



Healthy Schools Program Assessment Guide

The Healthy Schools Program Framework of Best Practices identifies specific criteria for a healthy school environment and serves as a guide for policy and practice change. The Healthy Schools Program Assessment is a version of the School Health Index that addresses the health topics in the Healthy Schools Program Framework of Best Practices: Policy & Environment, Nutrition Services, Smart Snacks, Health & Physical Education, Physical Activity, and Employee Wellness.

This document will help you navigate the Healthy Schools Program Assessment and the required evidence and documentation for the National Healthy Schools Award.

NOTE:

- Questions marked with "FR" are components of the federal requirement for local wellness policies (LWP).
- Questions marked with an * may be answered at the district level.

Use this guide to gather answers to the assessment questions. Reference the "people who may know" column to identify the people in your school who may help you accurately complete the assessment.

1

Enter your school's responses in the online assessment tool at www.healthiergeneration.org/app

2

Once your Healthy Schools Program Assessment is complete, use the National Healthy Schools Award Guide to determine your school's potential eligibility for recognition.

3

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Topic Area: Policy and Environment

| Criteria | Question | Level of Completion | People Who May Know | Evidence of Success | National Award Documentation |
|----------|---|--|--|---|--|
| PO-1 | <p><u>Representative school health committee or team:</u></p> <p>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?</p> | <p>3 = Yes.</p> <p>2 = There is a committee or team that does this, but it could be more representative of the school and include more individuals from across the school community.</p> <p>1 = There is a committee or team, but it is not representative of the school community, or it meets less often than four times a year.</p> <p>0 = No.</p> | <p>Principal School wellness lead</p> <p>National Advisors: Shauvon Simmons-Wright</p> | <p>Verify the committee meets regularly and has at least six members from the school and community, including parent and student involvement (CDC recommendation)</p> | <p>Upload list of 4 meeting dates for current school year (August 2018-June 2019), and list committee members and their roles. Specify the School Wellness leader name, position, and email address.</p> |
| PO-2 | <p><u>Written school health and safety policies:</u></p> <p>Does your school or district have written health and safety policies that include the following components?</p> <ul style="list-style-type: none"> ▪ Rationale for developing and implementing the policies ▪ Population for which the policies apply (e.g., students, staff, visitors) ▪ Where the policies apply (e.g., on and/or off school property) ▪ When the policies apply ▪ Programs supported by the policies ▪ Designation of person(s) responsible (e.g., school administrator(s), teachers) for implementing the | <p>3 = All of our health and safety policies include all of these components.</p> <p>2 = Most of our health and safety policies include all of these components.</p> <p>1 = Some of our health and safety policies include some of these components.</p> <p>0 = Few of our health and safety policies include only a few of these components, or our</p> | <p>Principal District food service director District wellness lead School wellness lead</p> <p>National Advisors: Shauvon Simmons-Wright</p> | <p>Verify that the required components are included in written policy (may be included in local wellness policy or other district policies)</p> | <p>Upload school/district health and safety policy.</p> |

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| | <p>policies</p> <ul style="list-style-type: none"> ▪ Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policies ▪ Communication procedures (e.g., through staff meetings, professional development, website, staff handbook, parent handbook) of the policies ▪ Procedures for addressing policy infractions ▪ Definitions of terms | <p>school or district does not have any health and safety policies.</p> | | | |
| PO-3 | <p><u>Local school wellness policy:</u></p> <p>Has your school implemented the following components of the local education agency's (LEA) or district's local school wellness policy?</p> <ul style="list-style-type: none"> ▪ 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 | <p>3 = Yes, our school has implemented all of these components.</p> <p>2 = Our school has implemented most of these components.</p> <p>1 = Our school has implemented a few of these components.</p> <p>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.</p> | <p>Principal District food service director District wellness lead School wellness lead</p> <p>National Advisors: Shauvon Simmons-Wright</p> | <p>Verify that local wellness policy includes all listed components.</p> | <p>Upload local wellness policy.</p> |

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| | <p>administrators, and the general public to participate in the development, implementation, and review and update of the local school wellness policy</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> - 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. <p>By the start of the 2006-2007 school year, every school district participating in the Federal meal program was required to establish a local school wellness policy for all schools under its jurisdiction. In addition, beginning July 1, 2104, USDA's Smart Snacks in School nutrition standards, required by the Healthy, Hunger-Free Kids Act of 2010, allowed schools to offer healthier snack foods to children, while limiting junk food. (See https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks). USDA's Smart Snacks in School nutrition standards are practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The Smart Snacks in School nutrition standards were updated in 2016. Your school health team should review your district's local wellness policy before completing this question.</p> | | | | |
| PO-4 | <u>School start times (middle and high</u> | 3 = Yes. | Principal | Verify policy states that middle and high schools | Upload the school schedule or a |

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| | <p><u>schools only</u>):</p> <p>Does your school day start at 8:30 a.m. or later to promote sufficient sleep and improved health and academic performance?</p> <p>NOTE: The American Academy of Pediatrics recommends that middle schools and high schools start classes no earlier than 8:30 a.m. in order to permit students to get adequate sleep.</p> | <p>2 = School starts between 8:00 a.m. and 8:29 a.m.</p> <p>1 = School starts between 7:30 a.m. and 7:59 a.m.</p> <p>0 = School starts before 7:30 a.m.</p> | <p>School wellness lead</p> <p>National Advisors: Shauvon Simmons-Wright</p> | <p>start at 8:30 a.m. or later.</p> | <p>screenshot / picture of the school schedule on the website.</p> |
| PO-5 | <p><u>Health services provided by a full-time school nurse</u>:</p> <p>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?</p> <p>NOTE: More nurses are recommended if students have extensive nursing needs.</p> | <p>3 = Yes, we have a registered school nurse present all day every day.</p> <p>2 = We have a registered school nurse present most of the time each week.</p> <p>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.</p> <p>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.</p> | <p>Principal School wellness lead</p> <p>National Advisors: Shauvon Simmons-Wright</p> | <p>Verify a registered school nurse is present all day every day.</p> | <p>Upload a copy of the school nurse schedule and proof of nurse's registration.</p> |
| PO-6 | <p><u>Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist</u>:</p> | <p>3 = Yes, we have a full-time counselor, social worker, and psychologist, and the recommended ratios are present.</p> | <p>Principal School wellness lead</p> <p>National Advisors: Shauvon Simmons-Wright</p> | <p>Verify that your school has a full-time counselor, social worker, and psychologist and the recommended ratios are present.</p> | <p>Upload a copy of counselor, social worker, and psychologist schedules and</p> |

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| | <p>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?</p> <ul style="list-style-type: none"> ▪ One counselor for every 250 students ▪ One social worker for every 400 students ▪ One psychologist for every 1,000 students | <p>2 = We have a full-time counselor, social worker, and psychologist, but fewer than the recommended ratios.</p> <p>1 = We have a full-time counselor, social worker or psychologist, but not all three.</p> <p>0 = No, we do not have even one full-time counselor, social worker or psychologist.</p> | | | <p>confirmation of appropriate ratios.</p> |
| <p>PO-7</p> | <p><u>Parenting strategies:</u></p> <p>Does your school provide educational resources for families that address all of the following parenting strategies?</p> <ul style="list-style-type: none"> ▪ Praising and rewarding desirable behavior ▪ Staying actively involved with children in fun activities ▪ Making time to listen and talk with their children ▪ Setting expectations for appropriate behavior and academic performance ▪ Sharing parental values ▪ Communicating with children about health-related risks and behaviors ▪ Making a small number of clear, understandable rules designed to increase level of self-management (e.g., routine household chores, homework, time spent using TV and computer) ▪ Consistently enforcing family rules with consequences (e.g., an | <p>3 = Yes, addresses all of these topics.</p> <p>2 = Addresses most of these topics.</p> <p>1 = Addresses some of these topics.</p> <p>0 = Addresses none of these topics or does not provide educational resources that address parenting strategies.</p> | <p>Principal School wellness lead</p> <p>National Advisors: Michelle Owens Shauvon Simmons-Wright</p> | <p>Verify communication for specific parenting strategies listed in parent/student handbook, newsletters, websites, etc.</p> | <p>Upload an example of communication to parents on parenting strategies (examples may include: email, bulletin board post, school website announcement, etc.) or events that address these strategies</p> <p>or</p> <p>a screenshot of the school website or PTO/PTA website that demonstrates resources provided to families that address specific parenting strategies listed.</p> |

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| | <p>additional chore, restricting TV/computer use for the evening)</p> <ul style="list-style-type: none"> ▪ Monitoring children’s daily activities (knowing child’s whereabouts and friends) ▪ Modeling nonviolent responses to conflict ▪ Modeling healthy behaviors ▪ Emphasizing the importance of children getting enough sleep ▪ Providing a supportive learning environment in the home | | | | |
| PO-8 | <p><u>Family engagement in school decision making:</u></p> <p>Do families have opportunities to be involved in school decision making for health and safety policies and programs?</p> <p>NOTE: This question only applies to decision making around health and wellness addressing areas outlined in the Healthy Schools Program Framework of Best Practices.</p> | <p>3 = Yes, families have opportunities to be involved in all school decision-making processes for health and safety policies and programs.</p> <p>2 = Families have opportunities to be involved in most school decision-making processes for health and safety policies and programs.</p> <p>1 = Families have opportunities to be involved in some school decision-making processes for health and safety policies and programs.</p> <p>0 = No, families do not have opportunities to be involved in school decision-making processes for health and safety policies and programs.</p> | <p>Principal School wellness lead PTA lead</p> <p>National Advisor: Michelle Owens</p> | <p>Identify ways for families to be involved with decision making, such as: serving on school committees, suggestion/feedback boxes, organizing events.</p> | <p>No documentation required.</p> |
| PO-9 | <p><u>Community involvement in school</u></p> | <p>3 = Yes, our school</p> | <p>School wellness lead</p> | <p>Identify ways your</p> | <p>Upload</p> |

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| | <p><u>health initiatives:</u></p> <p>Does your school partner with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities?</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | <p>PTA lead</p> <p>National Advisor: Michelle Owens</p> | <p>school partners with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities, such as mobile clinics, health screening and awareness fairs, and local school health-related events.</p> | <p>communication that demonstrates how school partners with local community organizations etc. to engage students/families in health promotion activities</p> <p>or</p> <p>a screenshot of school website that highlights involvement of community partners.</p> |
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| <p>PO-10</p> | <p><u>Out-of-school programs:</u></p> <p>Does your school work with community-based, out-of-school programs (e.g., Boys & Girls Clubs, 21st Century Community Learning Centers, Parks and Recreation) to develop and implement routine activities that promote health* for all participating students?</p> <p>*NOTE: Routine activities that promote health refer to activities that are intended to improve student health status, such as health assessments, health education, and physical activity/physical education.</p> | <p>3 = Yes, our school works with out-of-school programs to develop and implement routine activities that promote health for all participating students.</p> <p>2 = Our school works with out-of-school programs to develop and implement routine activities that promote health for select participating students.</p> <p>1 = Our school work with out-of-school programs to develop and implement occasional activities that promote health for participating students.</p> <p>0 = No, our school does not work with out-of-school programs to develop or implement activities that promote health for participating students.</p> | <p>Before/ after school staff</p> <p>National Advisor: Michelle Owens</p> | <p>Identify your school's work with community-based, out-of-school programs that develop and implement routine activities that promote health* for all participating students</p> <p>OST provider representatives serve on school health-related committees and provide input on school wellness community events.</p> | <p>Upload communication that highlights work with community-based OST programs and their activities that promote health</p> <p>or</p> <p>a screenshot to school/community based OST program website that highlights activities that promote health.</p> |
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Topic Area: Nutrition Services

| Criteria | Question | Level of Completion | People Who May Know | Evidence of Success | National Award Documentation |
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| *NS-1 | <p><u>Breakfast and lunch programs:</u></p> <p>Does the school offer school meals (both breakfast and lunch) programs that are fully accessible to all students?</p> | <p>3 = Yes.</p> <p>2 = Our school offers breakfast and lunch programs, but they are not fully accessible to all students.</p> <p>1 = Our school offers only a lunch program, but there are plans to add a breakfast program.</p> <p>0 = Our school offers only a lunch program and there are no plans to add a breakfast program, or the school does not offer a breakfast or a lunch program.</p> | <p>Principal School food service manager District food service director</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>Satisfactory administrative review by the state department valid for current three-year period.</p> | <p>Upload state department administrative review letter of approval conducted within current three-year period.</p> |
| NS-2 | <p><u>School breakfast:</u></p> <p>Does your school use strategies to maximize participation in the school breakfast program?</p> <p>*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.</p> | <p>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.</p> <p>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.</p> <p>1 = Our school offers a traditional breakfast program served and</p> | <p>Principal School food service manager District food service director</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>Satisfactory administrative review by the state department valid for current three-year period.</p> | <p>Upload state department administrative review letter of approval conducted within current three-year period.</p> |

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| | | consumed in the cafeteria. 0 = Our school does not offer a breakfast program. | | | |
| NS-3 | <p><u>School lunch:</u></p> <p>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?</p> | <p>3 = Our school provides multiple alternative points of sale at lunch.</p> <p>2 = Our school provides one alternative point of sale at lunch.</p> <p>1 = Our school offers a traditional lunch program served and consumed in the cafeteria.</p> <p>0 = Our school does not offer a lunch program.</p> | <p>Principal School food service manager District food service director</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | Satisfactory administrative review by the state department valid for current three-year period. | Upload state department administrative review letter of approval conducted within current three-year period. |
| *NS-4 | <p><u>Variety of offerings in school meals:</u></p> <p>Do school meals* include a variety of offerings that meet the following criteria?</p> <p><u>Lunch</u></p> <ul style="list-style-type: none"> ▪ Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the three vegetable subgroups (dark green, red and orange, dry beans and peas) ▪ Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week) ▪ Offer fresh fruit at least one day per week | <p>3 = Yes, meets six to eight of these criteria for variety.</p> <p>2 = Meets three to five of these criteria for variety.</p> <p>1 = Meets one to two of these criteria for variety.</p> <p>0 = Meets none of these criteria for variety.</p> | <p>School food service manager District food service director</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | Satisfactory administrative review by the state department valid for current three-year period. | Upload state department administrative review letter of approval conducted within current three-year period. |

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| | <ul style="list-style-type: none"> 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 three different types of whole grain-rich food items each week <p><u>Breakfast</u></p> <ul style="list-style-type: none"> Offer at least three different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week) Offer fresh fruit at least one day per week <p>*NOTE: A school meal is a set of foods that meets school meal program regulations. This does not include à la carte offerings.</p> | | | | |
| *NS-5 FR | <p><u>Promote healthy food and beverage choices and school meals using marketing and merchandising techniques:</u></p> <p>Are healthy food and beverage choices promoted through the following techniques?</p> <ul style="list-style-type: none"> 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 | <p>3 = Yes, healthy food and beverage choices are promoted through ten or more of these techniques.</p> <p>2 = Healthy food and beverage choices are promoted through five to nine of these techniques.</p> <p>1 = Healthy food and beverage choices are promoted through one to four of these techniques.</p> <p>0 = Healthy food and beverage choices are promoted through none of these techniques.</p> | <p>School food service manager District food service director</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>Satisfactory administrative review by the state department valid for current three-year period.</p> | <p>Upload state department administrative review letter of approval conducted within current three-year period.</p> |

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| | <ul style="list-style-type: none"> ▪ At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection ▪ Place pre-packed salads or salad bar if available in a high traffic area ▪ 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 | | | | |

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| | <ul style="list-style-type: none"> ▪ 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 | | | | |
| *NS-6 | <p><u>Annual continuing education and training requirements for school nutrition services staff:</u></p> <p>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*?</p> <p>Topics covered may include, but are not limited to, food safety and HACCP, nutrition standards updates in school meals, food sensitivities and allergies, meal counting and claiming, customer service, or food production techniques.</p> <p>*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)</p> | <p>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.</p> <p>2 = Most food and nutrition services meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p> <p>1 = Some food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p> <p>0 = No, no food and nutrition services staff meet or exceed the annual continuing education/training hours</p> | <p>School food service manager District food service director</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>Satisfactory administrative review by the state department valid for current three-year period.</p> | <p>Upload state department administrative review letter of approval conducted within current three-year period</p> <p>or</p> <p>nutrition service department professional standards training tracking tool.</p> |

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| | | required by the USDA's Professional Standards requirements. | | | |
| *NS-7 | <p><u>Venues outside the cafeteria offer fruits and vegetables:</u></p> <p>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*?</p> <p>*NOTE: If your school does not have <u>any</u> food venue outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), select 3].</p> | <p>3 = Yes, most or all venues outside the cafeteria do. [NOTE: If your school does not have <u>any</u> food venue outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), select 3].</p> <p>2 = About half of the venues do.</p> <p>1 = Fewer than half of the venues do.</p> <p>0 = None of the venues do.</p> | <p>Principal School food service manager District food service director</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>Nutrition service department should have a policy or procedure that states that the school incorporates fruits and vegetables in venues outside of the cafeteria.</p> | <p>Include page number for section referenced in local wellness policy</p> <p>or</p> <p>upload nutrition service department policy or procedure and include page number for section referenced.</p> |
| *NS-8 | <p><u>Collaboration between nutrition services staff members and teachers:</u></p> <p>Do 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?</p> <ul style="list-style-type: none"> ▪ 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 | <p>3 = Yes, use three or more methods.</p> <p>2 = Use two of these methods.</p> <p>1 = Use one of these methods.</p> <p>0 = Use none of these methods.</p> | <p>Principal School wellness lead School food service manager District food service director</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>Nutrition service department should have a policy or procedure to guide school staff on how to engage and provide nutrition education opportunities.</p> | <p>Include page number for section referenced in local wellness policy</p> <p>or</p> <p>upload nutrition service department policy or procedure and include page number for section referenced.</p> |

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| | <ul style="list-style-type: none"> ▪ 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 | | | | |
| NS-9 | <p><u>Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus:</u></p> <p>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?</p> | <p>3 = Yes, both students and family members have opportunities to provide suggestions and feedback.</p> <p>2 = Yes, both students and family members have opportunities to provide either suggestions for school meals or feedback on the meal program.</p> <p>1 = Either students or family members have opportunities, but not both.</p> <p>0 = Neither students nor family members have these opportunities.</p> | <p>Principal School wellness lead School food service manager District food service director PTA lead</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | Local wellness policy should state student and family/community member involvement in advisory councils/committees. | Include page number for section referenced in local wellness policy. |
| NS-10 FR | <p><u>Prohibit using food as reward or punishment:</u></p> <p>Does your school prohibit giving students food as a reward and withholding food as punishment? Is this prohibition consistently followed?</p> | <p>3 = Yes, using food as a reward and withholding food as punishment are prohibited, and both prohibitions are consistently followed.</p> <p>2 = One of these practices is prohibited, and this prohibition is consistently followed.</p> | <p>Principal School wellness lead</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | Policy on prohibiting food as a reward or punishment. | <p>Include page number for section referenced in local wellness policy</p> <p>or</p> <p>student handbook and include page number for section referenced</p> |

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| | | 1 = One or both of these practices is prohibited, but this prohibition is not consistently followed. 0 = Neither practice is prohibited. | | | or school level policy and include page number for section referenced. |
| *NS-11 | <p><u>Adequate time to eat school meals:</u></p> <p>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?</p> <p>NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments). If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, select 3].</p> | 3 = Yes. [NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, select 3]. 2 = Have adequate time for breakfast or lunch, but not for both. 1 = No, but there are plans to increase the time. 0 = No. | Principal School food service manager District food service director National Advisor: Carol Chong Stephanie Roberts | Students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated, and this is written in to the wellness policy. | Include page number for section referenced in local wellness policy. |
| *NS-12 FR | <p><u>Farm to School activities:</u></p> <p>Is your school implementing any Farm to School activities?</p> <ul style="list-style-type: none"> ▪ Local and/or regional products are incorporated into the school meal programs ▪ Messages about agriculture and nutrition are reinforced throughout the learning environment ▪ School hosts a fruit or vegetable garden ▪ School hosts field trips to local farms | 3 = Yes, our school is implementing four to five of these activities. 2 = Our school is implementing two to three of these activities. 1 = Our school is implementing at least one of these activities. 0 = No, our school is not implementing any of these activities. | Principal School food service manager District food service director School wellness lead National Advisor: Carol Chong Stephanie Roberts | Nutrition service department has a policy/procedure that states they are incorporating farm to school activities into their menu selections, etc. or the school should provide evidence showing implementation of the farm to school activities. | Include page number for section referenced in local wellness policy or nutrition service department policy or procedure and include page number for section referenced or photos of activities that clearly depict |

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| | <ul style="list-style-type: none"> ▪ 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 | | | | <p>specific farm to school activities.</p> |

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Topic Area: **Smart Snacks**

| Criteria | Question | Level of Completion | People Who May Know | Evidence of Success | National Award Documentation |
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| SS-1 FR | <p>All foods sold during the school day meet the USDA's Smart Snacks in School* nutrition standards:</p> <p>Do all competitive foods sold to students during the school day meet or exceed the USDA's nutrition standards for all foods sold to students (commonly called Smart Snacks in School)? This includes à la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).</p> <p><i>*Smart Snacks in School – Nutrition Standards for Foods</i></p> <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 | <p>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.</p> <p>2 = Most competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> | <p>Principal School food service manager District food service director</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>The local wellness policy requires that competitive foods sold to students during the school day meet or exceed the USDA's Smart Snacks nutrition standards.</p> | <p>Include page number for section referenced in local wellness policy.</p> |

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| | <ul style="list-style-type: none"> ○ 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 | | | | |
| SS-2 FR | <p><u>All beverages sold during the school day</u> meet the USDA's Smart Snacks in School* nutrition standards:</p> <p>Do all competitive beverages sold to students during the school day meet or exceed the USDA's nutrition standards for all beverages sold to students (commonly called Smart Snacks in School)? This includes à la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).</p> <p><i>*Smart Snacks in School – Nutrition Standards for Beverages</i></p> <p>All schools may sell:</p> <ul style="list-style-type: none"> • Plain water, with or without carbonation, in any portion size • Unflavored or flavored low-fat or fat-free milk and milk alternatives permitted by National School Lunch Program/ School Breakfast Program | <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.</p> <p>2 = Most competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> | <p>Principal School food service manager District food service director Athletic director School store manager PTA lead</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>The local wellness policy requires that competitive beverages sold to students during the school day meet or exceed the USDA's Smart Snacks nutrition standards.</p> | <p>Include page number for section referenced in local wellness policy.</p> |

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| | <ul style="list-style-type: none"> • 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>Middle schools and high schools may sell up to 12-ounce portions of milk and juice.</i></p> <p>Additional options for high school:</p> <ul style="list-style-type: none"> • Calorie-free beverages that are labeled to contain <5 calories per 8 fluid ounces or < 10 calories per 20 fluid ounces in up to 20 ounce portions • Lower-calorie beverages with < 40 calories per 8 fluid ounces, or < 60 calories per 12 ounces in up to 12 ounce portions | | | | |
| SS-3 FR | <p><u>Food and beverage marketing:</u></p> <p>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?</p> <p>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</p> | <p>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.</p> <p>2 = Most foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> | <p>Principal School food service manager District food service director Athletic director School store manager PTA lead</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>The local wellness policy requires that school food and beverage marketing meet or exceed the USDA's Smart Snacks standards.</p> | <p>Include page number for section referenced in local wellness policy.</p> |

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| | include, but are not limited to, in-school media, signs, posters, and stickers. | <p>1 = Some foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> | | | |
| SS-4 FR | <p><u>All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>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.</p> | <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.</p> <p>2 = Most foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no foods and beverages served and</p> | <p>Principal School food service manager District food service director Classroom teachers</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>The local wellness policy or communication to staff/students/parents or student/staff handbook states that all foods and beverages served and offered to students during the school day must meet the USDA's Smart Snacks nutrition standards.</p> | <p>Include page number for section referenced in local wellness policy</p> <p>or</p> <p>communication to staff, students, and parents,</p> <p>or</p> <p>the student/staff handbook.</p> |

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| | | offered meet or exceed the USDA's Smart Snacks in School nutrition standards. | | | |
| .SS-5 | <p><u>All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>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.</p> | <p>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.</p> <p>2 = Most foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> | <p>Principal School food service manager District food service director Before/ after school staff</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>The local wellness policy or communication to staff/students/parents or student/staff handbook states that all foods and beverages sold to students during the extended school day must meet the USDA's Smart Snacks nutrition standards.</p> | <p>Include page number for section referenced in local wellness policy</p> <p>or</p> <p>communication to staff, students, and parents,</p> <p>or</p> <p>the student/staff handbook.</p> |

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| SS-6 | <p><u>All foods and beverages served and offered during the extended school day</u> meet the USDA's Smart Snacks in School nutrition standards:</p> <p>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.</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | <p>Principal School food service manager District food service director Before/ after school staff</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>The local wellness policy or communication to staff/students/parents or student/staff handbook states that all foods and beverages served and offered to students during the extended school day must meet the USDA's Smart Snacks nutrition standards.</p> | <p>Include page number for section referenced in local wellness policy.</p> <p>or</p> <p>communication to staff, students, and parents,</p> <p>or</p> <p>the student/staff handbook.</p> |

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| SS-7 FR | <p><u>Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>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?</p> <p>This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; and market days.</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | <p>Principal School store manager Athletic director PTA lead</p> <p>National Advisor: Carol Chong Stephanie Roberts</p> | <p>The local wellness policy or communication to staff/students/parents or student/staff handbook requires fundraising efforts during and outside school hours sell only non-food items or sell foods and beverages that meet USDA's Smart Snacks nutrition standards.</p> | <p>Include page number for section referenced in local wellness policy</p> <p>or</p> <p>communication to staff, students, and parents,</p> <p>or</p> <p>student/staff handbook.</p> |

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Topic Area: **Health & Physical Education**

| Criteria | Question | Level of Completion | People Who May Know | Evidence of Success | National Award Documentation |
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| HPE-1 | <p><u>Minutes of physical education per week (elementary only):</u></p> <p>Do all students in each grade receive physical education for at least 150 minutes per week throughout the school year?</p> <p>NOTE: Physical education classes should be spread over at least three days per week, with daily physical education preferable.</p> | <p>3 = Yes.</p> <p>2 = 90-149 minutes per week for all students in each grade throughout the school year.</p> <p>1 = 60-89 minutes per week for all students in each grade throughout the school year.</p> <p>0 = Fewer than 60 minutes per week or not all students receive physical education throughout the school year.</p> | <p>Principal Physical education teacher</p> <p>National Advisors: Lisa Perry</p> | <p>Verify the master schedule for physical education documents the number of minutes per week reflected in your assessment response.</p> <p>NOTE: ALL physical education time must occur during the regularly scheduled instructional day.</p> | <p>Upload the physical education schedule that documents the number of minutes per week reflected in your assessment response.</p> <p>Bronze: no minimum time (if school requires at least 60 minutes of physical education each week, this counts towards Bronze).</p> <p>Silver: at least 90 minutes per week</p> <p>Gold: at least 150 minutes per week</p> <p>NOTE: If your school has a rotating schedule, upload as many schedules as necessary to verify that all classes receive the appropriate minutes when averaged out over multiple weeks.</p> |
| HPE-2 | <p><u>Years of physical education (middle</u></p> | <p>3 = The equivalent of all academic years of</p> | <p>Principal Physical education teacher</p> | <p>Middle School: Verify there is documentation</p> | <p>Upload physical education</p> |

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| | <p><u>and high schools only</u>):</p> <p>How many total years of physical education are students at this school required to take?</p> | <p>physical education.</p> <p>2 = The equivalent of at least one academic year but less than all academic years of physical education.</p> <p>1 = The equivalent of one-half academic year of physical education.</p> <p>0 = The equivalent of less than one-half academic year of physical education or students are not required to take physical education at this school.</p> <p>Note: the equivalent of one academic year is 2 semesters or 3 trimesters.</p> | <p>National Advisors: Lisa Perry</p> | <p>(student handbook, required courses, or wellness policy), that states the physical education requirements for all students.</p> <p>High School: Verify that graduation requirements state the number of years of physical education instruction.</p> | <p>requirements (student handbook, high school graduation requirements, wellness policy).</p> <p>Bronze: no requirement (if school requires at least one-half year of physical education this counts towards Bronze).</p> <p>Silver: the equivalent of at least one academic year but less than all academic years of physical education.</p> <p>Gold: the equivalent of all academic years of physical education.</p> |
| *HPE-3 | <p><u>Sequential physical education curriculum consistent with standards:</u></p> <p>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</p> | <p>3 = Yes.</p> <p>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.</p> <p>1 = Some use a sequential</p> | <p>Principal Physical education teacher District curriculum specialist</p> <p>National Advisors: Lisa Perry</p> | <p>Provide goals, objectives, and expected outcomes for physical education or a chart with scope and sequence for instruction or written physical education curriculum.</p> | <p>Upload a district or school level scope and sequence or curriculum map aligned to state or national standards.</p> <p>Note: Because the scope and sequence or</p> |

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| | <p>education?</p> <p>NOTE: Consider using CDC's <i>Physical Education Curriculum Analysis Tool</i> (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.</p> <p>NATIONAL STANDARDS FOR PHYSICAL EDUCATION</p> <p>A physically literate individual:</p> <ol style="list-style-type: none"> 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. <p><i>National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America & Human Kinetics, 2014)</i></p> | <p>physical education curriculum, but it is not consistent with state or national standards or the district's requirements for physical education.</p> <p>0 = None do, or the curriculum is not sequential, or there is no physical education curriculum.</p> | | <p>If the district does not have a curriculum, the school may create its own.</p> | <p>curriculum map needs to reflect what is actually taught at your school over the course of the year, the state or national standard documents do NOT meet this requirement.</p> |
| HPE-4 | <p><u>Students active at least 50% of class time:</u></p> <p>Do teachers keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions?</p> | <p>3 = Yes, during most or all classes.</p> <p>2 = During about half the classes.</p> <p>1 = During fewer than half the classes.</p> <p>0 = During none of the classes, or there are no physical education</p> | <p>Principal Physical education teacher</p> <p>National Advisors: Lisa Perry</p> | <p>Provide professional development for physical educators and verify that teachers use evidence-based strategies to keep students moderately to vigorously active for at least 50% of the time</p> | <p>Upload agenda and list of teachers attending trainings on evidence-based strategies to engage students in moderately to vigorously physical activity.</p> |

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| | | classes. | | <p>during most or all physical education class sessions</p> <p>Teachers use the following teaching strategies in each physical education class:</p> <ul style="list-style-type: none"> • Classes start with an instant activity • Students warm up during roll call • Instructions are brief and concise • Existing activities are altered to increase PA (relays, team sports, elimination games) • High interest, high activity games/sports/skill practice are added • Individual or small group practice is utilized • Student/equipment ratio doesn't exceed 3 to 1 during skill practice or 6 to 1 during game/activity play • Challenges to motivate students during skill practice/game play are provided • Equipment is appropriately | <p>Note: Trainings may be provided by Healthier Generation's Training Center; local school districts; state, district or national SHAPE conferences, or other training entities.</p> <p>Healthier Generation's Training Center MVPA Series:</p> <ul style="list-style-type: none"> • MVPA I: Spelling it Out • MVPA II: Making It Happen • MVPA III: Disguising Fitness |

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| | | | | <p>managed to minimize students waiting to obtain equipment</p> <ul style="list-style-type: none"> • There is a focus on lifetime activities • Teaching is based on a research-based curriculum | |
| *HPE-5 | <p><u>Professional development for physical education teachers:</u></p> <p>Are all teachers of physical education required to participate at least once a year in professional development in physical education?</p> | <p>3 = Yes, all do. 2 = Most do. 1 = Some do. 0 = None do, or no one teaches physical education.</p> | <p>Principal Physical education teacher</p> <p>National Advisors: Lisa Perry</p> | <p>Verify that all teachers who deliver physical education instruction have attended at least one professional development event that focused on physical education best practices.</p> <p>Note: This does not include CPR, First Aid or other related trainings.</p> | <p>Upload the list of teachers attending and the agenda for the physical education training.</p> <p>Note: This does not include CPR, First Aid or other related trainings.</p> |
| *HPE-6 | <p><u>Information and materials for physical education teachers:</u></p> <p>Are all teachers of physical education provided with the following information and materials to assist in delivering physical education?</p> <ul style="list-style-type: none"> • 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 | <p>3 = Yes, all teachers of physical education are provided with at least eight kinds of these materials.</p> <p>2 = Teachers of physical education are provided with four to seven kinds of these materials.</p> <p>1 = Teachers of physical education are provided with one to three kinds of these materials.</p> <p>0 = Teachers of physical education</p> | <p>Principal Physical education teacher</p> <p>National Advisors: Lisa Perry</p> | <p>Verify that physical education teachers have received information and materials regarding at least 8 of the items listed.</p> | <p>No documentation required.</p> |

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| | <ul style="list-style-type: none"> 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 | <p>are not provided with these kinds of materials.</p> | | | |
| *HPE-7 | <p><u>Licensed physical education teachers:</u></p> <p>Are all physical education classes taught by licensed teachers who are certified or endorsed to teach physical education?</p> | <p>3 = Yes, all are. 2 = Most classes are. 1 = Some classes are. 0 = No classes are, or there are no physical education classes.</p> | <p>Principal Physical education teacher</p> <p>National Advisors: Lisa Perry</p> | <p>Verify that licensed teachers with state certifications and/or endorsements in physical education deliver all physical education instruction.</p> <p>Information should include license number, endorsement area and expiration date for all teachers who deliver physical education instruction.</p> | <p>Upload license information including teacher name, license number, endorsement area and expiration date for all teachers who deliver physical education instruction.</p> <p>If information from the state department of education website provides licensing details, that may</p> |

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| HPE-8 | <p><u>Health Education taught in all grades (elementary only):</u></p> <p>Do students receive health education* instruction in all grades?</p> <p>*NOTE: Health education, including nutrition education.</p> | <p>3 = Yes, in all grades.</p> <p>2 = In most grades.</p> <p>1 = In some grades.</p> <p>0 = In no grades.</p> | <p>Principal District curriculum director Health education specialist Health education teacher Classroom teachers</p> <p>National Advisor: Lisa Perry</p> | <p>Verify health education is taught in all grades and gather the following information for each grade level:</p> <ul style="list-style-type: none"> - How health education is taught - Who is teaching (classroom teacher, PE teacher, counselor etc.) | <p>be submitted.</p> <p>Upload the school handbook or communication to students/families on how health education is taught in each grade level.</p> <p>or</p> <p>a report card with health education as a separate subject.</p> |
| HPE-9 | <p><u>Required health education course (middle and high schools only):</u></p> <p>Does the school or district require all students to take and pass at least one health education course?</p> <p>NOTE: If your school has more than four grade levels (e.g., grades 7-12), answer this question instead: "Does the school require all students to take and pass at least two health education courses?" and for answer response 2 replace "one course" with "two courses."</p> | <p>3 = Yes.</p> <p>2 = Students are required to take one course, but they do not have to take it again if they fail it (see note).</p> <p>1 = No, but there is an elective health education course.</p> <p>0 = No.</p> | <p>Principal District curriculum director Health education specialist Health education teacher</p> <p>National Advisor: Lisa Perry</p> | <p>All students are required to take at least one health education course. The district or the school determines course length.</p> | <p>Upload health education requirements (student handbook, high school graduation requirements, wellness policy).</p> <p>or</p> <p>a report card with health education as a separate subject.</p> |
| HPE-10 | <p><u>Essential topics on physical activity:</u></p> <p>Does your health education curriculum address all of these topics on physical activity?</p> <ul style="list-style-type: none"> ▪ The physical, psychological, or social benefits of physical activity ▪ How physical activity can | <p>3 = Yes, addresses all of these topics.</p> <p>2 = Addresses most of these topics.</p> <p>1 = Addresses some of these topics.</p> <p>0 = Addresses one or none of these topics, or there</p> | <p>Principal District curriculum director Health education specialist Health education teacher Classroom teacher</p> <p>National Advisor: Lisa Perry</p> | <p>Verify that all topics are included in the health education curriculum.</p> | <p>No documentation required.</p> |

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|----------|---|---|---------------------|---------------------|------------------------------|
| | <p>contribute to a healthy weight</p> <ul style="list-style-type: none"> ▪ 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 | <p>is no health education curriculum.</p> | | | |

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| | <ul style="list-style-type: none"> ▪ How to resist peer pressure that discourages physical activity <p>NOTE: Consider using <i>CDC's Health Education Curriculum Analysis Tool (HECAT)</i>, 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.</p> | | | | |
| HPE-11 | <p><u>Essential topics on healthy eating:</u></p> <p>Does your health education curriculum address all of these essential topics on healthy eating?</p> <ul style="list-style-type: none"> ▪ The relationship between healthy eating and personal health and disease prevention ▪ Food guidance from MyPlate ▪ Reading and using food labels ▪ Eating a variety of foods every day ▪ Balancing food intake and physical activity ▪ Eating more fruits, vegetables, and whole grain products ▪ Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat ▪ Choosing foods and beverages with little added sugars ▪ Eating more calcium-rich foods ▪ Preparing healthy meals and snacks ▪ Risks of unhealthy weight control practices ▪ Accepting body size differences | <p>3 = Yes, addresses all of these topics.</p> <p>2 = Addresses most of these topics.</p> <p>1 = Addresses some of these topics.</p> <p>0 = Addresses one or none of these topics, or there is no health education curriculum.</p> | <p>Principal District curriculum director Health education specialist Health education teacher Classroom teachers</p> <p>National Advisor: Carol Chong</p> | <p>Verify that all topics are included in the health education curriculum.</p> | <p>No documentation required.</p> |

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|----------|--|--|--|---|--|
| | <ul style="list-style-type: none"> ▪ 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 <p>NOTE: Consider using CDC's <i>Health Education Curriculum Analysis Tool (HECAT)</i>, 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.</p> | | | | |
| HPE-12 | <p><u>Opportunities to practice skills:</u></p> <p>Do all teachers of health education provide opportunities for students to practice or rehearse the skills needed to maintain and improve their health?</p> <p>Note: Skills include: analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self-management</p> | <p>3 = Yes, all do.</p> <p>2 = Most do.</p> <p>1 = Some do.</p> <p>0 = None do, or no one teaches health education.</p> | <p>Principal Health education teacher District curriculum specialist</p> <p>National Advisor: Lisa Perry</p> | <p>Verify that teachers provide opportunities for students to practice or rehearse skills to maintain and improve their health in healthy eating or in physical activity.</p> <p>Health Education Skills:</p> <ul style="list-style-type: none"> • Communication | <p>Upload a health education lesson plan that includes opportunities to practice one of the six health education skills.</p> |

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| | and advocacy. | | | <ul style="list-style-type: none"> • Refusal / Resistance skills • Conflict resolution • Accessing health information • Health factors • Practicing healthful behaviors or wellness • Stress management | |

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Topic Area: **Physical Activity**

| Criteria | Question | Level of Completion | People Who May Know | Evidence of Success | National Award Documentation |
|-------------|--|--|---|--|---|
| *PA-1 FR | <p><u>Recess (elementary only):</u></p> <p>Are students provided at least 20 minutes of recess during each school day, and do teachers or recess monitors encourage students to be active?</p> <p>NOTE: Recess should complement physical education class, not substitute for it.</p> | <p>3 = Yes, recess is provided for at least 20 minutes each day, and teachers or recess monitors encourage students to be active.</p> <p>2 = Recess is provided for at least 20 minutes each day, but teachers or recess monitors do not encourage students to be active.</p> <p>1 = Recess is provided each day but for less than 20 minutes, or it is provided on some days but not on all days.</p> <p>0 = Recess is not provided on any day.</p> | <p>Principal School wellness lead</p> <p>National Advisors: Lisa Perry</p> | <p>All classroom teachers have recess scheduled for 20 minutes each day of the week.</p> | <p>Upload a master schedule showing 20 minutes of daily recess for all elementary students.</p> <p>If your schedule combines lunch and recess, please indicate how much of that time is recess.</p> |
| PA-2 FR | <p><u>Availability of physical activity breaks in classrooms:</u></p> <p>Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods?</p> <p>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</p> | <p>3 = Yes, on all days during a typical school week.</p> <p>2 = On most days during a typical school week.</p> <p>1 = On some days during a typical school week.</p> <p>0 = No, we do not provide students with opportunities to participate in physical activity breaks in classrooms.</p> | <p>Principal School wellness lead Classroom teachers</p> <p>National Advisors: Lisa Perry</p> | <p>On most days during a typical school week, all students are provided the opportunity to participate in physical activity breaks in the classroom. These breaks can be teacher or student led.</p> | <p>Upload communication to staff on the requirements of providing classroom physical activity breaks on all days of the week.</p> |

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| Criteria | Question | Level of Completion | People Who May Know | Evidence of Success | National Award Documentation |
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| | <p>school day, last from 5–30 minutes, and occur all at one time or several times during the school day.</p> | | | | |
| <p>PA-3 FR</p> | <p><u>Promotion or support of walking and bicycling to and/or from school:</u></p> <p>Does your school promote or support walking and bicycling to and/or from school in the following ways?</p> <ul style="list-style-type: none"> ▪ 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.) | <p>3 = Yes, our school promotes or supports walking and bicycling to and/or from school in six or more of these ways.</p> <p>2 = Our school promotes or supports walking and bicycling to school in three to five of these ways.</p> <p>1 = Our school promotes or supports walking and bicycling to school in one to two of these ways.</p> <p>0 = Our school does not promote or support walking and bicycling to school.</p> | <p>Principal School wellness lead</p> <p>National Advisors: Lisa Perry</p> | <p>Verify that the school provides the education and promotion of walking and bicycling in at least six ways.</p> | <p>Upload an example of communication sent to school staff and/or families regarding how the school promotes or supports walking and bicycling.</p> |

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| Criteria | Question | Level of Completion | People Who May Know | Evidence of Success | National Award Documentation |
|----------|--|--|--|---|--|
| PA-4 | <p><u>Availability of before and after school physical activity opportunities:</u></p> <p>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)?</p> | <p>3 = Yes, both before and after the school day.</p> <p>2 = We offer before school or after school, but not both.</p> <p>1 = We do not offer opportunities for students to participate in physical activity before and after the school day, but there are plans to initiate it.</p> <p>0 = No, we do not offer opportunities for students to participate in physical activity before and after the school day, and there are no plans to initiate it.</p> | <p>Principal School wellness lead Before/after school staff</p> <p>National Advisors: Lisa Perry</p> | <p>School offers organized physical activity opportunities either before or after school to all students throughout the school year.</p> | <p>Upload communication to students and families about physical activity opportunities before and after school.</p> |
| *PA-5 | <p><u>Professional development for classroom teachers:</u></p> <p>Are classroom teachers required to participate at least once a year in professional development on promoting and integrating physical activity in the classroom?</p> | <p>3 = Yes, all do.</p> <p>2 = Most do.</p> <p>1 = Some do.</p> <p>0 = None do, or professional development on physical activity is not available to classroom teachers.</p> | <p>Principal School wellness lead</p> <p>National Advisors: Lisa Perry</p> | <p>Document training dates, topics and teachers attending. Training can be provided by district, physical education teachers, trained school staff and/or online opportunities.</p> | <p>Upload agenda and list of teachers that attended training on integrating physical activity in the classroom.</p> |
| *PA-6 | <p><u>Prohibit using physical activity as punishment:</u></p> <p>Does your school prohibit using physical activity and withholding physical education class as punishment? Is this prohibition consistently followed?</p> <p>NOTE: Please do not consider issues related to participation in interscholastic sports programs when answering this question.</p> | <p>3 = Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and both prohibitions are consistently followed.</p> <p>2 = One of these practices is prohibited, and this prohibition is consistently followed.</p> <p>1 = One or both of these</p> | <p>Principal School wellness lead</p> <p>National Advisors: Lisa Perry</p> | <p>Staff/student/parent handbook must clearly state that the school prohibits using physical activity and withholding physical education class as punishment.</p> | <p>Upload local wellness policy and include page number for section referenced</p> <p>or</p> <p>a screenshot from district or school website that provides the</p> |

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| Criteria | Question | Level of Completion | People Who May Know | Evidence of Success | National Award Documentation |
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| | | practices is prohibited, but this prohibition is not consistently followed. 0 = Neither practice is prohibited. | | | statement of prohibition. NOTE: Documentation provided should clearly state using physical activity as punishment and withholding physical education class as punishment are prohibited |
| *PA-7 | <u>Prohibit withholding recess as punishment (elementary only):</u> Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed? | 3 = Yes, withholding recess as punishment is a written policy and this prohibition is consistently followed. 2 = Yes, withholding recess as punishment is discouraged and this prohibition is consistently followed. 1 = Yes, withholding recess as punishment is discouraged but this prohibition is not consistently followed. 0 = This practice is not prohibited. | Principal School wellness lead National Advisors: Lisa Perry | Staff/student/parent handbook must clearly state that the school prohibits withholding recess as punishment. | Upload local wellness policy and include page number for section referenced or a screenshot from district or school website that provides the statement of prohibition. |
| *PA-8 | <u>Access to physical activity facilities outside school hours:</u> Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours? NOTE: Making facilities open and available to students, their families, and the | 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 | Principal School wellness lead Custodian Before/after school staff National Advisors: Lisa Perry | School makes facilities available to students and their families and the community outside of school hours. | Upload the written joint-use or shared-use agreement that provides access to physical activities outside school hours or |

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| | <p>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.</p> | <p>are available, but the hours of availability are very limited.</p> <p>0 = No, neither indoor nor outdoor facilities are available.</p> | | | <p>communication sent to families and students that promotes the use of indoor and outdoor facilities available outside school hours.</p> |

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Topic Area: **Employee Wellness**

| | | of Completion | People Who May Know | Evidence of Success | National Award Documentation |
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| *EW-1 | <p><u>Health assessments for staff members:</u></p> <p>Does your school or district offer staff members accessible and free or low-cost health assessments at least once a year?</p> | <p>3 = Yes, health assessments are offered, and all staff members find them accessible and free or low-cost.</p> <p>2 = Health assessments are offered, but some staff members find them inaccessible or high-cost.</p> <p>1 = Health assessments are offered, but many staff members find them inaccessible or high-cost.</p> <p>0 = Health assessments are not offered at least once a year.</p> | <p>Principal School wellness lead School nurse Benefits manager</p> <p>National Advisor: Lisa Perry</p> | <p>Verify that the school or district offers health assessments to staff members.</p> | <p>Upload communications that promotes the free or low-cost annual health assessments.</p> |
| EW-2 | <p><u>Programs for staff members on physical activity/fitness:</u></p> <p>Does your school or district offer staff members accessible and free or low-cost physical activity/fitness programs?</p> | <p>3 = Yes.</p> <p>2 = Offers physical activity/fitness programs, but some staff members find them inaccessible or high-cost.</p> <p>1 = Offers physical activity/fitness programs, but many staff members find them inaccessible or high-cost.</p> <p>0 = Does not offer physical activity/fitness</p> | <p>Employee wellness lead Principal School wellness lead School nurse Benefits manager</p> <p>National Advisor: Lisa Perry</p> | <p>Verify that the school or district offers physical activity programs to staff.</p> <p>NOTE: This does not include memberships to a local gym. This question refers to opportunities on school or district grounds.</p> | <p>Upload communications to staff</p> <p>or</p> <p>employee handbook</p> <p>or</p> <p>a screenshot from district or school website about physical activity programs that are accessible to staff.</p> |

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| EW-3 | <p><u>Programs for staff members on healthy eating/weight management:</u></p> <p>Does your school or district offer staff members healthy eating/weight management programs that are accessible and free or low-cost?</p> | <p>programs.</p> <p>3 = Yes.</p> <p>2 = Offers healthy eating/weight management programs, but some staff members find them inaccessible or high-cost.</p> <p>1 = Offers healthy eating/weight management programs, but many staff members find them inaccessible or high-cost.</p> <p>0 = Does not offer healthy eating/weight management programs.</p> | <p>Employee wellness lead Principal School wellness lead School nurse Benefits manager</p> <p>National Advisor: Lisa Perry</p> | <p>Verify that the school or district offers healthy eating/weight management programs to staff.</p> <p>NOTE: This question refers to opportunities on school or district grounds.</p> | <p>Upload communications to staff</p> <p>or</p> <p>employee handbook</p> <p>or</p> <p>a screenshot from district or school website about healthy eating/ weigh management programs that are accessible to staff.</p> |
| EW-4 | <p><u>Promote staff member participation:</u></p> <p>Does your school or district use three or more methods to promote and encourage staff member participation in its health promotion programs?</p> <ul style="list-style-type: none"> ▪ Information at orientation for new staff members ▪ Information included with paycheck ▪ Flyers posted on school bulletin boards ▪ Letters mailed directly to staff ▪ Announcements at staff meetings ▪ Articles in staff newsletters ▪ Incentive/reward programs ▪ Public recognition | <p>3 = Yes, uses three or more of these methods.</p> <p>2 = Uses two of these methods.</p> <p>1 = Uses one of these methods.</p> <p>0 = Uses none of these methods.</p> | <p>Employee wellness lead Principal School wellness lead School nurse</p> <p>National Advisor: Lisa Perry</p> | <p>Verify that the school communicates opportunities to participate in employee wellness program and activities.</p> | <p>No documentation required.</p> |

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| | <ul style="list-style-type: none"> ▪ Life/health insurance discounts ▪ Gym or health club discounts, such as YMCA ▪ Posting to a website or listserv ▪ E-mail messages ▪ Positive role modeling by administrators or other leaders | | | | |
| EW-5 | <p><u>Stress management programs for staff:</u></p> <p>Does your school or district offer staff members accessible and free or low-cost stress management programs at least once a year?</p> | <p>= Yes, stress management programs are offered, and all staff members find them accessible and free or low-cost.</p> <p>2 = Stress management programs are offered, but some staff members find them inaccessible or high-cost.</p> <p>1 = Stress management programs are offered, but many staff members find them inaccessible or high-cost.</p> <p>0 = Stress management programs are not offered at least once a year.</p> | <p>Employee wellness lead Principal School wellness lead School nurse</p> <p>National Advisor: Lisa Perry</p> | <p>Verify that the school or district offers stress management programs to staff. This can include Employee Assistance Programs.</p> | <p>Upload communications to staff</p> <p>or</p> <p>employee handbook</p> <p>or</p> <p>a screenshot from district or school website about stress management programs that are accessible to staff.</p> |
| EW-6 | <p><u>All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA's Smart Snacks in School nutrition standards?</p> | <p>3 = Yes, all foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>2 = Most foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition</p> | <p>Employee wellness leader Principal School wellness lead School nurse Classroom teachers</p> <p>National Advisor: Carol Chong</p> | <p>Verify that the district or school has a policy that addresses serving and selling food to staff that meets Smart Snacks nutrition standards.</p> | <p>Upload communication to employees on the nutrition standards for staff or include page number if referenced in local wellness policy.</p> |

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| | | of Completion | People Who May Know | Evidence of Success | National Award Documentation |
|--|--|---|---------------------|---------------------|------------------------------|
| | | <p>standards.</p> <p>1 = Some foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> | | | |