students free of charge, regardless of their free, reduced or paid lunch status.

Venues outside the cafeteria include:

- vending machines
- school stores and canteens
- snack or food carts
- concession stands
- parties and special events
- meetings
- extended day programs (e.g., school-sponsored after-school programs)