



Healthy Schools Program – Assessment Guide

Use this document to help navigate the Healthy Schools Program Assessment. The tips on who in your school or district may have the answers can help to accurately complete the assessment and develop your action plan. An answer of “3” qualifies a school for a level except where otherwise noted i.e. Bronze (2). **Note:** Questions marked with an * may be answered at the District Level and are part of the District Assessment.

School Health and Safety Policies and Environment

Level	Question	Level of Completion	People Who Will Likely Know	Evidence of Success
Bronze (2)	<p>101 <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.</p> <p>1 = There is a committee or team, but it is not representative, or it meets less often than four times a year.</p> <p>0 = No.</p>	<p>Principal School Wellness Committee Chairperson</p> <p>National Advisor: Michelle Owens</p>	<p>Identify the name, position title, contact number and email address of the school official responsible for oversight of the Local Wellness Policy.</p> <p>Provide at least 4 dates when the school wellness committee (SWC) met or plans to meet during this school year.</p>
Bronze (2)	<p>102 <u>Local wellness policies:</u></p> <p>Has your school implemented all of the following components of the district’s local wellness policy?</p> <ul style="list-style-type: none"> ▪ Nutrition education and promotion activities ▪ Physical activity opportunities ▪ Nutrition standards for all foods and beverages available on each school campus during the 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 School Wellness Committee Chairperson</p> <p>National Advisor: Michelle Owens</p>	<p>Provide your building or district wellness policy and the building level procedures that demonstrate implementation of the wellness policy.</p>

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	<p>day that meet or exceed the USDA's requirements for school meals and competitive foods and beverages</p> <ul style="list-style-type: none"> ▪ Marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus. ▪ Other school-based activities that promote student wellness ▪ Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the local wellness policy. Regular reporting on content and implementation to the public (including parents, students, and community members) ▪ Periodic measurement of school compliance with the local wellness policy and progress updates made available to the public ▪ Designation of a lead school official to ensure 			

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	<p>compliance with local wellness policy</p> <p>NOTE: By the start of the 2006-2007 school year, every school district participating in the federal meal program was required to establish a local school wellness policy. This requirement was updated in 2010 placing greater emphasis on evaluation and sharing progress of local wellness policy implementation with the public. Your school health team should review your district's policy before completing this question.</p>			
Bronze	<p>*103 <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>3 = Yes.</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 Committee Chairperson</p> <p>National Advisors: Michelle Owens</p>	<p>Provide master schedule demonstrating 20 minutes of recess per day per grade level. (elementary only).</p> <p>Note: Recess should be clearly identified separate from physical education or classroom physical activity breaks.</p>
Bronze	<p>104 <u>Access to free drinking water:</u></p> <p>Does your school make safe, unflavored, drinking water available throughout the school day at no cost to students?</p>	<p>3 = Yes, students can access water fountains or water filling stations throughout the school day, and they are allowed to bring filled containers to class.</p> <p>2 = Students can access water fountains or water filling stations throughout the school day, but they are not allowed to bring filled</p>	<p>Principal School Wellness Committee Chairperson Custodian</p> <p>National Advisor: Carol Chong</p>	<p>No documentation required.</p>

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		<p>containers to class.</p> <p>1 = Students have limited access to water fountains or water filling stations throughout the school day.</p> <p>0 = No, students do not have access to free, safe, unflavored, drinking water.</p>		
Bronze	<p>105 <u>All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards:</u></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 a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their State agency, which also must adhere to the federal Smart Snacks in School requirements).</p>	<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/Cafeteria Manager District Food Service Director</p> <p>National Advisor: Stephanie Joyce</p>	<p>1. Complete Chart 105. List all foods sold to students on school campus during the school day, including vending, school stores, snack or food carts. For <i>each</i> food listed, indicate if the product was found in the Smart Food Planner or that compliance was verified using the Smart Snacks Product Calculator.</p> <p>In lieu of required Charts 105 and 106, schools may upload <i>HUSSC: Smarter Lunchrooms</i> certificate issued April 2015 or after.</p> <p>If your school sells NO individual food items in vending machines, school stores, snack carts AND in-school fundraising please check box in application.</p> <p>2. How many exempt food and beverage fundraising days per school year are allowed at your school, as outlined by your State Agency or wellness policy?</p> <p>3. Please describe below ALL in-school fundraisers held during the school day. <i>Each fundraiser</i> must</p>

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				<p>include the following information: type of fundraiser, group for whom the proceeds benefit, what service or product is sold, are foods and/or beverages sold to students, and how many days the fundraiser runs. EXAMPLE: Valentine's Day fundraiser for student council, flowers sold, no foods and beverages, lasts 3 days.</p> <p>NOTE: For the purposes of a National Healthy Schools Award from the Alliance for a Healthier Generation, exempt food and beverage fundraising days may not exceed 10 days per school year (or the number set by your State Agency, whichever is less).</p>
Bronze	<p>106 <u>All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards:</u></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 a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their State agency, which also must</p>	<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/Cafeteria Manager District Food Service Director Athletic Director School Store Manager PTA/PTO</p> <p>National Advisor: Stephanie Joyce</p>	<p>Complete Chart 106. List all beverages sold to students on school campus during the school day, including vending, school stores, snack or food carts. For <i>each</i> beverage listed, indicate if the product was found in the Smart Food Planner or that compliance was verified using the Smart Snacks Product Calculator.</p> <p>If your school sells NO individual beverages in vending machines, school stores, snack carts AND in-school fundraising, please check box in application.</p>

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	adhere to the federal Smart Snacks in School requirements).			
Silver	<p>*107 <u>Prohibit using physical activity as punishment:</u></p> <p>Does the 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 practices is prohibited, but this prohibition is not consistently followed.</p> <p>0 = Neither practice is prohibited.</p>	<p>Principal School Wellness Committee Chairperson</p> <p>National Advisors: Michelle Owens</p>	<p>1. Indicate how this practice is communicated to staff, students, and parents (check all that apply):</p> <ol style="list-style-type: none"> District or building policy Student/staff/parent handbook Posting on district or school website. <p>2. Upload an example of one of the items you checked above to demonstrate how this practice is communicated to staff, students and parents.</p>
Silver	<p>*108 <u>Prohibit withholding recess as punishment (Elementary Only):</u></p> <p>Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed?</p>	<p>3 = Yes, withholding recess as punishment is a written policy and this prohibition is consistently followed.</p> <p>2 = Yes, withholding recess as punishment is prohibited and this prohibition is consistently followed.</p> <p>1 = Yes, withholding recess as punishment is prohibited but this prohibition is not consistently followed.</p> <p>0 = This practice is not prohibited.</p>	<p>Principal School Wellness Committee Chairperson</p> <p>National Advisors: Michelle Owens</p>	<p>1. Indicate how this practice is communicated to staff, students, and parents (check all that apply):</p> <ol style="list-style-type: none"> District or building policy Student/staff/parent handbook Posting on district or school website <p>2. Provide an example of one of the items you checked above to demonstrate how this practice is communicated to staff, students and parents.</p>

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Silver	<p>109 <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>1 = One or both of these practices is prohibited, but this prohibition is not consistently followed.</p> <p>0 = Neither practice is prohibited.</p>	<p>Principal School Wellness Committee Chairperson</p> <p>National Advisor: Stephanie Joyce</p>	<p>1. Indicate how this practice is communicated to staff, students, and parents (check all that apply):</p> <ol style="list-style-type: none"> District or building policy Student/staff/parent handbook Posting on district or school website <p>2. Provide an example of one of the items you checked above to demonstrate how this practice is communicated to staff, students and parents. The policy, handbook or website should clearly define that no food is ever used as a reward or punishment.</p> <p>Note: School website may also be used to verify practice is consistently followed.</p>
Silver	<p>110 <u>All foods & 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,</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>Principal, School Food Service/Cafeteria Manager, District Food Service Director, Classroom teachers</p> <p>National Advisor: Stephanie Joyce</p>	<p>1. Indicate how this practice is communicated to staff, students, and parents (check all that apply):</p> <ol style="list-style-type: none"> District or building policy Student/staff/parent handbook Posting on district or school website <p>2. Provide an example of one of the items you checked above to demonstrate how this practice is communicated to staff, students and parents. The policy, handbook or website should clearly define that foods and beverages served and offered as snacks (that are not part of a federally reimbursed child</p>

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	holiday parties, and school-wide celebrations.	0 = No, no foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.		<p>nutrition program), birthday parties, holiday celebrations or school-wide celebrations must meet the <i>Smart Snacks in School nutrition standards</i>.</p> <p>*Only TWO exemptions per SCHOOL YEAR are allowed. This must also be clearly defined.</p> <p>Note: School website may also be used to verify practice is consistently followed.</p>
Silver	<p>111 <u>All foods & 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</p>	<p>Principal, School Food Service/Cafeteria Manager, District Food Service Director, After school program staff</p> <p>National Advisor: Stephanie Joyce</p>	<ol style="list-style-type: none"> Indicate how this practice is communicated to staff, students, and parents (check all that apply): <ol style="list-style-type: none"> District or building policy Student/staff/parent handbook Posting on district or school website Provide an example of one of the items you checked above to demonstrate how this practice is communicated to staff, students and parents. The policy, handbook or website should clearly define that foods and beverages sold during the extended school day meet Smart Snacks in School nutrition standards, including vending machines, school stores, snack carts, and fundraising that occurs during the school day. <p>If your school sells NO individual food items or beverages in vending machines, school stores, snack carts</p>

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		standards.		<p>AND fundraising during the extended school day, please check box in application.</p> <p>Note: School website may also be used to verify practice is consistently followed.</p>
Silver	<p>112 <u>All foods & beverages served and offered during the extended 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 extended 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 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 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/Cafeteria Manager, District Food Service Director, After School Program staff</p> <p>National Advisor: Stephanie Joyce</p>	<p>*Extended school day: time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.</p> <ol style="list-style-type: none"> Indicate how this practice is communicated to staff, students, and parents (check all that apply): <ol style="list-style-type: none"> District or building policy Student/staff/parent handbook Posting on district or school website Provide an example of one of the items you checked above to demonstrate how this practice is communicated to staff, students and parents. The policy, handbook or website should clearly define that foods and beverages served and offered as snacks (that are not part of a federally reimbursed child nutrition program), birthday parties, holiday celebrations or school-wide celebrations during the extended school day must meet the <i>Smart Snacks in School nutrition standards</i>.

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				If your school serves or offers NO individual food items or beverages through snacks (that are not part of a federally reimbursed child nutrition program), birthday parties, holiday parties or school-wide celebrations during the extended school day, please check box in application.
Gold	<p>*113 <u>Access to physical activity facilities outside school hours:</u></p> <p>Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours?</p> <p>NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.</p>	<p>3 = Yes, both indoor and outdoor facilities are available.</p> <p>2 = Indoor or outdoor facilities, but not both, are available.</p> <p>1 = Indoor or outdoor facilities are available, but the hours of availability are very limited.</p> <p>0 = No, neither indoor nor outdoor facilities are available.</p>	<p>Principal, School Wellness Committee Chairperson, Custodian, After School Staff</p> <p>National Advisors: Michelle Owens</p>	<p>Upload the written joint-use or shared-use agreement that provides access to physical activities outside school hours.</p> <p>OR</p> <p>List the indoor and outdoor physical activity facilities (i.e. gymnasium, track, basketball courts, playground, weight room, etc.) that are open to students, their families, and the community outside of school hours.</p>
Gold	<p>114 <u>Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards:</u></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>Principal, School Store Manager, PTA/PTO, Athletic director</p>	<p>1. Indicate how this practice is communicated to staff, students, and parents (check all that apply):</p> <ol style="list-style-type: none"> District or building policy Student/staff/parent handbook Posting on district or school website

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	<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? This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; market days; etc.</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>National Advisor: Stephanie Joyce</p>	<ol style="list-style-type: none"> 2. Provide an example of one of the items you checked above to demonstrate how this practice is communicated to staff, students and parents. The policy, student/parent handbook, or website should clearly define that ALL fundraising outside school hours consist of only non-food fundraising or only foods and beverages that meet the Smart Snacks in School Nutrition Standards. 3. Please describe ALL fundraisers held outside school hours. <i>Each fundraiser</i> must include the following information: type of fundraiser, group for whom the proceeds benefit, what service or product is sold, are foods and/or beverages sold to students, and when the fundraiser occurs. EXAMPLE: Community 5K for all school groups, entry to race, no foods and beverages are sold, occurs on a Saturday morning.

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Health Education

Level	Question	Level of Completion	People Who Will Likely Know	Evidence of Success
Bronze	<p>201 <u>Health Education taught in all grades (Elementary Only):</u></p> <p>Do students receive health education instruction in all grades?</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 or Health Education Specialist, Health Education Teacher, Classroom teachers</p> <p>National Advisors: Lisa Perry</p>	<p>Confirm health education is taught in all grades. Describe how health education is taught, the quantity per week or grading period and identify the essential topics on physical activity and healthy eating that are covered in each grade.</p>
Bronze (2)	<p>202 <u>Required health education course (Middle and High 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 or Health Education Specialist, Health Education Teacher</p> <p>National Advisors: Lisa Perry</p>	<p>Provide documentation (student handbook, high school graduation requirements, wellness policy,) that states the health education requirements, how health education is delivered and identify the essential topics on physical activity and healthy eating covered in each course for middle/high school students.</p>
Bronze (2)	<p>203 <u>Essential topics on physical activity:</u></p> <p>Does the 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 contribute to a healthy weight 	<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 or Health Education Specialist, Health Education Teacher, Classroom teacher</p> <p>National Advisors: Lisa Perry</p>	<p>No documentation required.</p>

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	<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 ▪ How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity ▪ Developing an <u>individualized physical activity and fitness plan</u> ▪ Monitoring progress toward reaching goals in an individualized physical activity plan 			
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	<ul style="list-style-type: none"> ▪ Dangers of using performance-enhancing drugs, such as steroids ▪ 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 influence, support, or advocate for others to engage in physical activity ▪ How to resist peer pressure that discourages physical activity <p>NOTE: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.</p>			
Bronze (2)	<p>204 <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 	<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 or Health Education Specialist, Health Education Teacher, Classroom teachers</p> <p>National Advisor: Lisa Perry</p>	No documentation required.

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	<ul style="list-style-type: none"> ▪ Eating more fruits, vegetables and whole grain products ▪ Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain transfat ▪ Choosing foods and beverages with little added sugars ▪ Eating more calcium-rich foods ▪ Preparing healthy meals and snacks ▪ Risks of unhealthy weight control practices ▪ Accepting body size differences ▪ Food safety ▪ Importance of water consumption ▪ Importance of eating breakfast ▪ Making healthy choices when eating at restaurants ▪ Eating disorders ▪ The Dietary Guidelines for Americans ▪ Reducing sodium intake ▪ 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 develop a plan and track progress toward achieving a 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 Health Education Curriculum Analysis Tool (HECAT),</p>			
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	<p>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>			
Silver & Gold	<p>*205 <u>Sequential health education curriculum consistent with standards:</u></p> <p>Do all teachers of health education use an age-appropriate sequential health education curriculum that is consistent with state or national standards for health education (see standards below)?</p> <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> <p>NATIONAL HEALTH EDUCATION STANDARDS</p> <ol style="list-style-type: none"> 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3. Students will demonstrate the ability to access valid information and products and services to enhance health. 	<p>3 = Yes.</p> <p>2 = Some teachers use a sequential health education curriculum, and it is consistent with state or national standards.</p> <p>1 = Some teachers use a sequential health education curriculum, but it is not consistent with state or national standards.</p> <p>0 = None do, or the curriculum is not sequential, or there is no health education curriculum</p>	<p>Principal, District Curriculum Director or Health Education Specialist, Health Education Teacher</p> <p>National Advisor: Lisa Perry</p>	<p>Upload district or school curriculum or pacing guide that identifies topics taught in each grade and indicates alignment to state or national standards. Essential topics on healthy eating and physical activity must be included.</p> <p>Note: Do not upload district or state standard documents.</p>

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		<p>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>5. Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>6. Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>8. Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><i>Joint Committee on National Health Education Standards. National health education standards: achieving excellence, 2nd edition. 2007.</i></p>			
Silver & Gold	206	<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>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>Confirm all teachers of health education provide opportunities to practice or rehearse the skills needed to maintain and improve their health. Provide a narrative that describes examples of skill practice in healthy eating and physical activity.</p>
Silver & Gold	*207	<p><u>Professional development in health education:</u></p> <p>Do all teachers of health education participate at least once a year in professional development in health education?</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>List the dates and topics of health education professional development related to the essential topics of physical activity and healthy eating completed by all teachers delivering health education.</p> <p>Acceptable trainings are delivered by an Alliance Content Expert; state department of health and/or education; SHAPE America; Society of Public Health</p>

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				Education; or another professional development provider. NOTE: First aid and CPR trainings do not meet this requirement.
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Physical Education and Other Physical Activity Programs

Level	Question	Level of Completion	People Who Will Likely Know	Evidence of Success
Bronze (1) Silver (2) Gold (3)	<p>301 <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 Eric Larson Sean Brock</p>	<p>All applicants must submit a master schedule for physical education. The schedule must identify the name of the physical education teacher, the classroom teachers' names and the start and stop time for each class.</p> <p>If the physical education curriculum is delivered by a classroom teacher at the Bronze or Silver level, this time must occur during the school day and appear on the master schedule as Physical Education. If you are applying for Gold, all PE must be taught by licensed teachers who are certified or endorsed to teach PE.</p> <p>NOTE: Schools may be asked to document additional information, such as: alignment to PE standards, how learning is assessed and the dates all instructors received professional development on fitness education.</p>
Bronze (1) Silver (2) Gold (3)	<p>302 <u>Years of physical education (Middle and High Only):</u></p> <p>How many years of physical education are students at this school required to take?</p>	<p>3 = The equivalent of all academic years of physical education.</p> <p>2 = The equivalent of at least one academic year but less than all academic years of physical education.</p>	<p>Principal, Physical Education Teacher</p> <p>National Advisors: Lisa Perry Eric Larson Sean Brock</p>	<p>Provide documentation (student handbook, high school graduation requirements or wellness policy), that states the physical education requirements for middle/high school students.</p>

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		<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>		
Bronze	<p>*303 <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)?</p> <p>NOTE: Consider using CDC's <i>Physical Education Curriculum Analysis Tool (PECAT)</i>, 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 A physically literate individual:</p>	<p>3 = Yes.</p> <p>2 = Some use a sequential physical education curriculum, and it is consistent with state or national standards.</p> <p>1 = Some use a sequential physical education curriculum, but it is not consistent with state or national standards.</p> <p>0 = None do, or the curriculum is not sequential, or there is no physical education curriculum</p>	<p>Principal, Physical Education Teacher, District Curriculum Specialist</p> <p>National Advisors: Lisa Perry Eric Larson Sean Brock</p>	<p>Upload district or school curriculum or pacing guide that identifies topics taught in each grade and indicates alignment to state or national standards. <i>Do not upload district or state standards documents.</i></p> <p>NOTE: The PECAT is not acceptable documentation for this criteria. Please do not submit a blank and/or completed copy.</p>

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	<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>			
Bronze	<p>304 <u>Health-related physical fitness:</u></p> <p>Does the school's physical education program integrate the components of the Presidential Youth Fitness Program?</p> <ul style="list-style-type: none"> ▪ Fitness assessment using Fitnessgram® ▪ Professional development for physical education teachers on proper use and integration of fitness education, fitness assessment, and recognition. ▪ Recognition of students meeting Healthy Fitness Zones or their physical activity goals. 	<p>3 = Yes, all 3 components of the PYFP are integrated.</p> <p>2 = 2 of the PYFP components are integrated.</p> <p>1 = 1 of the PYFP components is integrated.</p> <p>0 = None of the PYFP components are integrated.</p>	<p>Principal, Physical Education Teacher</p> <p>National Advisors: Lisa Perry Eric Larson Sean Brock</p>	<p>The items below are components of the Presidential Youth Fitness Program. Please indicate the specific assessments the school has completed:</p> <ul style="list-style-type: none"> • Pacer (recommended) • One mile run (alternative) • Walk test VO2 max (alternative for secondary students) • Body Max Index • Curl-up (recommended) • Trunk Lift (recommended) • Push-up (recommended) • Modified Pull-up (alternative) • Flexed Arm Hang (alternative) • <u>Back Saver Sit and Reach (optional)</u>

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				<ul style="list-style-type: none"> Shoulder Stretch (optional) <p>All instructors who deliver physical education must complete professional development that focuses on proper use and integration of fitness education, fitness assessment, and recognition. Provide the date, title of training, and list of teachers who teach physical education who attended the physical education professional development.</p> <p>NOTE: First aid and CPR trainings do not meet this requirement.</p>
Bronze	<p>305 <u>Promotes community physical activities:</u></p> <p>Does the school's physical education program use three or more methods to promote student participation in a variety of community physical activity options?</p>	<p>3 = Yes, through three or more methods.</p> <p>2 = The program promotes participation in a variety of community physical activity options, but through only one or two methods.</p> <p>1 = The program promotes participation in only one type of community physical activity option.</p> <p>0 = The program does not promote participation in community physical activity options, or there is no physical education program.</p>	<p>Principal, School Wellness Committee Chairperson, Physical Education Teacher</p> <p>National Advisors: Lisa Perry Eric Larson Sean Brock</p>	<p>Identify at least three of the following methods physical education teachers use to promote student participation in a variety of community physical activity options:</p> <ul style="list-style-type: none"> Class discussions Bulletin boards Public address announcements Guest speakers Take home flyers Homework Assignments Newsletter articles
Bronze	<p>306 <u>Addresses special health care needs:</u></p>	<p>3 = Yes, the physical education program uses all or most of</p>	<p>Principal,</p>	<p>Identify at least 7 appropriate practices to include students with</p>

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	<p>Does the school's 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"> ▪ Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans, asthma action plans, or 504 plans ▪ Offering adapted physical education classes ▪ Using modified equipment and facilities ▪ Ensuring that students with chronic health conditions are fully participating in physical activity as appropriate and when able ▪ Monitoring signs and symptoms of chronic health conditions ▪ Encouraging students to carry and self-administer their medications (including pre-medicating and/or responding to asthma symptoms) in the gym and on playing fields; assisting students who do not self-carry ▪ Encouraging students to actively engage in self-monitoring (i.e., using a peak flow meter, recognizing triggers) in the gym and on playing fields (if the parent/guardian, health care provider, and school nurse so advise) ▪ Using a second teacher, aide, physical therapist, or 	<p>these instructional practices consistently.</p> <p>2 = The physical education program uses some of these instructional practices consistently.</p> <p>1 = The physical education program uses some of these instructional practices, but not consistently (that is, not by all teachers or not in all classes that include students with special health care needs).</p> <p>0 = The program uses none of these practices, or there is no physical education program.</p>	<p>Physical Education Teacher, Special Education Teachers</p> <p>National Advisors: Lisa Perry Eric Larson Sean Brock</p>	<p>special health care needs during physical education instruction.</p> <ul style="list-style-type: none"> ▪ Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans, asthma action plans, or 504 plans ▪ Offering adapted physical education classes ▪ Using modified equipment and facilities ▪ Ensuring that students with chronic health conditions are fully participating in physical activity as appropriate and when able ▪ Monitoring signs and symptoms of chronic health conditions ▪ Encouraging students to carry and self-administer their medications (including pre-medicating and/or responding to asthma symptoms) in the gym and on playing fields; assisting students who do not self-carry ▪ Encouraging students to actively engage in self-monitoring (i.e., using a peak flow meter, recognizing triggers) in the gym and on playing fields (if the parent/guardian, health care provider, and school nurse so advise) ▪ Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed
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	<p>occupational therapist to assist students, as needed</p> <ul style="list-style-type: none"> Using peer teaching (e.g., teaming students without special health care needs with students who have such needs) 			<ul style="list-style-type: none"> Using peer teaching (e.g., teaming students without special health care needs with students who have such needs)
Bronze (2)	<p>307 <u>Promotion or support of walking and bicycling to school:</u></p> <p>Does the school promote or support walking and bicycling to 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 are used Crosswalks exist on streets leading to schools Walking school buses are used Bicycle parking is provided (e.g., bicycle rack) Documentation of number of children walking and or biking to and from school 	<p>3 = Yes, our school promotes or supports walking and bicycling to school in all 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 Committee Chairperson</p> <p>National Advisors: Lisa Perry Eric Larson Sean Brock</p>	<p>Confirm that the school utilizes at least 3 of the following strategies in promoting or supporting walking and bicycling to school.</p> <ul style="list-style-type: none"> Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) 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 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 are used Crosswalks exist on streets leading to schools Walking school buses are used Bicycle parking is provided (e.g., bicycle rack) Documentation of number of children walking and or biking to and from school Creation and distribution of maps of school environment (sidewalks, crosswalks, roads,

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		<ul style="list-style-type: none"> Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.) 			pathways, bike racks, etc.)
Bronze (2)	308	<p><u>Availability of before- and after-school physical activity opportunities:</u></p> <p>Does the school offer opportunities for students to participate in physical activity either before or after the school day (or both); for example, through organized physical activities or access to facilities or equipment for physical activity?</p>	<p>3 = Yes. Both before and after the school day</p> <p>2 = Yes. We offer before school or after school, but not both</p> <p>1 = No. 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 Committee Chairperson, Before/After school program staff</p> <p>National Advisors: Lisa Perry Eric Larson Sean Brock</p>	<p>Students of all grade levels must be offered either before or afterschool opportunities for physical activity throughout the school year.</p> <p>Please identify the following:</p> <p>Types of activity</p> <p>Time activities are offered</p> <p>Grade levels</p>
Bronze (2)	309	<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 on all or most days during a typical school week?</p> <p>NOTE: Physical activity breaks are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5– 30 minutes, and occur all at one time or several times during the school</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 Committee Chairperson, Classroom teachers</p> <p>National Advisors: Lisa Perry Eric Larson Sean Brock</p>	<p>Please identify the following:</p> <p>Amount of time dedicated to physical activity breaks each day.</p> <p>Describe how all teachers integrate structured physical activity breaks in the classroom for all students in all grades on most days (at least 3) of the week.</p>

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	day.			
Silver	310 <u>Students active at least 50% of class time:</u> Do teachers keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions?	3 = Yes, during most or all classes. 2 = During about half the classes. 1 = During fewer than half the classes. 0 = During none of the classes, or there are no physical education classes.	Principal, Physical Education Teacher National Advisors: Lisa Perry Eric Larson	No documentation required.
Silver	*311 <u>Professional development for teachers:</u> Are all teachers of physical education required to participate at least once a year in professional development in physical education?	3 = Yes, all do. 2 = Most do. 1 = Some do. 0 = None do, or no one teaches physical education.	Principal, Physical Education Teacher National Advisors: Lisa Perry Eric Larson	No documentation required. (provided in 304)
Gold	*312 <u>Licensed physical education teachers:</u> Are all physical education classes taught by licensed teachers who are certified or endorsed to teach physical education?	3 = Yes, all are. 2 = Most classes are. 1 = Some classes are. 0 = No classes are, or there are no physical education classes.	Principal, Physical Education Teacher National Advisors: Lisa Perry Eric Larson	Provide license information including teacher name, license number, endorsement area and expiration date for all teachers who deliver physical education instruction.

Nutrition Services

Level	Question	Level of Completion	People Who Will Likely Know	Evidence of Success
Bronze	*401 <u>Breakfast and lunch programs:</u> Does the school offer <u>school meals</u> (both breakfast and lunch) programs that are fully accessible to all	3 = Yes. 2 = Our school offers breakfast and lunch programs, but they are not fully accessible to all	School Food Service/Cafeteria Manager, District Food Service Director,	1. Provide a copy of current six cent certification, meal compliance attestation or most recent administrative review received from the

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	students?	students. 1 = Our school offers only a lunch program, but there are plans to add a breakfast program. 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.	Principal National Advisor: Carol Chong	State Department of Education/Agriculture.
Bronze	*402 <u>Variety of foods in school meals:</u> Do school meals include a variety of foods that following criteria? <u>Lunch</u> <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 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) 	3 = Yes, meets six to eight of these criteria for variety. 2 = Meets three to five of these criteria for variety. 1 = Meets one to two of these criteria for variety. 0 = Meets none of these criteria for variety.	School Food Service/Cafeteria Manager, District Food Service Director National Advisor: Carol Chong	1. Provide breakfast and lunch menus served for the month just prior to application submission. Note: School website may also be used to verify practice is consistently followed.

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	<ul style="list-style-type: none"> Offer at least 3 different types of whole grain-rich food items each week <p><u>Breakfast</u></p> <ul style="list-style-type: none"> 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>NOTE: A school meal is a set of foods that meets school meal program regulations. This does not include à la carte offerings.</p>			
Bronze	<p>*403 <u>Promote healthy food and beverage choices using Smarter Lunchroom techniques:</u></p> <p>Are healthy food and beverage choices promoted of the following techniques?</p> <ul style="list-style-type: none"> Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans) Sliced or cut fruit is available daily Daily fruit options are displayed in a location in the line of sight and reach of students All available vegetable options have been given creative or descriptive names Daily vegetable options are bundled into all grab and go meals available to students 	<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/Cafeteria Manager, District Food Service Director</p> <p>National Advisor: Carol Chong</p>	<ol style="list-style-type: none"> Identify which techniques are used to promote healthy food and beverage choices (identify at least ten or more techniques outlined in the question). Provide one picture or written procedure from your school for at least one of the techniques identified.

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	<ul style="list-style-type: none"> ▪ All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal ▪ White milk is placed in front of other beverages in all coolers ▪ Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas ▪ A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.) ▪ Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas ▪ Student artwork supporting nutrition/health education is displayed in the service and/or dining areas. ▪ Daily announcements are used to promote and market menu options ▪ Use students, teachers, or administrators to announce today's menu in daily announcements. ▪ 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. ▪ Post a monthly menu in the front/main office ▪ Place pre-packed salads or salad bar in a high traffic area. 			
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	<ul style="list-style-type: none"> ▪ Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice ▪ 			
Bronze	<p>*404 <u>Annual continuing education and training requirements for school nutrition services staff:</u></p> <p>Do all school nutrition program 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 HACCP, nutrition standards updates in school meals, food sensitivities and allergies, customer service, or food production techniques.</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 required by the USDA's Professional Standards requirements.</p>	<p>School Food Service/Cafeteria Manager, District Food Service Director</p> <p>National Advisor: Carol Chong</p>	<p>Upload agenda or Certificate of Completion for coursework or training conducted by an Alliance for a Healthier Generation content advisor, ICN, USDA (such as FNS or Team Up), state agency or other professional development provider.</p> <p>OR</p> <p>Please describe annual training or continuing education including ALL of the following elements in your description:</p> <ul style="list-style-type: none"> • District/school site • Meeting date • Training topics and USDA Professional Standards Key Area met • Total training hours met (excluding breaks) • Title of attendees, such as school nutrition staff, FS Manager, Area Supervisor etc.

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Silver	<p>*405 <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 venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), answer "Yes".</p>	<p>3 = Yes, most or all venues outside the cafeteria do.</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/Cafeteria Manager, District Food Service Director</p> <p>National Advisor: Carol Chong</p>	<p>Upload completed chart 105 ensuring fruits and vegetables available in other venues are clearly identified.</p>
Silver	<p>*406 <u>Collaboration between nutrition services staff members and teachers:</u></p> <p>Do nutrition services staff members use 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 ▪ Provide cafeteria tours for classes ▪ Tasting party in collaboration with classroom teacher 	<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 Committee Chairperson, School Food Service/Cafeteria Manager, District Food Service Director</p> <p>National Advisor: Carol Chong</p>	<p>1. Identify which methods are used to reinforce nutrition education lessons taught in the classroom (identify at least three or more methods outlined in the question).</p>

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	<ul style="list-style-type: none"> ▪ 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 			
Gold	<p>*407 <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>3 = Yes. (NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, you can select this answer.)</p> <p>2 = Have adequate time for breakfast or lunch, but not for both.</p> <p>1 = No, but there are plans to increase the time.</p> <p>0 = No.</p>	<p>Principal, School Food Service/Cafeteria Manager District Food Service Director</p> <p>National Advisor: Carol Chong</p>	<p>1. Provide a copy of the school or district policy and/or master schedule. (the policy, or master schedule should clearly indicate students get 10 or more minutes for breakfast and 20 or more minutes for lunch counting from the time they are seated).</p>
Gold	<p>*408 <u>Farm to School activities:</u></p> <p>Is the school implementing any of the following Farm to School activities?</p> <ul style="list-style-type: none"> ▪ Local and/or regional products are incorporated into the school meal program ▪ Messages about agriculture and nutrition are reinforced throughout the learning environment ▪ School hosts a school garden ▪ School hosts field trips to local farms 	<p>3 = Yes, our school is implementing four to five of these activities.</p> <p>2 = Our school is implementing two to three of these activities.</p> <p>1 = Our school is implementing at least one of these activities.</p> <p>0 = No, our school is not implementing any of these activities.</p>	<p>Principal, School Food Service/Cafeteria Manager, District Food Service Director, School Wellness Committee Chairperson</p> <p>National Advisor: Carol Chong</p>	<p>1. Identify the Farm to School activities the school is implementing (identify at least four activities outlined in the question).</p>

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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 			
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Health Promotion for Staff

Level	Question	Level of Completion	People Who Will Likely Know	Evidence of Success
Bronze	<p>*701 <u>Health assessments for staff members:</u></p> <p>Does the 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 Committee Chairperson, School Nurse</p> <p>National Advisor: Michelle Owens</p>	<p>Provide the date(s) the health assessment is offered for all staff members.</p>
Bronze	<p>*702 <u>Programs for staff members on physical activity/fitness:</u></p> <p>Does the school or district</p>	<p>3 = Yes.</p> <p>2 = Offers physical activity/fitness programs, but some staff</p>	<p>Employee Wellness Leader, Principal,</p>	<p>Describe the physical activity/fitness programs available to staff. For bronze 1-2 programs are required</p>

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	offer staff members accessible and free or low-cost physical activity/fitness programs?	members find them inaccessible or expensive. 1 = Offers physical activity/fitness programs, but many staff members find them inaccessible or expensive. 0 = Does not offer physical activity/fitness programs.	School Wellness Committee Chairperson, School Nurse National Advisor: Michelle Owens	and Silver and Gold must provide 3-4 programs.
Bronze	703 <u>Modeling healthy eating and physical activity behaviors:</u> Does your school use the following strategies to support staff to model healthy eating and physical activity behaviors? <ul style="list-style-type: none"> ▪ Provide staff with information about the importance of modeling healthy eating behaviors ▪ Provide staff with information about the importance of engaging in physical activities with students ▪ Encourage staff not to bring in or consume unhealthy foods and beverages in front of students, in classrooms, or areas common to both staff and students ▪ Provide staff with examples of healthy 	3 = Yes, our school uses 5 or more of the strategies to support staff to model healthy eating and physical activity behaviors. 2 = Yes, our school uses 3 to 4 of the strategies to support staff to model healthy eating and physical activity behaviors. 1 = Yes, our school uses 1-2 of the strategies to support staff to model healthy eating and physical activity behaviors. 0 = No, our school does not use any strategies to support staff to model healthy eating and physical activity behaviors.	Employee Wellness Leader, Principal School Wellness Committee Chairperson, School Nurse National Advisors: Michelle Owens	Identify at least 5 strategies used to support staff to model healthy eating and physical activity behaviors. (Identify at least 5 strategies from those outlined in the question).

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	<p>foods and beverages to bring in or consume during the regular or extended school day</p> <ul style="list-style-type: none"> ▪ Provide staff with information or strategies on how to incorporate physical activity into classrooms ▪ Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior 			
Silver	<p>*704 <u>Promote staff member participation:</u></p> <p>Does the 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 	<p>3 = Yes, uses three or more of these methods. 2 = Uses two of these methods. 1 = Uses one of these methods. 0 = Uses none of these methods.</p>	<p>Employee Wellness Leader, Principal, School Wellness Committee Chairperson School Nurse</p> <p>National Advisor: Michelle Owens</p>	<p>Identify three or more methods used to promote staff member participation:</p> <ol style="list-style-type: none"> 1. Offer wellness activities at different times of the day/week to increase participation 2. Provide incentives for staff participation 3. Infuse wellness activities into staff meetings, celebrations, and professional development trainings 4. Conduct challenges to increase staff participation 5. Environmental supports to encourage physical activity, such as walking trails, staff

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	<ul style="list-style-type: none"> ▪ Announcements at staff meetings ▪ Articles in staff newsletters ▪ Incentive/reward programs ▪ Public recognition ▪ 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 			<p>sports programs, onsite fitness centers, and/or fitness classes, etc.</p> <ol style="list-style-type: none"> 6. Assign wellness ambassadors to help promote programs within their respective grade levels or subject areas 7. Recognize and promote “wellness champions” who have succeeded in their own health pursuits or have motivated others 8. Offer healthy food selections in the cafeteria, vending machines, teachers’ break room and at staff meetings 9. School sponsorship and active participation in community health events 10. Organize onsite health fairs/screenings 11. Discuss the wellness program’s respect for the privacy of individual health information 12. Coordinate employee wellness initiatives with benefits department so that incentives are related to health benefit credits or other benefit-related programs 13. Use multiple channels of communication. Examples include:
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				<ul style="list-style-type: none"> a. Information at orientation for new staff members b. Posting to a school/district's website or listserv c. Information included with paycheck d. Flyers posted on school bulletin boards e. Letters emailed directly to staff f. Announcements at staff meetings g. Articles in staff newsletters h. Public recognition
Silver	<p>*705 <u>Programs for staff members on healthy eating/weight management:</u></p> <p>Does the school or district offer staff members healthy eating/weight management programs that are accessible and free or low-cost?</p>	<p>3 = Yes.</p> <p>2 = Offers healthy eating/weight management programs, but some staff members find them inaccessible or expensive.</p> <p>1 = Offers healthy eating/weight management programs, but many staff members find them inaccessible or expensive.</p> <p>0 = Does not offer healthy eating/weight management programs</p>	<p>Employee Wellness Leader, Principal, School Wellness Committee Chairperson, School Nurse</p> <p>National Advisors: Michelle Owens</p>	<p>Describe all healthy eating/weight management programs offered to staff by the school or district. For Silver 1-2 programs are required and Gold must provide 3-4 programs.</p>
Gold	<p>*706 <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</p>	<p>3 = Yes, all foods and beverages served and sold meet Smart Snacks.</p> <p>2 = Most foods and beverages served and sold align with Smart Snacks.</p>	<p>Employee Wellness Leader, Principal, School Wellness Committee Chairperson, School Nurse, Classroom teachers</p>	<p>Complete and upload the last page of charts 105 and 106. List all food and beverage items sold and served at staff meetings, school-sponsored staff events, and in the staff lounge. For <i>each</i> food and beverage listed, indicate if the</p>

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	meetings, school-sponsored staff events, and in the staff lounge meet USDA Smart Snacks in School nutrition standards?	<p>1 = Some foods and beverages served and sold align with Smart Snacks.</p> <p>0 = No, no foods and beverages align with Smart Snacks.</p>	National Advisors: Michelle Owens Stephanie Joyce	product was found in the Smart Food Planner or that compliance was verified using the Smart Snacks Product Calculator .
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Family and Community Involvement

Level	Question	Level of Completion	People Who Will Likely Know	New Evidence OR Criteria Revision
Bronze	<p>801 <u>Family and community involvement in school decision making:</u></p> <p>Do families and other community members help with school decision making?</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 and community members are actively engaged in most school decision-making processes.</p> <p>2 = Families and community members are actively engaged in some school decision-making processes.</p> <p>1 = Families and community members are offered opportunities to provide input into school decision making but are not otherwise engaged.</p> <p>0 = No, families and community members are not engaged in school decision-making</p>	<p>Principal, School Wellness Committee Chairperson, PTA Leader</p> <p>National Advisor: Michelle Owens</p>	Explain how families, students and community members are actively notified of opportunities to participate in and receive information on the development and implementation of the wellness policy (such as email or displaying notices on the district's website).

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		processes.		
Silver	<p>802 <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 Committee Chairperson, PTA Leader, School Food Service/Cafeteria Manager, District Food Service Director</p> <p>National Advisor: Stephanie Joyce</p>	<p>Explain how families and students actively provide both suggestions and feedback for school meals and other foods and beverages sold, served and offered on school campus (such as participating in a School Nutrition advisory council or focus group, or attending a school food show).</p>
Gold	<p>803 <u>Family and community access to school facilities:</u></p> <p>Do family and community members have access to indoor and outdoor school facilities outside school hours to participate in or conduct health promotion and education programs?</p>	<p>3 = Yes, community members have access to school facilities.</p> <p>2 = Community members have limited access to school facilities.</p> <p>1 = Community members have very limited access to school facilities, or there is access to indoor or outdoor facilities but not to both.</p> <p>0 = Community members do not have access to school facilities.</p>	<p>Principal, School Wellness Committee Chairperson, Custodian, Before and/or After school staff</p> <p>National Advisor: Michelle Owens</p>	<p>Upload the school or districts joint use or shared-use agreement. Examples of school joint use agreements: Community Use of Schools Joint Use Agreements and Joint Use: Sharing of School Grounds and Buildings</p>