



## Juvenile Justice Assessment Tool Updates

Facility Name: \_\_\_\_\_  
State: \_\_\_\_\_  
Date: \_\_\_\_\_

### **About the Assessment:**

The Juvenile Justice Assessment is a tool to identify the current strengths of your campus in relation to evidence-based wellness practices, informed by Healthier Generation's Healthy Out-of-School Time Framework and Healthy Schools Program Framework.

The information collected in the assessment will be used to help your campus identify potential wellness goals to work on throughout the year. Completing the assessment, along with the Action Plan, will also help your site track progress and provide the opportunity to reflect on the improvements made throughout the year. The results of the assessment are confidential and will be used only for your action planning and Healthier Generation's evaluation purposes.

The Juvenile Justice Assessment is organized into five topics. These topics highlight the different areas within the juvenile justice setting that can impact wellness practices and policies.

### **Getting Started:**

After reading each best practice, circle the answer that best applies to your campus.

## Juvenile Justice Assessment Tool

Topic 1 Employee Wellness	Topic 2 Policy and Environment	Topic 3 Nutrition Services	Topic 4 Health and Physical Education	Topic 5 Physical Activity
Section 1 Policies and Practices	Section 1 Wellness and Safety Policies	Section 1 Breakfast and Lunch	Section 1 Health Education Practices for Staff	Section 1 Physical Activity Practices for Youth
Section 2 Physical Activity Practices for Staff		Section 2 Dinner	Section 2 Physical Education Practices for Staff	
		Section 3 Vending and Canteens (Smart Snacks)	Section 3 Health Education for Youth	
		Section 4 Staff Professional Development and Health Promotion	Section 4 Health Services and Practices for Youth	

**Topic 1: Employee Wellness**  
**Section 1: Policies and Practices**  
**Best Practices for Achieving this Standard**

1	<p>Does your campus offer staff members accessible and free or low-cost health assessments at least once a year?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, free or low-cost health assessments are offered at least once a year, and all staff members find them accessible.</li> <li>• Health assessments are offered, but some staff members find them inaccessible and/or high-cost.</li> <li>• Health assessments are offered, but many staff members find them inaccessible and/or high-cost.</li> <li>• Health assessments are not offered at least once a year.</li> </ul>
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2	<p>Does the campus use three or more of these methods to promote and encourage staff member participation in its health promotion programs?</p> <ul style="list-style-type: none"> <li>- Information at orientation for new staff members</li> <li>- Information included with paycheck</li> <li>- Flyers posted on school bulletin boards</li> <li>- Letters mailed directly to staff</li> <li>- Announcements at staff meetings</li> <li>- Articles in staff newsletter</li> <li>- Incentive/reward programs</li> <li>- Public recognition</li> <li>- Life/health insurance discounts</li> <li>- Gym or health club discounts, such as YMCA</li> <li>- Posting to a website or listserv</li> <li>- E-mail messages</li> <li>- Positive role modeling by administrators or other leaders</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Campus uses none of these methods.</li> <li>• Campus uses two of these methods.</li> <li>• Campus uses one of these methods.</li> <li>• Yes, campus uses three or more of these methods.</li> </ul>
3	<p>Does your campus offer staff accessible and free or low-cost stress management programs at least once a year?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, stress management programs are offered, and all staff find them accessible and free or low-cost.</li> <li>• Stress management programs are offered, but some staff find them inaccessible or high-cost.</li> <li>• Stress management programs are offered, but many staff find them inaccessible or high-cost.</li> <li>• Stress management programs are not offered at least once a year.</li> </ul>
4	<p>Does your campus offer staff healthy eating/weight management programs that are accessible and free or low-cost at least once a year?</p> <p>Answers:</p>

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	<ul style="list-style-type: none"> <li>• Yes, healthy eating/weight management programs are offered, and all staff find them accessible and free or low-cost.</li> <li>• Healthy eating/weight management programs are offered, but some staff members find them inaccessible or expensive.</li> <li>• Healthy eating/weight management programs are offered, but many staff members find them inaccessible or expensive.</li> <li>• Healthy eating/weight management programs are not offered once a year.</li> </ul>
5	<p>Do foods and beverages served and sold at staff meetings, campus-sponsored staff events, and in the staff lounge meet USDA Smart Snacks in School nutrition standards?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all foods and beverages served and sold meet Smart Snacks nutrition standards.</li> <li>• Most foods and beverages served and sold meet Smart Snacks nutrition standards.</li> <li>• Some foods and beverages served and sold meet Smart Snacks nutrition standards.</li> <li>• No, foods and beverages served and sold do not meet Smart Snacks nutrition standards.</li> </ul>
<p>Topic 1: Employee Wellness Section 2: Physical Activity Practices for Staff Best Practices for Achieving this Standard</p>	
1	<p>Physical activity breaks are infused into staff meetings and professional development trainings.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all staff meetings and professional development trainings offer a physical activity break.</li> <li>• Physical activity breaks are offered at most staff meetings and professional development trainings.</li> <li>• Physical activity breaks are offered at less than half of staff meetings and professional development trainings.</li> <li>• Physical activity breaks are not offered during staff meetings and professional development trainings.</li> </ul>
2	<p>Does the campus offer accessible, and free or low-cost physical activity/fitness programs to staff?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all staff are offered accessible and free or low-cost physical activity/fitness programs.</li> <li>• Physical activity/fitness programs are offered but some staff members find them inaccessible or expensive.</li> <li>• Physical activity/fitness programs are offered but many staff members find them inaccessible or expensive.</li> <li>• Physical activity/fitness programs are not offered.</li> </ul>
<p>Topic 2: Policy and Environment Section 1: Wellness and Safety Policies Best Practices for Achieving this Standard</p>	
1	<p>Does your campus have a wellness committee or team that oversees health and safety policies and meets at least four times a year?</p> <p>Answers:</p>

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	<ul style="list-style-type: none"> <li>• Yes, our campus has a wellness team that oversees health and safety policies and meets at least four times a year.</li> <li>• Yes, our campus has a wellness team that oversees health and safety policies but does not meet at least four times a year.</li> <li>• Our campus does not have a wellness team that oversees health and safety policies.</li> </ul>
2	<p>Has your campus <b>implemented</b> the following components of the local administrative agency's (DHS, DYS, DJJ) wellness policy?</p> <ul style="list-style-type: none"> <li>- Specific goals for nutrition education and promotion activities</li> <li>- Specific goals for physical activity opportunities</li> <li>- Specific goals for other campus-based activities that promote student wellness</li> <li>- Nutrition standards for all foods and beverages served on the campus.</li> <li>- Standards for all foods and beverages provided to youth (e.g., unit celebrations, food brought in by parents or visitors)</li> <li>- Policies for marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards.</li> <li>- Provide opportunity for parents, youth, representatives of the campus food authority, teachers of physical education, campus health professionals, and campus administrators to participate in the development, implementation, and review and update of the local campus wellness policy</li> <li>- Identified one or more campus administrators or official(s) who have the authority and responsibility to ensure compliance with the policy</li> <li>- Informed and updated parents, youth, and others about the campus wellness policy on an annual basis</li> <li>- At least once every three years, measure:             <ul style="list-style-type: none"> <li>- The extent to which campus is in compliance with the wellness policy.</li> <li>- The extent to which the local administrative agency's (DHS, DYS, DJJ) wellness policy compares to the campus wellness policy.</li> <li>- The progress made in attaining the goals of the campus wellness policy, and made this assessment available to parents, youth, and others.</li> </ul> </li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, our campus has implemented all of these components.</li> <li>• Our campus has implemented most of these components.</li> <li>• Our campus has implemented a few of these components.</li> <li>• No, we have not implemented any of these components or there is no administrative wellness policy in place.</li> </ul>
3	<p>Do youth have the opportunity to provide input to the implementation of the campus wellness policy?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, youth have the opportunity to provide input to the implementation of the wellness policy.</li> </ul>

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	<ul style="list-style-type: none"> <li>No, youth do not provide input to the implementation of the wellness policy or we do not have a wellness policy.</li> </ul>
4	<p>Our campus wellness policy is available to staff, youth, and families or guardians.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>Our wellness policy is available to staff, youth, and families or guardians.</li> <li>Our wellness policy is available to staff, youth, and families or guardians by request only.</li> <li>Our wellness policy is not available to staff, youth, and families or guardians or we do not have a wellness policy.</li> </ul>
5	<p>Does the wellness team or committee have a sustainability plan to maintain the overall healthy campus environment?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>Yes, there is a sustainability plan in place to maintain the overall healthy campus environment.</li> <li>No, but we are in the process of developing a sustainability plan.</li> <li>No.</li> </ul>
6	<p>Does your school offer, to all students who need them, a variety of services designed to help students overcome barriers to learning?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>Yes.</li> <li>Our school offers a variety of services to most but not to all students who need them.</li> <li>Our school offers a limited variety of services, or many students who need them do not have access to them.</li> <li>No, our school does not offer such services.</li> </ul>

### Topic 3: Nutrition Services Section 1: Breakfast and Lunch Best Practices for Achieving this Standard

1	<p>Do breakfast and lunch meals include a variety of foods that meet the following criteria?</p> <p>Breakfast</p> <p>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.</p> <p>Lunch</p> <ul style="list-style-type: none"> <li>Meet the National School Lunch Program requirements.</li> </ul>
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- 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.

Answers:

- Yes, our campus meets six to eight of these criteria for variety.
- Our campus meets three to five of these criteria for variety.
- Our campus meets one to two of these criteria for variety.
- Our campus does not meet these criteria for variety.

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Topic 3: Nutrition Services Section 2: Dinner Best Practices for Achieving this Standard	
1	<p>Do dinner meals include a variety of foods that meet the following criteria?</p> <p><b>Dinner</b></p> <ul style="list-style-type: none"> <li>- Focus on whole fruits. Whole fruits include fresh, frozen, dried, and canned in 100% fruit juice or light syrup. Whole fruits are offered more often than 100% fruit juice.</li> <li>- Vary your veggies. Vegetables are divided into five subgroups and include dark-green vegetables, red and orange vegetables, legumes (beans and peas), starchy vegetables, and other vegetables.</li> <li>- All five sub-groups are offered at least once per week.</li> <li>- Make half your grains whole grains. Grains include whole grains and refined, enriched grains.               <ul style="list-style-type: none"> <li>- Whole grain options are offered at least three times per week.</li> </ul> </li> <li>- Vary your protein routine. Protein foods include both animal (seafood, meat, poultry, and eggs) and plant sources (nuts, beans and peas*, seeds, and soy products).               <ul style="list-style-type: none"> <li>- A variety of lean protein foods from both plant and animal sources are offered weekly.</li> </ul> </li> <li>- Move to low-fat or fat-free milk or yogurt. Dairy includes milk, yogurt, cheese, and calcium-fortified soy beverages (soymilk).               <ul style="list-style-type: none"> <li>- Fat-free (skim) and low fat (1%) dairy is offered daily.</li> </ul> </li> </ul> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>• Yes, our campus meets four to five of these criteria.</li> <li>• Our campus meets three to four of these criteria.</li> <li>• Our campus meets two to three of these criteria.</li> <li>• Our campus meets one to two of these criteria.</li> <li>• Our campus does not meet these criteria.</li> </ul>
	<p><b>Snacks</b></p> <ul style="list-style-type: none"> <li>- Do snacks served (in school and living unit) meet the guidelines for Smart Snacks.</li> <li>- Offer at least 3 different fruits and vegetables each week.</li> <li>- Offer fresh fruit at least 1 day per week.</li> </ul> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>• Yes, our campus meets all three of these criteria for variety.</li> <li>• Our campus meets two of these criteria for variety.</li> <li>• Our campus meets one of these criteria for variety.</li> <li>• Our campus does not meet these criteria.</li> </ul>

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Topic 3: Nutrition Services Section 3: Vending and Canteens (Smart Snacks) Best Practices for Achieving this Standard	
1	<p>Do venues outside the cafeteria (e.g., vending machines, school stores, canteens, concessions, living units or dorms) where food is available offer fruits and non-fried vegetables?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, most or all venues outside the cafeteria offer fruits and non-fried vegetables.</li> <li>• About half of the venues outside the cafeteria offer fruits and non-fried vegetables.</li> <li>• Fewer than half of the venues outside the cafeteria offer fruits and non-fried vegetables.</li> <li>• None of the venues outside the cafeteria offer fruits and non-fried vegetables.</li> </ul>
2	<p>Campus has a process/policy in place to limit the number of foods and beverages that are used as a reward for good behavior. This includes items served in canteens and point stores.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, our campus has a process/policy in place to limit the amount of foods and beverages that are used as a reward.</li> <li>• Yes, our campus limits the amount of foods and beverages that are used as a reward but we do not have a process/policy in place.</li> <li>• No, our campus does not have a process/policy in place to limit the number of foods and beverages that are used as a reward for good behavior.</li> </ul>
3	<p>Foods and beverages <b>sold</b> at family/community events meet the USDA Smart Snacks in School nutrition standards.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all foods and beverages sold meet Smart Snacks in School nutrition standards.</li> <li>• Most foods and beverages sold meet Smart Snacks in School nutrition standards.</li> <li>• Some foods and beverages sold meet Smart Snacks in School nutrition standards.</li> <li>• No, foods and beverages sold do not meet Smart Snacks in School nutrition standards.</li> </ul>
4	<p>Do all foods and beverages offered to youth <b>during the school day</b> meet or exceed the USDA's nutrition standards for all foods and beverages offered to youth (commonly called Smart Snacks in School)? This includes a la carte, vending, canteens, snack or food carts.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all foods and beverages offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</li> <li>• Most foods and beverages offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Some foods and beverages offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</li> <li>• Foods and beverages offered do not meet or exceed the USDA's Smart Snacks in School nutrition standards.</li> </ul>
5	<p>Do all foods and beverages offered to youth <b>outside the school day</b> (e.g., vending machines, school stores, canteens, living units or dorms) meet or exceed the USDA's nutrition standards for all foods and beverages offered to youth (commonly called Smart Snacks in School)? This includes a la carte, vending, canteens, snack or food carts.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all foods and beverages offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</li> <li>• Most foods and beverages offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</li> <li>• Some foods and beverages offered meet or exceed the USDA's Smart Snacks in School nutrition standards.</li> <li>• Foods and beverages offered do not meet or exceed the USDA's Smart Snacks in School nutrition standards.</li> </ul>
<p>Topic 3: Nutrition Services            Section 4: Staff Professional Development and Health Promotion            Best Practices for Achieving this Standard</p>	
1	<p>Do all 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.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</li> <li>• Most food and nutrition services meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</li> <li>• Some food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements</li> <li>• Food and nutrition services staff do not meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</li> </ul>
2	<p>All staff training on healthy eating is:</p> <ol style="list-style-type: none"> <li>1. Comprehensive (covers multiple topics)</li> <li>2. Evidence-based (based on credible research)</li> <li>3. Does not support a particular industry or food sector agenda</li> <li>4. Delivered by credentialed health or nutrition educators ( RDN, LDN, Cooperative Extension staff).</li> </ol>

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	<p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, we are meeting this standard.</li> <li>• No, we are not meeting this standard.</li> </ul>
3	<p>Are healthy food and beverage choices promoted through the following techniques?</p> <ul style="list-style-type: none"> <li>– variety of mixed whole fruits are displayed in attractive bowls or baskets (instead of stainless steel pans)</li> <li>– Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS)</li> <li>– Vegetables are offered on all serving lines</li> <li>– 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</li> <li>– Pre-packed salads or salad bar is available in a high traffic area A</li> <li>– Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice</li> <li>– Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items.</li> <li>– Low-fat white milk is displayed in front of other beverages in all coolers</li> <li>– 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name</li> <li>– Signs or posters using the MyPlate show students how to make a nutritionally balanced meal</li> <li>– Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas</li> <li>– Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service</li> <li>– Students, teachers, or administrators announce today’s menu in daily announcements</li> <li>– A monthly menu is posted in the main office</li> <li>– Information about the benefits of school meals is provided to teachers and administration at least annually</li> <li>– Conduct a taste test of a new entrée at least once a year</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, healthy food and beverage choices are promoted through ten or more of these techniques.</li> <li>• Healthy food and beverage choices are promoted through five to nine of these techniques.</li> <li>• Healthy food and beverage choices are promoted through one to four of these techniques.</li> <li>• Healthy food and beverage choices are not promoted through these techniques.</li> </ul>
	Do school nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce

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4	<p>nutrition education lessons taught in the classroom?</p> <ul style="list-style-type: none"> <li>- Participate in design and implementation of nutrition education programs</li> <li>- Display educational and informational materials that reinforce classroom lessons</li> <li>- Provide food for use in classroom nutrition education lessons</li> <li>- Provide ideas for classroom nutrition education lessons</li> <li>- Teach lessons or give presentations to students</li> <li>- Tasting party in collaboration with classroom teacher or Unit staff</li> <li>- Presentation on nutrition and food services to staff</li> <li>- Sports nutrition – collaboration with coaches</li> <li>- Classroom tour of cafeteria or meet and greet with school nutrition staff</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, three or more of these methods are used to reinforce nutrition education lessons taught in the classroom.</li> <li>• Two of these methods are used to reinforce nutrition education lessons taught in the classroom.</li> <li>• One of these methods is used to reinforce nutrition education lessons taught in the classroom.</li> <li>• None of these methods are used to reinforce nutrition education lessons taught in the classroom.</li> </ul>
5	<p>Do youth and family members have opportunities to provide both suggestions and feedback for meals and other foods and beverages offered on campus?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, <b>both</b> youth and family members have opportunities to provide suggestions and feedback.</li> <li>• Yes, <b>both</b> youth and family members have opportunities to provide <b>either</b> suggestions for meals or feedback on the meal program.</li> <li>• <b>Either</b> youth or family members have opportunities, <b>but</b> not both.</li> <li>• <b>Neither</b> youth nor family members have these opportunities.</li> </ul>
6	<p>Is your campus implementing any Farm to School activities?</p> <ul style="list-style-type: none"> <li>- Local and/or regional products are incorporated into the meal program</li> <li>- Messages about agriculture and nutrition are reinforced throughout the learning environment</li> </ul>

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	<ul style="list-style-type: none"> <li>- Campus hosts a fruit or vegetable garden</li> <li>- Campus hosts field trips to local farms</li> <li>- Campus utilizes promotions or special events, such as tastings, that highlight the local/regional products</li> <li>- Campus hosts a farmer's market</li> <li>- Menu states local product(s) being served</li> <li>- Local farmers/producers participate in career/field day activities</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, our campus is implementing four to five Farm to School activities.</li> <li>• Our campus is implementing two to three Farm to School activities.</li> <li>• Our campus is implementing at least one Farm to School activity.</li> <li>• No, our campus is not implementing any Farm to School activities.</li> </ul>
7	<p>Does the food service staff consistently follow practices that ensure healthier foods are purchased and prepared for service?</p> <ul style="list-style-type: none"> <li>- Spoon solid fat from chilled meat and poultry broth before use</li> <li>- Use specifications requiring lower sodium content in prepared foods such as hamburgers, cold cuts and cured meats, chicken nuggets, pizza, sandwiches, chicken nuggets, etc.; and canned products such as vegetables, soups, etc.</li> <li>- Use specifications requiring lower added sugar content in prepared foods such a whole grain cold cereals or cereal bars (e.g. candy or yogurt coated), breakfast items such as pancakes or waffles (e.g., infused with syrup) and canned products such as fruit (e.g., packed heavy syrup).</li> <li>- Roast, bake or broil meat rather than fry it</li> <li>- 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.).</li> <li>- Prepare vegetables by steaming or baking/roasting</li> <li>- Prepare vegetables using little or no fat</li> <li>- Cook with nonstick spray or pan liners rather than with grease or oil</li> <li>- Use frozen or canned vegetables with little or no added sodium (e.g., low sodium, fresh frozen foods) instead of regular canned vegetables</li> <li>- Use products that are locally grown or produced such as milk, produce and/or meats, chicken or fish</li> <li>- Follow standardized recipes that are low in saturated fat, sodium and added sugars</li> <li>- Use other seasonings or spices, including fresh herbs, in place of salt. Herbs could be from school gardens or local markets.</li> </ul>

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	<p>Answers:</p> <ul style="list-style-type: none"> <li>• Food service staff follows ten to eleven of these practices.</li> <li>• Food service staff follows eight to nine of these practices.</li> <li>• Food service staff follows five to six of these practices.</li> <li>• Food service staff follows four or fewer of these practices.</li> </ul>
<p>Topic 4: Health and Physical Education Section 1 Health Education Practices for Staff Best Practices for Achieving this Standard</p>	
1	<p>Do all teachers of health education use age-appropriate health education curriculum materials that are sequential and consistent with state or national standards for health education?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• All health education teachers use age-appropriate health education curriculum materials that are sequential and consistent with state or national standards.</li> <li>• Health education teachers use age-appropriate health education curriculum materials, but it is not consistent with state or national standards.</li> <li>• There is no health education curriculum offered.</li> </ul>
2	<p>Do all teachers of health education receive annual professional development training?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• All health education teachers receive annual professional development training.</li> <li>• Most health education teachers receive annual professional development training.</li> <li>• Some health education teachers receive annual professional development training.</li> <li>• Health education teachers do not receive annual professional development training or we don't teach health education.</li> </ul>
3	<p>Do all teachers of health education use active learning strategies and activities that students find enjoyable and personally relevant?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• All health education teachers use active learning strategies and activities that students find enjoyable and personally relevant.</li> <li>• Most health education teachers use active learning strategies and activities that students find enjoyable and personally relevant</li> <li>• Some health education teachers use active learning strategies and activities that students find enjoyable and personally relevant</li> </ul>

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	<ul style="list-style-type: none"> <li>• Health education teachers do not use active learning strategies and activities or we don't teach health education.</li> </ul>
4	<p>Does your health education curriculum address all of these topics on physical activity?</p> <ul style="list-style-type: none"> <li>– The physical, psychological, or social benefits of physical activity</li> <li>– How physical activity can contribute to a healthy weight</li> <li>– How physical activity can contribute to the academic learning process</li> <li>– How an inactive lifestyle contributes to chronic disease</li> <li>– Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition</li> <li>– Differences between physical activity, exercise, and fitness</li> <li>– Phases of an exercise session, that is, warm up, workout, and cool down</li> <li>– Overcoming barriers to physical activity</li> <li>– Decreasing sedentary activities, such as TV watching</li> <li>– Opportunities for physical activity in the community</li> <li>– Preventing injury during physical activity</li> <li>– Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while physically active</li> <li>– Social influences on physical activity, including media, family, peers, and culture</li> <li>– How to find valid information or services related to physical activity and fitness</li> <li>– How to take steps to achieve the personal goal to be physically active</li> <li>– How to influence, support, or advocate for others to engage in physical activity</li> <li>– How to resist peer pressure that discourages physical activity</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Health education curriculum address fifteen to sixteen of these topics.</li> <li>• Health education curriculum address thirteen to fourteen of these topics.</li> <li>• Health education curriculum address ten to eleven of these topics.</li> <li>• Health education curriculum address seven to eight of these topics.</li> <li>• We do not offer health education.</li> </ul>

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5	<p>Does your health education curriculum address all of these essential topics on healthy eating?</p> <ul style="list-style-type: none"><li>- The relationship between healthy eating and personal health and disease prevention</li><li>- Food guidance from <u>MyPlate</u></li><li>- Reading and using food labels</li><li>- Eating a variety of foods every day</li><li>- Balancing food intake and physical activity</li><li>- Eating more fruits, vegetables and whole grain products</li><li>- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain transfat</li><li>- Choosing foods and beverages with little added sugars</li><li>- Eating more calcium-rich foods</li><li>- Preparing healthy meals and snacks</li><li>- Risks of unhealthy weight control practices</li><li>- Accepting body size differences</li><li>- Food safety</li><li>- Importance of water consumption</li><li>- Importance of eating breakfast</li><li>- Making healthy choices when eating at restaurants</li><li>- Social influences on healthy eating, including media, family, peers, and culture</li><li>- How to find valid information or services related to nutrition and dietary behavior</li><li>- How to take steps to achieve the personal goal to eat healthfully</li><li>- Resisting peer pressure related to unhealthy dietary behavior</li><li>- Influencing, supporting, or advocating for others' healthy dietary behavior</li></ul> <p>Answers:</p> <ul style="list-style-type: none"><li>• Health education curriculum address eighteen to twenty of these topics.</li><li>• Health education curriculum address fifteen to sixteen of these topics.</li><li>• Health education curriculum address twelve to thirteen of these topics.</li><li>• Health education curriculum address nine to ten of these topics.</li><li>• We do not offer health education.</li></ul>
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6	<p>Do all teachers of health education use a variety of culturally-appropriate activities and examples that reflect the community's cultural diversity?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• All health education teachers use a variety of culturally-appropriate activities and examples that reflect the community's cultural diversity.</li> <li>• Most health education teachers use a variety of culturally-appropriate activities and examples that reflect the community's cultural diversity.</li> <li>• Some health education teachers use a variety of culturally-appropriate activities and examples that reflect the community's cultural diversity.</li> <li>• Health education teachers do not use culturally-appropriate activities or we don't teach health education.</li> </ul>
7	<p>All staff members are trained at least once a year and coached throughout the year on the role that healthy eating, physical activity and social supports collectively play to support healthy behaviors amongst youth.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all staff members receive this training annually.</li> <li>• Most staff members receive this training annually.</li> <li>• Some staff members receive this training annually.</li> <li>• Staff members do not receive this training at all or do not receive this training annually.</li> </ul>
<p>Topic 4: Health and Physical Education Section 2 Physical Education Practices for Staff Best Practices for Achieving this Standard</p>	
1	<p>Are staff that teach physical education (in living units) required to participate at least once a year in professional development in physical education?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all staff that teach physical education are required to participate in professional development annually.</li> <li>• Most staff that teach physical education are required to participate in professional development annually.</li> <li>• Some staff that teach physical education are required to participate in professional development annually.</li> <li>• Staff that teach physical education are <b>not</b> required to participate in professional development annually or physical education is not taught in the living units.</li> </ul>
2	<p>Are teachers of physical education (in the school) required to participate at least once a year in professional development in physical education?</p>

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	<p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all staff that teach physical education are required to participate in professional development annually.</li> <li>• Most staff that teach physical education are required to participate in professional development annually.</li> <li>• Some staff that teach physical education are required to participate in professional development annually.</li> <li>• Staff that teach physical education are <b>not</b> required to participate in professional development annually or physical education is not taught in the school.</li> </ul>
3	<p>Do all teachers of physical education (in living units) use an age-appropriate, sequential physical education curriculum that is consistent with national or state standards and the district's requirements for physical education?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all teachers use age-appropriate, sequential physical education curriculum, and it is consistent with state or national standards and the district's requirements for physical education.</li> <li>• Some teachers use age-appropriate, sequential physical education curriculum, and it is consistent with state or national standards and the district's requirements for physical education.</li> <li>• Some teachers use age-appropriate, sequential physical education curriculum, but it is <b>not</b> consistent with state or national standards and/or the district's requirements for physical education.</li> <li>• Physical education is not offered in the living units.</li> </ul>
4	<p>Do all teachers of physical education (in the school) use an age-appropriate, sequential physical education curriculum that is consistent with national or state standards and the district's requirements for physical education?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all teachers use age-appropriate, sequential physical education curriculum, and it is consistent with state or national standards and the district's requirements for physical education.</li> <li>• Some teachers use age-appropriate, sequential physical education curriculum, and it is consistent with state or national standards and the district's requirements for physical education.</li> <li>• Some teachers use age-appropriate, sequential physical education curriculum, but it is <b>not</b> consistent with state or national standards and/or the district's requirements for physical education.</li> <li>• Physical education is not offered in the school.</li> </ul>
5	<p>Are your physical activity facilities adequate in the following ways?</p> <ul style="list-style-type: none"> <li>– Both indoor and outdoor spaces can be used by physical education classes, intramural programs or physical activity leagues, and interscholastic sports programs</li> <li>– Indoor facilities exist so that physical education classes do not have to be canceled due to weather extremes (e.g., rain or temperatures extremes)</li> <li>– In physical education classes, all students can be physically active without overcrowding or safety risks</li> <li>– Facilities are accessible for persons with disabilities</li> </ul>

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	<ul style="list-style-type: none"> <li>- For physical activity leagues and interscholastic sports, all interested students can sign up and participate without overcrowding or safety risks</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, physical activity facilities are adequate in all five of these ways.</li> <li>• Physical activity facilities are adequate in four of these ways.</li> <li>• Physical activity facilities are adequate in three of these ways.</li> <li>• Physical activity facilities are adequate in one or two of these ways.</li> <li>• Physical activity facilities do not meet this requirement or we do not have physical activity facilities.</li> </ul>
6	<p>Does the physical education program use three or more of the following methods to promote student participation in a variety of physical activity options?</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Bulletin boards in school</li> <li>- Bulletin boards in living units</li> <li>- Guest speakers who promote physical activity</li> <li>- Class assignments</li> <li>- Articles and other materials that promote physical activity</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, five to six methods are used to promote student participation.</li> <li>• Yes, three to four methods are used to promote student participation.</li> <li>• Yes, one to two methods are used to promote student participation.</li> <li>• The program does not promote participation in physical activity options, or there is no physical education program.</li> </ul>
7	<p>Does the physical education program consistently use all or most of the following practices as appropriate to include students with special health care needs?</p> <ul style="list-style-type: none"> <li>- Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans, chronic health condition action plans, or 504 plans</li> <li>- Offering adapted physical education classes</li> <li>- Making necessary accommodations for students with special health care needs for participation in recess (e.g., game modifications)</li> <li>- Using modified equipment and facilities</li> <li>- Ensuring that students with chronic health conditions are fully participating in physical activity as appropriate and when able</li> </ul>

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	<ul style="list-style-type: none"> <li>- Monitoring signs and symptoms of chronic health conditions</li> <li>- 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</li> <li>- 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)</li> <li>- Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed</li> <li>- Using peer teaching (e.g., teaming students without special health care needs with students who have such needs)</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, the physical education program uses all or most of these instructional practices consistently.</li> <li>• The physical education program uses some of these instructional practices consistently.</li> <li>• 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).</li> <li>• The program uses none of these practices, or there is no physical education program.</li> </ul>
8	<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"> <li>- Goals, objectives, and expected outcomes for physical education</li> <li>- A chart scope and sequence for instruction</li> <li>- A written physical education curriculum</li> <li>- A plan for assessing student performance</li> <li>- Physical activity monitoring devices, such as pedometers, heart rate monitors</li> <li>- Internet resources, such as SHAPE America online tools and resources or PE Central</li> <li>- The Presidential Youth Fitness Program</li> <li>- Protocols to assess or evaluate student performance in physical education</li> <li>- Learning activities that increase the amount of class time students are engaged in moderate-to-vigorous physical activity</li> <li>- Learning activities that actively engage students with long-term physical medical, or cognitive disabilities in physical education</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all teachers of physical education are provided with at least eight kinds of materials.</li> <li>• Teachers of physical education are provided with four to seven kinds of these materials.</li> <li>• Teachers of physical education are provided with one to three kinds of these materials.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Teachers of physical education are not provided with these kinds of materials.</li> <li>• The program uses none of these materials, or there is no physical education program.</li> </ul>
9	<p>Does the physical education program implement and enforce the following safety practices?</p> <ul style="list-style-type: none"> <li>– Practice active supervision</li> <li>– Encourage pro-social behaviors</li> <li>– Use protective clothing and safety gear that is appropriate to child's size and in good shape</li> <li>– Use safe, age-appropriate equipment</li> <li>– Minimize exposure to sun (including through use of sunscreen), smog, and extreme temperatures</li> <li>– Use infection control practices for handling blood and other body fluids</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all six safety practices are followed.</li> <li>• All these safety practices are followed, but at times our campus has temporary lapses in implementing or enforcing one of them.</li> <li>• 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.</li> <li>• More than one of these safety practices is not followed, or there is no physical education program.</li> </ul>
10	<p>Does the campus ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation, and maintenance, in the following ways?</p> <ul style="list-style-type: none"> <li>– Regular inspection and repair of indoor and outdoor playing surfaces, including those on playgrounds and sports fields</li> <li>– Regular inspection and repair of physical activity equipment such as balls, jump ropes, nets, cardiovascular machines, weights, and weight lifting machines</li> <li>– Padded goal posts and gym walls</li> <li>– Breakaway bases for baseball and softball</li> <li>– Securely anchored portable soccer goals that are stored in a locked facility when not in use</li> <li>– Bleachers that minimize the risk for falls</li> <li>– Slip-resistant surfaces near swimming pool use</li> <li>– Pools designed, constructed, and retrofitted to eliminate entrapment use</li> <li>– Monitor the environment to reduce exposure to potential allergens or irritants (e.g., pollen, bees, strong odors)</li> </ul>

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	<p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all nine safety standards are followed.</li> <li>• All these safety standards are followed, but at times our school has temporary lapses in implementing or enforcing one of them.</li> <li>• One of these safety standards is not followed, or at times our school has temporary lapses in implementing or enforcing more than one of them.</li> <li>• More than one of these safety standards is not followed, or there is no physical education program.</li> </ul>
11	<p>All staff members are trained not to withhold opportunities for physical activity (e.g. not being permitted to participate with the rest of the group or being kept from participation) except when a youth's behavior is dangerous to himself or others. Additionally, staff members are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and both prohibitions are consistently followed.</li> <li>• One of these practices is prohibited, and this prohibition is consistently followed.</li> <li>• One or both of these practices is prohibited, but this prohibition is not consistently followed.</li> <li>• Neither practice is prohibited.</li> </ul>
12	<p>Campus' <u>physical activity standards and practices</u> are shared during youth/family intake and/or discharge, during family visits, or through other means.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, <u>physical activity standards and practices</u> are shared.</li> <li>• No, <u>physical activity standards and practices</u> <b>are not</b> shared.</li> </ul>
13	<p>Staff models appropriate food items in front of youth (e.g., staff don't bring in/eat fast food in front of youth).</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, all staff follow this practice.</li> <li>• Most staff follow this practice.</li> <li>• Some staff follow this practice.</li> <li>• There is no practice in place.</li> </ul>
<p>Topic 4 Health and Physical Education Section 3 Health Education for Youth Best Practices for Achieving this Standard</p>	
1	Does the campus require all youth to take and pass at least one health education course?

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	<p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, campus requires all youth to take and pass at least one health education course.</li> <li>• Yes, campus requires all youth to take and pass at least one health education course but the grades count less than grades for other subjects and/or grades are not used in calculation of academic recognition.</li> <li>• Campus <b>does not</b> require all youth to take and pass at least one health education course.</li> </ul>
2	<p>Does your health education curriculum address the following essential topics on healthy eating?</p> <ul style="list-style-type: none"> <li>– The relationship between healthy eating and personal health and disease prevention</li> <li>– Food guidance from MyPlate</li> <li>– Reading and using food labels</li> <li>– Eating a variety of foods every day</li> <li>– Balancing food intake and physical activity</li> <li>– Eating more fruits, vegetables and whole grain products</li> <li>– Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat</li> <li>– Choosing foods and beverages with little added sugars</li> <li>– Eating more calcium-rich foods</li> <li>– Preparing healthy meals and snacks</li> <li>– Risks of unhealthy weight control practices</li> <li>– Accepting body size differences</li> <li>– Food safety</li> <li>– Importance of water consumption</li> <li>– Importance of eating breakfast</li> <li>– Making healthy choices when eating at restaurants</li> <li>– Social influences on healthy eating, including media, family, peers, and culture</li> <li>– How to find valid information or services related to nutrition and dietary behavior</li> <li>– How to take steps to achieve the personal goal to eat healthfully</li> <li>– Resisting peer pressure related to unhealthy dietary behavior</li> <li>– Influencing, supporting, or advocating for others' healthy dietary behavior</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, health education curriculum address all of these topics.</li> <li>• Health education curriculum address most of these topics.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Health education curriculum address some of these topics.</li> <li>• Health education curriculum address one or none of these topics, or there is no health education curriculum.</li> </ul>
3	<p>Does the health education curriculum address all of these topics on physical activity?</p> <ul style="list-style-type: none"> <li>• The physical, psychological, or social benefits of physical activity</li> <li>• How physical activity can contribute to a healthy weight</li> <li>• How physical activity can contribute to the academic learning process</li> <li>• How an inactive lifestyle contributes to chronic disease</li> <li>• Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition</li> <li>• Differences between physical activity, exercise, and fitness</li> <li>• Phases of an exercise session, that is, warm up, workout, and cool down</li> <li>• Overcoming barriers to physical activity</li> <li>• Decreasing sedentary activities, such as TV watching</li> <li>• Opportunities for physical activity in the community</li> <li>• Preventing injury during physical activity</li> <li>• Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while physically active</li> <li>• Social influences on physical activity, including media, family, peers, and culture</li> <li>• How to find valid information or services related to physical activity and fitness</li> <li>• How to take steps to achieve the personal goal to be physically active</li> <li>• How to influence, support, or advocate for others to engage in physical activity</li> <li>• How to resist peer pressure that discourages physical activity</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, health education curriculum address all of these topics.</li> <li>• Health education curriculum address most of these topics.</li> <li>• Health education curriculum address some of these topics.</li> <li>• Health education curriculum address one or none of these topics, or there is no health education curriculum.</li> </ul>
<p>Topic 4: Health and Physical Education            Section 4 Health Services and Practices for Youth            Best Practices for Achieving this Standard</p>	

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1	<p>We have a process to support non-disruption of Medicaid/Insurance benefits after discharge?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, we have a process to support non-disruption of Medicaid/Insurance benefits after discharge.</li> <li>• We are currently developing this process to support non-disruption of Medicaid/Insurance benefits after discharge.</li> <li>• We <b>do not</b> have a process to support non-disruption of Medicaid/Insurance benefits after discharge.</li> </ul>
2	<p>Does your campus have a registered nurse or doctor responsible for health services all day, every day? Are an adequate number of full-time medical providers available to meet the needs of all youth?</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, we have a doctor or nurse present on campus all day every day.</li> <li>• We have a doctor or nurse present on campus <b>most</b> of the time each week.</li> <li>• We have a doctor or nurse present on campus <b>some</b> of the time each week, <b>or</b> we have an LPN or UAP (supervised by a doctor or nurse) who is present at least <b>some</b> of the time each week.</li> <li>• We <b>do not</b> have a registered school nurse, LPN, or UAP present on campus, <b>or</b> we have an <b>unsupervised</b> LPN or UAP on campus.</li> </ul>
3	<p>Does your campus 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"> <li>– One counselor for every 250 students</li> <li>– One social worker for every 400 students</li> </ul> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Yes, we have a full-time counselor, social worker, and psychologist, <b>and</b> the recommended ratios are present.</li> <li>• We have a full-time counselor, social worker, and psychologist, but <b>fewer</b> than the recommended ratios.</li> <li>• We have a full-time counselor, social worker <b>or</b> psychologist, <b>but</b> not all three.</li> <li>• We <b>do not</b> have even one full-time counselor, social worker or psychologist.</li> </ul>
4	<p>Prior to discharge, youth and families are counseled on the importance of continuing mental, emotional, and physical health</p>

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	<p>services. This includes community, and social support services.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Prior to discharge, all youth and families are counseled on the importance of continuing mental, emotional, and physical health services.</li> <li>• Prior to discharge, most youth and families are counseled on the importance of continuing mental, emotional, and physical health services.</li> <li>• Prior to discharge, some youth and families are counseled on the importance of continuing mental, emotional, and physical health services.</li> <li>• Youth and families <b>are not</b> counseled on the importance of continuing mental, emotional, and physical health services.</li> </ul>
5	<p>A mental health assessment using a standardized tool (e.g., Adverse Childhood Experience Questionnaire, National Child Traumatic Stress Network screening and assessment) is completed with all youth within the first 30 days of intake.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• A mental health assessment using a standardized tool is completed with all youth within the first 30 days of intake.</li> <li>• A mental health assessment using a standardized tool is completed with most youth within the first 30 days of intake.</li> <li>• A mental health assessment using a standardized tool is completed with some youth within the first 30 days of intake.</li> <li>• Youth <b>do not</b> receive a mental health assessment within the first 30 days of intake.</li> </ul>
<p>Topic 5: Health and Physical Education Section 1 Physical Activity Practices for Youth Best Practices for Achieving this Standard</p>	
1	<p>Living units provide opportunities for students to participate in daily physical activity everyday (this excludes physical education in school).</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Living units provide opportunities for all students to participate in daily physical activity.</li> <li>• Living units provide opportunities for most students to participate in daily physical activity.</li> <li>• Living units provide opportunities for some students to participate in daily physical activity.</li> <li>• Living units provide opportunities for students to participate in physical activity but it's not every day.</li> <li>• Living units <b>do not</b> provide opportunities for students to participate in physical activity.</li> </ul>
2	<p>Do teachers (in school) keep youth moderately to vigorously active for at least 50% of the time during most or all physical education</p>

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	<p>class sessions?</p> <p>Answers:</p> <ul style="list-style-type: none"><li>• Youth are moderately to vigorously active for at least 50% of the time.</li><li>• Youth are moderately to vigorously active for at least 25% of the time.</li><li>• Youth are moderately to vigorously active less than 25% of the time or physical education classes are not offered.</li></ul>
4	<p>Do both males and females participate in campus-sponsored intramural programs or physical activity challenges/competitions?</p> <p>Answers:</p> <ul style="list-style-type: none"><li>• Yes, both males and females participate in campus-sponsored intramural programs or physical activity challenges/competitions.</li><li>• For the most part, many students of only one sex participates in campus-sponsored intramural programs or physical activity challenges/competitions.</li><li>• Very few students of either sex participate in campus-sponsored intramural programs or physical activity challenges/competitions.</li><li>• Our campus does not offer intramural programs or physical activity challenges.</li></ul>